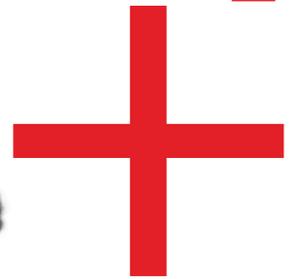




HUMAN
RIGHTS
CAMPAIGN
FOUNDATION

Making HIV History



**A Pragmatic Guide to
Confronting HIV at HBCUs**



**1
in
2**

Black
gay and
bisexual
men in
the United
States
will be
diagnosed
with HIV
in their
lifetime.

**WE
MUST
STOP
THIS
TREND**

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WHO is this guide for?

Administrators in the following areas:

Health and Wellness

Health Services

Counseling Services

Residence Life

Student Affairs



WHY is this guide needed?

College-aged Black Americans are disproportionately affected by HIV.

Despite making up just 12% of the U.S. population, Black Americans accounted for 44% of new HIV diagnoses in 2016.

In 2015, youth and young adults aged 13-24 represented more than 1 in 5 new HIV diagnoses in America. Eighty percent of those diagnoses occurred in persons age 20-24.

Among those youth diagnosed with HIV in 2015, 55% were gay or bisexual Black men.¹

The Southern United States — where a majority of the 101 accredited Historically Black Colleges and Universities (HBCUs) are located — has higher-than-average HIV prevalence. This increases the risk of acquiring HIV for all students in the South — including those attending HBCUs.²

While unique histories, locations and religious affiliations create a mosaic of distinct student experiences at America's HBCUs, the current HIV and AIDS epidemic affecting the Black community is a health equity and civil rights issue. To change the status quo, administrators must be willing to facilitate conversations that address HIV on their campuses.

For HBCUs, confronting HIV and AIDS is a public health imperative and opportunity for moral leadership.

¹<https://www.cdc.gov/hiv/group/age/youth/index.html>

² Approximately 65% of HBCUs are located in the South and East, where high rates of HIV among youth are recorded. The Southern states are similarly disproportionately affected compared to other regions in the U.S. by other social determinants of health "including a historic distrust of the health service system, racial discrimination, lack of infrastructure in some areas, high HIV stigma, distance to care services, poverty, unemployment and lack of affordable housing," which all contribute to poorer health outcomes. Tanya Telfair LeBlanc, Madeline Y. Sutton, Peter Thomas, Wayne A. Duffus, "HIV and STI Risk for Young Blacks in High Prevalence Areas: Implications for Health Equity in Communities Housing Historically Black Colleges and Universities (HBCUs), Journal of Health Disparities Research and Practice 7 1, Spring 2014:41.

³ A study surveying 25 HBCU health administrators determined that only 54% of administrators reported having no formal campus-wide policy that addressed HIV and AIDS prevention.

54%
of HBCUs
have no
formal HIV
prevention
policy³



HOW will this guide help?⁴

Because the Black student population is especially at risk of acquiring HIV, HBCUs are uniquely positioned to lead HIV education, prevention, treatment and care. With an engaged, willing student body, strong community ties, and deep roots in the movements for social justice and equality, HBCUs have the tools they need to make significant headway in the fight for an HIV- and AIDS-free generation.

This guide provides administrators with information, strategies and best practices aimed at significantly reducing student risk on campus.

We recognize that inadequate and unequal funding for HBCUs plays a significant role in determining the programs and services they can offer. The recommendations in this guide have been made with these constraints in mind.

⁴School Health Policies and Practices Study https://www.cdc.gov/healthyouth/data/shpps/pdf/2014factsheets/trends_shpps2014.pdf, Lari Warren-Jeanpierre, Madeline Sutton, Sandra Jones, "Historically Black Colleges and Universities' Campus Culture and HIV Prevention Attitudes and Perceptions Among Students," *Journal of College Student Development* 52 6, November/December 2011:740.



Black youth and HIV

Black population faces a greater risk for HIV than general population⁵

Blacks make up **12%** of the U.S. population, but **43%+** of everyone living with HIV in the U.S.



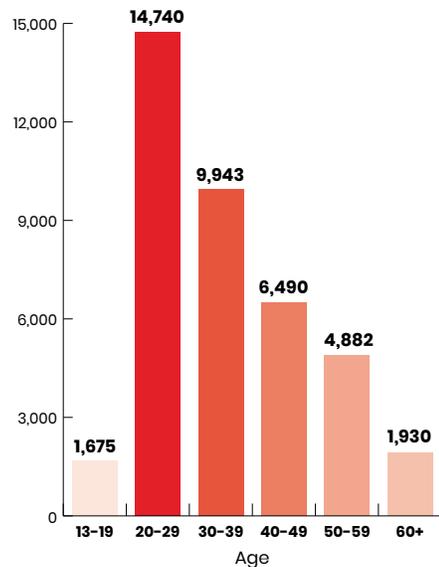
account for **44%** of new HIV diagnoses



⁵ Centers for Disease Control and Prevention (2017). HIV Among African Americans. <https://www.cdc.gov/hiv/group/racialethnic/africanamericans/index.html>

Youth face a greater risk for HIV⁶

New HIV Diagnoses in the United States by Age, 2016



Among people aged 13-24 who were living with HIV

44% didn't know

64% 2000

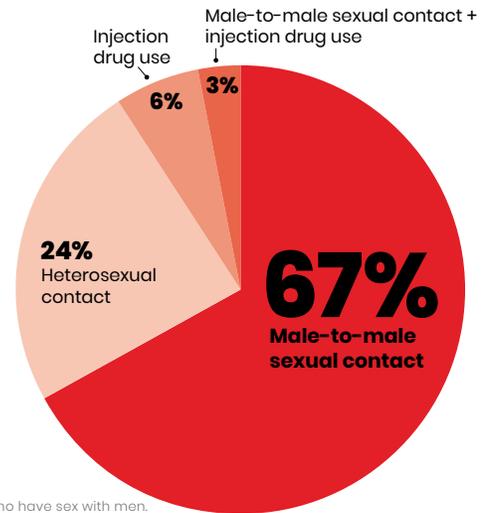
41% 2014

% of U.S. secondary schools in which students are required to receive instruction on HIV prevention

⁶ Centers for Disease Control and Prevention. (2017). HIV in the United States: At A Glance.

MSM* face a higher risk for contracting HIV⁷

New HIV diagnoses by transmission category



* Men who have sex with men.

⁷ Centers for Disease Control and Prevention. HIV Surveillance Report, 2016; vol. 28. <http://www.cdc.gov/hiv/library/reports/hiv-surveillance.html>. Published November 2017.

Low perceptions of risk⁶

Only **10%** of high school students have been tested for HIV



Only **24%** of college students have ever been tested (ACHA-NCHA 2017)



Did not use a condom the last time they had sexual intercourse

46% of all sexually active high school students

48% of sexually active MSM students

Stigma is prevalent⁸

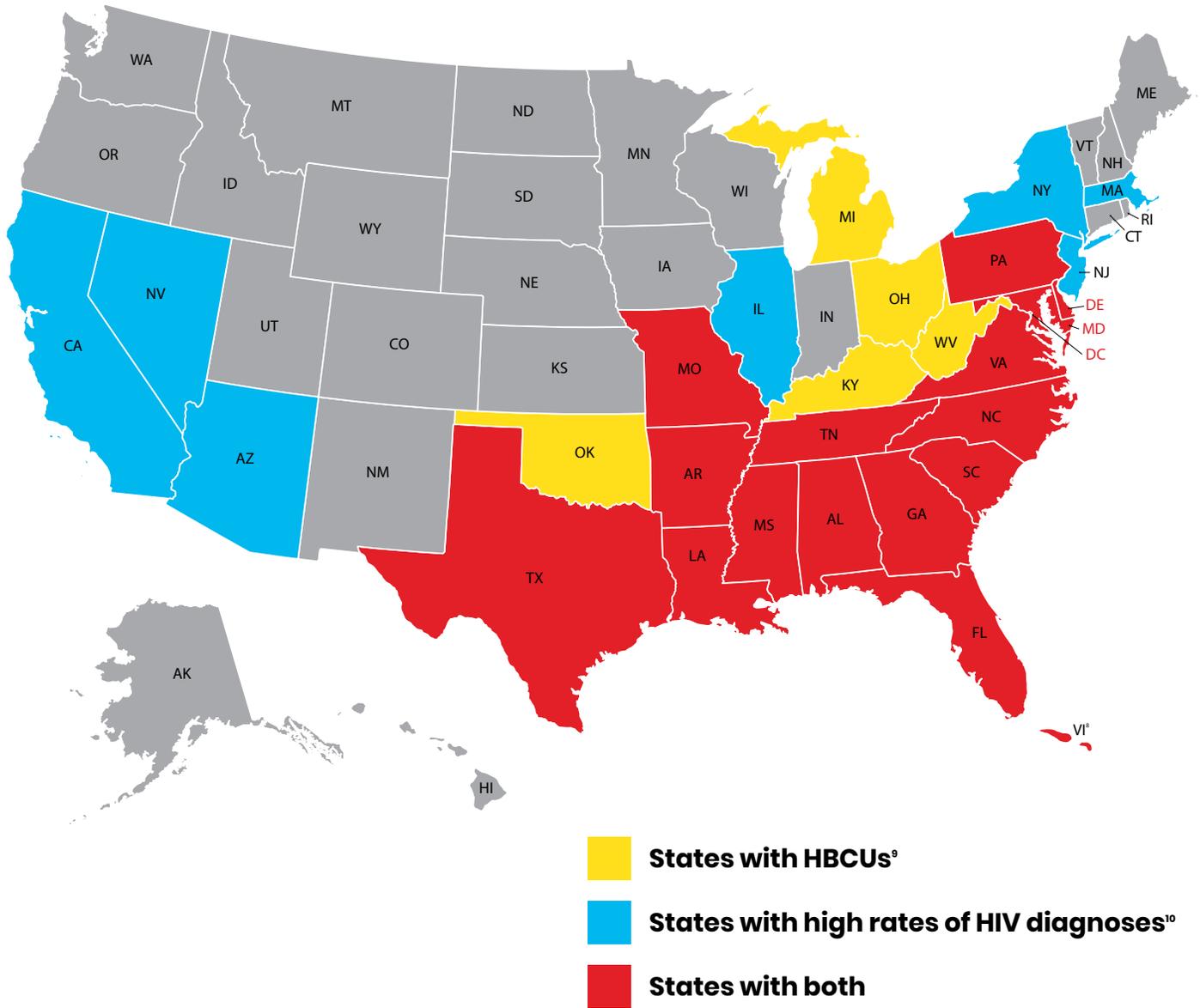
84% of youth 15-24 said there is stigma around HIV in the U.S.

Reported being bullied in the last 12 months



⁸ Centers for Disease Control and Prevention. (2017). Youth Risk Behaviour Surveillance- United States, 2017 <https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf>

Geographic overlap between states with HBCUs and high rates of HIV cases



HBCU Info

101
Schools

223,515
Students enrolled at HBCUs¹¹

2,588,211 Black students in U.S.¹²

⁹ Dalmida SG, Hunte-Cesar T, Martinez GCB, Schweizer A, Freeman B, et al. (2016) Examination of HIV Risk and the HIV/AIDS Epidemic in the U.S. Virgin Islands. *J AIDS Clin Res* 7:621. doi:10.4172/2155-6113.1000621

¹⁰ HBCU Library Alliance. (n.d.). *Institutions by State*. <http://www.hbculibraries.org/libraries-states.php>

¹¹ CDC (2017). Diagnoses of HIV infection in the United States and dependent areas, 2016. *HIV Surveillance Report* 2017; 28. <https://www.cdc.gov/hiv/statistics/overview/geographicdistribution.html>

¹² National Center for Education Statistics (2017). *Fall enrollment in degree-granting historically Black colleges and universities, by sex of student and level and control of institution: Selected years, 1976 through 2016*. https://nces.ed.gov/ipeds/data/ipedsreports/2017/ipeds2017_313.20.asp?current=yes

¹³ National Center for Education Statistics (2017). *Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment, sex, attendance status, and race/ethnicity of student: Selected years, 1976 through 2016*. https://nces.ed.gov/ipeds/data/ipedsreports/2017/ipeds2017_306.10.asp

WHY are college students at greater risk for acquiring HIV?¹³



Inadequate sexual health education in U.S. primary and secondary schools



Underestimation of the perceived risk of HIV acquisition



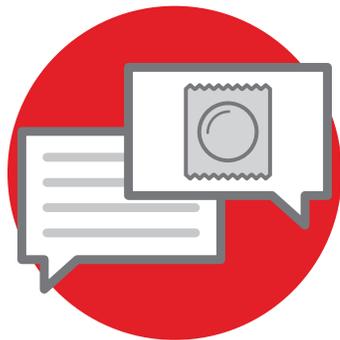
Multiple sexual partners



Low rates of consistent condom use



Low rates of HIV testing



Inadequate safer sex communication with sexual partners

Stigma

84%

of youth 15-24 say there is stigma around HIV in the U.S.

¹³ School Health Policies and Practices Study https://www.cdc.gov/healthyouth/data/shpps/pdf/2014factsheets/trends_shpps2014.pdf.
Lari Warren-Jeanpierre, Madeline Sutton, Sandra Jones, "Historically Black Colleges and Universities' Campus Culture and HIV Prevention Attitudes and Perceptions Among Students," *Journal of College Student Development* 52 6, November/December 2011:740.

WHAT can HBCUs do?

HBCUs have an important role to play in the fight to eradicate HIV-related health disparities and stigma in Black communities, especially among college-aged youth.



Develop and implement formal HIV-inclusive policies

A critical first step is for HBCUs to develop and implement HIV-inclusive policies. Formal policies that reflect best practices relating to HIV prevention, education, testing and support services for students living with HIV are essential. Cultivating a campus culture of non-discrimination and awareness promotes student confidentiality and will increase the likelihood of students to access HIV testing and prevention information.¹⁴

At minimum, HIV-inclusive policies should include:

- Free on-campus HIV testing
- Unrestricted condom distribution across multiple distribution sites
- HIV education programming
- Support services for students living with HIV

¹⁴Lari Warren-Jeanpiere PhD, Sandra Jones PhD & Madeline Y. Sutton MD MPH (2011) Health Administrator Perspectives on Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome Prevention and Services at Historically Black Colleges and Universities, Journal of American College Health, 59:4, 328.



SCHOOL SPOTLIGHT

HIV and AIDS policy at Jackson State University¹⁵

The following policy is intended to express Jackson State University's commitment to enhance the awareness of the campus community in response to the Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome (HIV and AIDS) epidemic.

Jackson State University strives to increase awareness and provide educational information to prevent the further spread of the HIV and AIDS virus. The University recognizes the importance of implementing HIV and AIDS educational programs to provide information relating to knowledge, attitudes, beliefs and behaviors associated with the spread of this disease. Therefore, the University implements the following efforts:

Comprehensive HIV/AIDS educational programs targeting undergraduate, graduate and professional students/employees.

1. HIV and AIDS educational programs have a major role in ensuring protection of the University's student body, faculty and staff from the transmission of HIV and AIDS through the provision of current and accurate information.
2. Provide reasonably affordable and/or free testing for HIV and other blood borne sexually transmitted infections for students in the Student Health Center daily and on demand. HIV testing availability at other campus locations during health promotional events sponsored by community organizations. All test results are strictly confidential and individuals who test positive are promptly referred for appropriate treatment and follow up.
3. Counseling for persons who are living with HIV and experiencing psychological stress are encouraged to visit the Latasha Norman Counseling Center. These sessions are strictly confidential.

Jackson State University HIV and AIDS education programs emphasize the following:

- Students and employees roles in the planning and implementation of HIV and AIDS educational programs.
- Increasing awareness of HIV and AIDS through the availability of film, printed materials, workshops, and community outreach programs.
- Offering information that focuses on methods to decrease the risk of acquiring or spreading HIV and other blood borne pathogens.

¹⁵ For the full policy see the Jackson State University Handbook, <http://www.jsums.edu/studentlife/files/2017/08/2017-2018StudentHandbook.pdf>

For more HIV-inclusive language options, visit www.hrc.org/HIV

Decrease stigma and discrimination

Ending stigma and discrimination surrounding HIV and PLWH is critical to HIV prevention efforts.

HIV STIGMATIZATION is a social phenomenon with real consequences. Negative beliefs and attitudes directed toward people living with HIV (PLWH) devalue the person's social positioning and adversely affect their interactions with others. PLWH's negative beliefs about themselves (internalized stigma), expectations of negative views or treatment from others (felt, perceived, anticipated stigma) or discriminatory experiences (enacted stigma) can contribute to diminished health and quality of life.¹⁶

"The epidemic of fear, stigmatization and discrimination has undermined the ability of individuals, families and societies to protect themselves and provide support and reassurance to those affected. This hinders, in no small way, efforts at stemming the [HIV] epidemic."¹⁷



HIV-related stigma and discrimination undermines the impact and efficacy of programs and the adoption of healthier behaviors in the following ways:

- Decreases the likelihood of HIV testing
- Reduces the likelihood of engagement and maintenance of HIV treatment
- Reduces the quality of care for PLWH
- Reduces the efficacy of HIV preventative interventions
- Reduces the likelihood of disclosing HIV status to partners



¹⁶ HIV and AIDS in the United States of America <https://www.avert.org/professionals/hiv-around-world/western-central-europe-north-america/usa>

¹⁷ International Center for Research on Women HIV-related stigma across contexts: common at its core. <https://www.icrw.org/wp-content/uploads/2016/10/Common-at-its-Core-HIV-Related-Stigma-Across-Contexts.pdf>

Black Americans experience greater levels of HIV-related stigma than any other racial or ethnic group.¹⁸ The model below shows the multiple and intersecting layers of stigma that impact black youth. For Black youth and in particular Black males who engage in sexual activity with other males (MSM), institutional stigma is pervasive and directly relates to their poor health outcomes.¹⁹

Administrators' willingness to address HIV-related stigma and discrimination on their campuses will be critical to improve the HIV-related health outcomes of students.

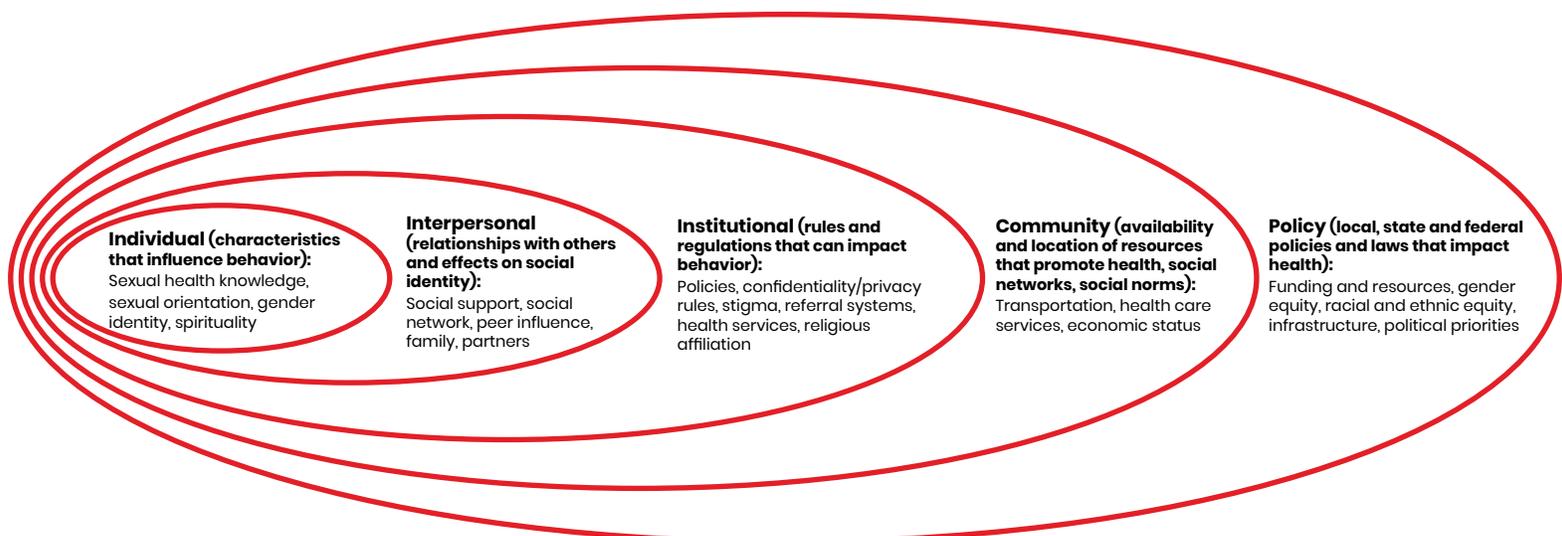
¹⁸ Addressing Stigma: A Blueprint for Improving HIV/STD Prevention and Care Outcomes for Black and Latino Gay Men <https://www.nastad.org/sites/default/files/NASTAD-NCSD-Report-Addressing-Stigma-May-2014.pdf>

¹⁹ Ibid.

Effective HIV education prevention strategies should include the following interventions to reduce stigma:

- Enroll in online sexual health training and HIV-specific training for health services staff
 - www.hiv.uw.edu
 - www.hiv.gov
- Provide LGBTQ-inclusive training to reduce stigma tied to sexual orientation and gender nonconformity
- Routinize HIV testing as part of standard care practices
- Establish campus support groups for students living with HIV
 - Students who enter college with HIV or contract HIV while in college can be an anxiety-inducing experience, but it doesn't have to be an isolating one. Peer support groups can build a sense of community.

The Social-Ecological Model of Health





Promote comprehensive and LGBTQ-inclusive sexual health education on campus

Comprehensive sexual health education varies widely across the United States. According to the CDC, the percentage of U.S. schools in which students are required to receive education on HIV prevention decreased from 64% in 2000 to 41% in 2014.²⁰ At present, just 34 states and the District of Columbia mandate HIV education. Only 13 states require that HIV education be medically accurate.²¹

LGBTQ youth face even greater disparities when it comes to sexual health education, with fewer than 6% reporting having LGBTQ-inclusive sexual discussions in their classes.²²

Research has shown that comprehensive sexual health education has proven to be effective in promoting safer sex practices and reducing HIV and other sexually transmitted infections among youth.²³

²⁰ HIV Among Youth <https://www.cdc.gov/hiv/group/age/youth/index.html>

²¹ Sex and HIV Education <https://www.guttmacher.org/state-policy/explore/sex-and-hiv-education>

²² Ibid.

²³ Comprehensive Sex Education: Research and Results <http://www.advocatesforyouth.org/publications/1487?task=view>

Facilitating opportunities for comprehensive and LGBTQ-inclusive sexual health education and discussions on campus will help administrators empower students to make healthy and informed decisions about their sexual health.

These opportunities may include:

1

Institute a sexual health week

2

Include sexual health education as part of orientation week activities

3

Promote HIV and AIDS awareness events to facilitate campus discussions²⁴

- February 7th – National Black HIV and AIDS Awareness Day
- April 10th – National Youth HIV Awareness Day
- June 27th – National HIV Testing Day
- September 23rd – National Gay Men’s HIV and AIDS Awareness Day
- December 1st – World AIDS Day

4

Ensure sexual health education and training is inclusive of LGBTQ experiences, needs and concerns

5

Invite community-based organizations on campus to facilitate “lunch and learn” sessions about HIV prevention and awareness for student health employees and service providers

6

Provide PrEP education

Expanding awareness of and access to PrEP is essential to combating the HIV and AIDS epidemic among the Black collegiate population in the U.S.

- www.prepwatch.org/us-local-programs
- <http://nccc.ucsf.edu/clinical-resources/prep-guidelines-and-resources/>

²⁴ For more HIV and AIDS Awareness dates, please visit: <https://www.hrc.org/explore/topic/hiv-aids>.





MORE INFO

What is PrEP?

PrEP (Pre-exposure prophylaxis) is a medication taken daily that can reduce a person's chances of getting HIV.

- It can help prevent a person exposed to the virus from getting HIV
- Daily PrEP use is highly effective at preventing HIV acquisition AND becomes even more so when combined with other preventative methods such as condoms

Who can benefit from PrEP?

People who are HIV-negative and:

- Sexually active with more than one person at a time
- Routinely engage in condomless sex
- Recently had a sexually transmitted infection or disease
- Share needles or other injection equipment
- Engage in sex work
- Have a partner living with HIV who has not consistently taken their medication and become undetectable



PrEP Facts

PrEP prescriptions increased more than

300%

from 2014 to 2015

PrEP use rates are lowest among those populations most at risk of HIV:

- Black Americans
- Youth under 25 years of age
- Transgender women



Form collaborative campus and community partnerships

“Fighting a health issue such as HIV is not an individual battle; it’s a fight that requires a unified and collective response. It requires a movement.”²⁵

Historically, HBCUs have been incubators of activism that have changed the national narrative and spurred social justice and civil rights campaigns in America. They are places where people of color have and continue to confront the mechanisms of oppression. Today, the HIV and AIDS epidemic demands that HBCUs continue to address this pervasive health and social justice imperative.

As leaders within their communities, HBCUs have an opportunity to facilitate and champion the on- and off-campus resources that are already working to address the epidemic.



SCHOOL SPOTLIGHT

Sex Week at Dillard University

Since 2014 Dillard University has been hosting Sex Week — a campus-wide sexual health forum that invites medical, religious, health, and relationship experts to discuss issues relating to sex, sexuality, and sexual health in collaboration with student leaders.

Topics in the past have included ‘Condom’ Sense, Sex and the Law, Safe Space Training — LGBTQ+, Sexuality and the Black Church, Free HIV and STI Testing, and Sexual Violence.

²⁵The Black Church & HIV: The Social Justice Imperative <http://action.naacp.org/page/-/Health%20Documents/The-Black-Church-and-HIV-Activity-Manual.pdf>

These partners can address a variety of HIV-adjacent issues on campus. Clinical testing services, awareness raising staff training, stigma-busting, counseling and support services for students living with HIV, and others can all work together to change the campus HIV conversation.

Identify community partners and government organizations

- HIV and AIDS service organizations
- Health departments
- Community-based organizations
<https://locator.hiv.gov/>
- LGBTQ and HIV-affirming churches

Coordinate on-campus resources (among departments, programs, and people)

- Residence life, student affairs, health services and counseling services

Empower and support student-led initiatives

- LGBTQ student organizations
- Provide training for peer educators

Experiential or service learning opportunities for students²⁶

Research has shown that experiential or service learning opportunities, such as volunteering at HIV and AIDS service organizations:

- Greatly enhances students' perception of risk
- Fosters empathy toward PLWH
- Normalizes open conversations about sexual health



SCHOOL SPOTLIGHT

Peer Education at Prairie View A&M University

Panthers Promoting Healthy Decisions or The Panther PhDs is a peer-led organization of students who become Certified Peer Educators through the National Association of Student Personnel Administrators' (NASPA) Bacchus Initiatives and Prairie View A&M University's Health Services.

"The goal of the Panther PhDs is to increase healthier decisions being made in our community. The way we accomplish this goal is through workshops, seminars, training, in class presentations, panel discussions as well as setting up informational booths in local areas of campus. Prevention through education is the key to creating healthy behaviors and we look to help all who are in need."

Topics covered by the Panther PhDs include: HIV and STI Awareness, Alcohol Awareness, Nutrition, Stress, Hypertension and Tobacco Education. And students are trained in confidentiality and attend yearly training and conferences.²⁷

²⁶ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3775368/>

²⁷ <http://www.pvamu.edu/auxiliaryservices/health-services/pantherphds/>

SUMMARY

4 ways to confront HIV on your campus

- 1 Develop and Implement Formal HIV-Inclusive Policies**
- 2 Decrease Stigma and Discrimination**
- 3 Promote and Provide Comprehensive HIV and LGBTQ-Inclusive Sexual Health Education on Campus**
- 4 Identify and Collaborate with Campus and Community Partners**

Acknowledgments

This project reflects the collaborative efforts of multiple HRC Foundation programs, including the Public Education & Research Program, HIV and Health Equity Program and HBCU Program.

HRC Foundation contributors include Leslie Hall, Mark Lee and Liam Miranda.

Authors: Ashland Johnson, Esq., Noël Gordon Jr.

Ashland Johnson, Esq.

Director of Public Education & Research

As Director of Public Education & Research, Ashland Johnson shapes HRC's approach to generating research and educational campaigns. As an experienced social justice advocate, she focuses on the intersection of law, policy and public education with an emphasis on engaging underserved communities. Several key issue areas include health equity, sports equality, economic justice, trans inclusion, reproductive justice and racial justice. Ashland is a graduate of Furman University where she played Division I women's basketball. She graduated with a J.D. from the University of Georgia School of Law as a National Point Scholar and a Bill and Ann Shepherd Equal Rights Scholar. In 2016, she was named as one of the best LGBTQ lawyers under 40 by the National LGBT Bar Association. Ashland currently serves on the Board of Directors of the Point Foundation.

Noël Gordon Jr.

Noël is a public health thought leader, program strategist and black socialist entrepreneur with more than 10 years of experience managing high-performing teams and organizations. He is the Co-Founder & Chief Executive Officer of The RACE Company, a black-owned entertainment production company based in Minneapolis, MN. Prior to this, Noël spent four years in Washington, DC, at the Human Rights Campaign Foundation, where he co-founded the HIV and Health Equity program in 2015.

Human Rights Campaign Foundation

Public Education & Research Program

The HRC Foundation's Public Education & Research Program spearheads a wide variety of LGBTQ advocacy and outreach campaigns, working to ensure that the HRC Foundation's resources and programs are timely, impactful and inclusive. In addition to publishing resource guides, informational materials and reports, the team conducts original

quantitative and qualitative research exploring the lived experiences of LGBTQ people. The program also collaborates with academic researchers and provides guidance to other HRC initiatives in support of efforts to advance LGBTQ equality and well-being.

HIV and Health Equity Program

The HRC Foundation's HIV and Health Equity Program is relentless in its work to combat HIV-related stigma and end the HIV epidemic once and for all. Through a range of guides, videos, publications and images — in English and Spanish — the team educates LGBTQ people and allies about the current realities of HIV as well as the effects of stigma on the very communities most in need. Among many public education efforts, the team has led campaigns endorsing the use of PrEP as an effective prevention tool, the need to end laws criminalizing people living with HIV, and the unique challenges facing gay and bisexual men and transgender women — especially those of color — in the South.

HBCU Program

The HRC Foundation's Historically Black Colleges and Universities (HBCU) Program arose out of a need to support LGBTQ students attending Historically Black Colleges and Universities after two violent, anti-LGBTQ incidents occurred at two prominent HBCUs in 2001. The program empowers students to be change-agents on their campus and lead resourcefully through the intersections of race, religion, gender identity, class and sexual orientation.

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www.dialectic.solutions

About the HRC Foundation

The Human Rights Campaign Foundation improves the lives of lesbian, gay, bisexual, transgender and queer (LGBTQ) people by working to increase understanding and encourage the adoption of LGBTQ-inclusive policies and practices.

We build support for LGBTQ people among families and friends, co-workers and employers, pastors and parishioners, doctors and teachers, neighbors, and the general public. We are helping to enhance the lived experiences of LGBTQ people and their families, as we change hearts and minds across America and around the globe.

The HRC Foundation is a nonprofit, tax-exempt 501(c)(3) organization.



To learn more about the HRC Foundation's efforts in HIV and AIDS, visit:

hrc.org/explore/topic/hiv-aids

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