

1997

Portrayal of HIV and AIDS in Novels Appropriate for Young Adults

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Portrayal of HIV and AIDS
in Novels Appropriate for Young Adults

A Graduate Research Paper
Submitted to the
Department of Curriculum and Instruction
Division of Library Media Studies
in Partial Fulfillment
of the Requirements of the Degree
Master of Arts

UNIVERSITY OF NORTHERN IOWA

by

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July, 1997

This Research Paper by: Andrea J. G. Frederickson

Titled: Portrayal of HIV and AIDS in Novels Appropriate for
Young Adults

has been approved as meeting the research paper requirements
for the Degree of Master of Arts.

Date Approved

Graduate Faculty Reader

Date Approved

Graduate Faculty Reader

7/17/97

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Abstract

The purpose of this study was to determine how HIV/AIDS is portrayed in literature that is appropriate for young adults. The study was a content analysis using a checklist to record methods of HIV infection for characters, methods of HIV/AIDS prevention presented, and whether the information presented was consistent with an HIV/AIDS fact sheet. This fact sheet was derived from information provided by the American Red Cross. The books studied did not contain characters that were infected by all scientifically confirmed modes of HIV transmission. No books in this study included a character who had been infected with HIV through sharing IV needles. A majority of the 20 novels studied (65%) included information about abstinence as a way to prevent HIV infection. A majority of the novels (95%) contained accurate information about HIV/AIDS.

Table of Contents

	Page
List of Tables.....	vi
Chapter	
1. Introduction.....	1
Purpose of Study.....	4
Hypotheses.....	5
Definitions.....	5
Assumptions.....	6
Limitations.....	6
2. Literature Review.....	8
Demographics.....	8
Adolescent Risk of HIV Infection.....	10
Educational Programs.....	13
Role of Literature.....	18
Accuracy.....	19
3. Methodology.....	22
Research Design.....	22
Population.....	22
Procedures.....	23

4.	Data Analysis.....	25
	Method of HIV Infection.....	25
	HIV/AIDS Prevention Information.....	27
	Accuracy of Information.....	28
5.	Conclusions, Recommendations, and Summary.....	30
	Conclusions.....	30
	Methods of HIV Infection.....	30
	HIV/AIDS Prevention Information.....	31
	Accuracy of Information.....	32
	Recommendations.....	33
	Summary.....	34
	Bibliography.....	35
	Appendices	
	A. HIV/AIDS Fact Sheet.....	38
	B. Sample Content Analysis Checklist.....	42
	C. Completed Content Analysis Checklists.....	43
	D. Books Used in Study.....	63
	E. Sources Used to Locate Books for Study.....	65

List of Tables

Table		Page
1.	Method of HIV Infection.....	26
2.	Methods of HIV/AIDS Prevention Presented.....	27
3.	Accuracy of HIV/AIDS Information.....	28

Chapter 1

Introduction

The human immunodeficiency virus and acquired immune deficiency syndrome (HIV/AIDS) epidemic is a very serious problem in the United States today. The Center for Disease Control (CDC, 1995a) reported that 1 million people in the United States carry the virus that causes AIDS. That means that one in every 250 people in this country is infected with HIV. For people 25 to 44 years of age, HIV infection is the leading cause of death in men and the third leading cause of death in women. (p. 5)

Most scientists agree that HIV is spread through exchange of body fluids such as semen, vaginal secretions, and blood. Infection can result from unprotected sexual intercourse, from sharing needles for injecting drugs or ear piercing, or through blood transfusions. The virus can also pass from a woman to her baby before or during birth. (American Red Cross, 1990)

There is no cure for HIV. Once it is in the body it begins to break down the immune system. A compromised immune system and opportunistic diseases lead to a diagnosis of AIDS. (CDC, 1995a)

There are some new treatments for HIV infection that involve the use of drugs called protease inhibitors. These drugs can greatly reduce the amount of HIV in the blood and body tissues. However, these drugs can't completely eliminate the virus from the body. Many people also develop a tolerance to the drugs and they become ineffective. Some persons have such negative reactions to protease inhibitors that they can't continue taking them. These drugs also require much regimentation and are very costly. (Cowley, 1996)

Yarber and Parrillo (1995) state that teenagers have a higher risk for contracting a sexually transmitted disease than any other age group. Teenagers are at such a high risk for being infected with Sexually Transmitted Diseases (STDs) including HIV/AIDS because of their sexual behavior and because a number of them use needles to inject drugs. Other factors that contribute to risk include sexual intercourse at an early age, having multiple partners, and failure to consistently and correctly use condoms.

The CDC gives statistics that support the view that teenagers are at risk for HIV infection. CDC reports show that one in eight teenagers is infected with an STD each year. People under the age of 29 account for more than 80 percent of all AIDS cases. Individuals

in their twenties make up approximately one-fifth of all people with HIV/AIDS. “Since the median incubation period between infection with HIV and onset of AIDS is ten years, many 20-29 year-olds with AIDS may have been infected as teenagers.” (CDC, 1995b, p. v.)

Majer, Santelli, and Coyle (1992) explain that because of access to young people, schools are important sites for HIV/AIDS education and prevention. The goal of education is to increase the number of adolescents practicing HIV/AIDS prevention and risk reduction.

In spite of educational programs, significant numbers of teenagers persist in putting themselves at risk for STD infection. According to Yarber and Parrillo (1992), there is a need for quality instructional materials for STD education.

HIV infection and AIDS are preventable, and since there is currently no cure, knowledge is the best hope of fighting the disease. In speaking of AIDS education, Teasley (1993) says we might have more success if we try to educate adolescents through more affective means. Examples of affective areas of learning would be empathy, identification, and feelings. “Literature- particularly fiction and biography- can bypass or short-circuit students’ denial

about AIDS, can open their hearts as an avenue to their brains, and can challenge them to empathize...” (p. 19)

Teasley (1993) points out that the most appropriate AIDS books for adolescents will impart accurate and current information about the disease. Books about AIDS should include information about how the disease is spread, who is at risk of infection, and how the transmission of HIV can be prevented. He says, “If we don’t act now to tap our students’ imaginations, to touch their emotions with literature and thereby empower them to take responsibility for their actions, we face decades of grief.” (p. 19)

Tillapaugh (1993) explains that adolescence is usually a time when a person discovers his or her sexuality. “The problem novel is a useful medium for educating teens about AIDS and HIV in a non-threatening and non-didactic way. It can also effectively address the emotional issues surrounding this epidemic.” (p. 22)

Purpose of Study

The purpose of this study is to determine how HIV/AIDS is portrayed in books that young adults read. This study will examine whether these books convey accurate information about how the disease is transmitted and how AIDS can be prevented.

It is the hope of the researcher that the results of this study can be used as the basis for literature based HIV/AIDS units. This research might help young adults to broaden their awareness of HIV/AIDS. Reading the literature identified might also help young adults make decisions that will keep them from being infected with HIV.

Hypotheses

1. Novels analyzed in this paper will include examples of characters that have been infected by each scientifically confirmed mode of HIV transmission.
2. The majority of novels will present abstinence as a method of HIV/AIDS prevention.
3. The majority of novels about HIV/AIDS will contain only accurate information about the virus and the disease.

Definitions

1. Young adults - persons between the ages of twelve and eighteen.
2. HIV - Human immunodeficiency virus, the virus that causes AIDS. It destroys the body's immune system. (American National Red Cross 1990, p. 87)

3. AIDS - Acquired immunodeficiency syndrome, a result of HIV infection. Very low T-cell counts and opportunistic diseases indicate that HIV infection has progressed to AIDS. (American National Red Cross 1990, p.87)

Assumptions

It is assumed that there will be sufficient quantity of fiction books dealing with HIV/AIDS and appropriate for young adults to make this a useful study. It is also assumed that these books can make a significant contribution to HIV/AIDS units in junior and senior high school.

Limitations

Books analyzed, for the purpose of this study, were limited to fiction appropriate for young adults. HIV/AIDS was a major issue in each book. The books were limited to those published from 1988 to date. The year 1988 was chosen because up until that date many facts about HIV/AIDS were unknown. The study was limited to novels which were included in at least one of the following: Senior High School Library Catalog, Middle and Junior High School Library Catalog, bibliographies from VOYA and School Library Journal, (see Appendix E) and those located through a search of the automated

catalogs at the Cedar Rapids and Iowa City, Iowa public libraries.

The keywords used to find these books were Fiction and AIDS.

Chapter 2

Literature Review

AIDS was identified as a new disease in 1981. HIV was soon recognized as the cause of this disease. “HIV infection is an urgent, and unique, prevention challenge because of the virus’ virulence, long incubation period, length of infectiousness, grave prognosis, and potential for exponential spread.” (CDC 1995b, p. 6)

This literature review will examine 1) demographics of HIV/AIDS; 2) research which explains why adolescents are at such a high risk of HIV infection; 3) how educational programs can help young adults avoid the AIDS virus and 4) the role of literature in educational programs.

Demographics

This demographic information uses statistics to track various data related to teens and HIV/AIDS. The CDC (1995a) found that the age group from birth through age nineteen represented only about two percent of the total United States population living with AIDS. Americans 20-29 made up 19 percent of the AIDS cases. Those 30-39 accounted for 46 percent of the cases, 40-49 year-olds

represented 23 percent, 50-59 year-olds made up 7 percent, and those 60 or older accounted for only 3 percent of AIDS cases. (p. 15)

The CDC (1995a) also reported that the most common modes of transmission included: sex between homosexual/bisexual men (41 percent) and intravenous (IV) drug use (26 percent). Less common modes of transmission were heterosexual contact (11 percent), homosexual male contact together with IV drug use (5 percent), hemophilia, receipt of blood transfusions, blood components, or tissue (2 percent), mothers passing HIV to their babies (1 percent), and 14 percent were infected in undetermined ways. (p. 15)

The CDC (1995a) reports that 81 percent of AIDS patients in the United States are males and 19 percent are females. To look at those infected with AIDS by race, 40 percent are White, 40 percent are African-American, and 18 percent are Hispanic. About 2 percent are Asian or Native American. The ten states with the most AIDS cases are New York, California, Florida, Texas, New Jersey, Illinois, Georgia, Pennsylvania, Maryland, and Massachusetts. (p. 5)

Statistics from the CDC (1995a) show that from 1992 through 1994, the incidence of AIDS increased among African-Americans (17 percent), Hispanics (13 percent), men (5 percent), and women (26

percent). By mode of HIV exposure, the largest increase was among heterosexual men and women who were exposed to HIV by injecting drugs (men 11 percent: women 12 percent) or through heterosexual contact (men 38 percent: women 46 percent). (p. 5)

These demographics show that all ages, races, and people from all areas of the country are affected by HIV/AIDS. These statistics show that people were infected in a variety of ways.

Adolescent Risk of HIV Infection

Adolescents tend to feel invulnerable to all types of danger and therefore may be unlikely to take precautions against HIV/AIDS. “Adolescence is a period of growth, challenge, and opportunity. It is a time of testing and experimentation, as young people adopt new roles and an independent identity.” (Alan Gutmacher Institute 1995, p. 6)

Bowler, Sheon, D’Angelo, and Vermund (1992) examined CDC statistics and surveyed teenagers’ knowledge, beliefs, and behavior related to HIV/AIDS. They concluded that the main HIV risk factors for young adults were unprotected sex and sharing needles when using injectable drugs.

Adolescents ... are likely to be the most difficult age group to

influence toward HIV/AIDS prevention, due largely to their (1) susceptibility to negative peer pressure; (2) propensity to take risks, including sexual and drug experimentation; (3) sense of invulnerability and immortality; and (4) difficulty grasping the long-term adverse consequences of current behavior. (p. 346)

For teens, the need to fit in and a sense of immortality can be a dangerous combination.

Many factors may influence young peoples' decisions to engage in risky behavior. Adolescents with certain personality types may be more likely to make decisions that could help keep them healthy. Hernandez and Diclemente (1992) had 176 male college students on two southern state university campuses fill out anonymous questionnaires about HIV/AIDS knowledge, attitudes, moral development, personality factors, and behavior. All students were between the ages of 18 and 22. In this correlational study, Hernandez and Diclemente found that young men who were more goal-directed and self-assured were more likely to use condoms if they chose to be sexually active. They suggested that, "It may be a good idea for health educators to bring up issues of future goals and purposes in life, to make health promotion behavior a means to

future goals, rather than a short-term goal in itself.” (p. 445)

Lamport and Andre (1993) had midwestern high school and college adolescents complete an AIDS Knowledge Test and Sexual Responsibility Scale. The 221 high school students (116 males, 105 females) polled were from two small midwestern towns with populations under 3,000. The 153 undergraduate college students (71 males, 82 females) polled attended Iowa State University. This correlational study indicated that adolescents who demonstrated a more sexually responsible attitude had more knowledge of AIDS. (p. 51) With the growing numbers of adolescent AIDS cases, there is an urgent need to develop more sexually responsible attitudes and behaviors among adolescents.

According to the CDC (1995b) “53 percent of students in grades 9 - 12 reported they had ever had sexual intercourse. Nationwide, 53 percent of currently sexually active students or their sexual partners used a condom.... 1 percent of students reported ever having injected any illegal drugs.” (p. 9) The Alan Gutmacher institute (1995) reports that “most adolescents today begin to have intercourse in their middle to late teens. More than half of women and almost three-quarters of men have had

intercourse before their 18th birthday.” (p. 4)

Adolescents have a high risk of HIV infection for a variety of reasons. They fall prey to peer pressure and they are inclined to take risks with sex and drugs. They also tend to have a sense of invulnerability. Teens have trouble seeing long-term consequences. There are many factors that may influence young peoples' decisions to take risks. Some of those factors include how goal-directed and self-assured they are. Attitude about sexual responsibility is also a factor.

Educational Programs

Attempts are made to inform the United States population about HIV/AIDS through public service announcements on television and radio. HIV and AIDS are popular topics for newspaper and magazine articles. The Alan Gutmacher Institute (1995) points out that in our schools there is a unique opportunity to inform adolescents about HIV/AIDS facts and prevention techniques. The most challenging part of sexuality education may be how to make it effective. It is relatively easy to increase teenagers' knowledge about sexuality, but getting them to change their behavior may be more difficult.

Adolescents continue to be at high risk for contracting HIV. The specter of AIDS forces teens to constantly evaluate their choices about sexual activity and drug use. The National Commission on AIDS (1994) points out that:

What is needed for America's future is a revamping of education to give students the critical thinking and analytic skills that allow them to apply knowledge, make decisions, and think independently.... The same knowledge, attitudes, and skills needed for effective HIV prevention also prevent or reduce other risks, including other sexually transmitted diseases, unwanted pregnancy, and alcohol or other drug use.... Thus, HIV education should be presented in an integrated, comprehensive health curriculum that includes discussion of sexuality and that teaches general prevention skills, while still providing HIV-specific information. Skills-based health promotion and disease prevention should begin in elementary school to lay a foundation for healthy adolescent decision making. (p. 44)

Effective HIV prevention programs involve higher order thinking skills and cover all grade levels.

The Gutmacher Institute (1995) points out that the challenge for educators is to find programs that will assist young people in understanding and accepting their evolving sexuality and help them make responsible sexual decisions. The success of any HIV/AIDS education program will depend on the degree to which students accept the subject matter as personally relevant. Students must internalize and act upon the information presented.

Kirby et al. (1994) compared the effectiveness of various school-based programs to reduce sexual risk behaviors. They surveyed 758 high school students in urban and rural areas of California. The students surveyed included 47 percent males and 53 percent females. In this correlational study, the researchers identified characteristics of effective sexuality education programs. The results suggested that effective programs focus on changing specific sexual behaviors and providing accurate information in a manner that causes students to personalize and retain that information. Successful programs also included many interactive activities, very few lectures, and addressed social pressures to have sex. Students listened to lines used to get them to have sex, and then practiced giving appropriate responses. The

researchers found that teens needed decision-making, negotiation, and refusal skills. Students could role-play difficult situations and come up with their own answers. The information should be age-appropriate and experience-appropriate.

Kirby et al. (1994) also described interventions that were effective in encouraging adolescents to postpone sexual intercourse. Those interventions helped teenagers to develop the interpersonal skills they needed to resist sexual involvement. Effective programs included a strong abstinence message, as well as information about contraception and safer sex. For programs to be most effective, teenagers need to be exposed to this information before they become sexually active. (p. 354)

St. Lawrence (1993) conducted correlational research to investigate African-American adolescents' knowledge about AIDS and attitudes towards sexual behavior. St. Lawrence surveyed 195 African-American adolescents. The participants in the study included 100 males and 95 females. The mean age of participants was 15.3 years. The adolescents surveyed had an average age of 11.7 at the time of their first sexual experience. Results of this study suggest that the more adolescents know about AIDS, the less likely

they are to engage in behavior that will put them at risk for HIV infection. Results also suggest that information about HIV/AIDS is most effective if it is presented before young people become sexually active. (p. 105)

The National Commission on AIDS (1994) suggests that abstinence messages and contraceptive information should be included in sexuality education programs:

Those who choose [abstinence] require support. Information and skills building about other means of reducing risk of HIV and other STDs, such as the use of condoms should be included.... One can promote abstinence and still teach youth how to protect themselves against pregnancy and diseases like AIDS. (p. 46)

A balanced HIV/AIDS prevention program can contain both abstinence and contraceptive information.

It is a challenge for educators to find programs that encourage adolescents to protect themselves from HIV infection. Educational programs should begin in the elementary and continue through high school. Effective programs include many activities and few lectures. Specific HIV prevention information needs to be presented

before adolescents become sexually active or involved in IV drug use.

Role of Literature

Goldman's (1993/1994) correlational research results indicate considerable success in the literature-based program for adolescents called The Art of Loving Well. (West Publishing, 1989) Goldman surveyed 180 high school students (84 males and 96 females) from rural, suburban, and urban centers in Maine, Massachusetts, and South Carolina. Goldman found four reasons why reading and discussing stories can be an effective way to foster personal reflection and knowledge.

- Literature is interesting. High quality stories recount the trials that the main characters encounter. They move students in ways that mere facts never can. (p. 5)

- It is easy to talk about literature. Almost everyone has had some problems talking directly about difficult, personal issues such as love and sexuality. A wide range of important matters can be raised when adolescents talk about fictional characters instead of themselves. (p. 5)

- Literature allows acknowledgment of emotions. The best

literature does justice to the complicated and mysterious emotions related to sexuality and permits adolescents to discuss them safely.

(p. 5)

- Literature provides avenues for reflection. Young adults may identify strongly with a character who struggles with difficult decisions and learns from mistakes. Talking about memorable stories and characters allows teenagers to reach their own conclusions about how they would like to live their lives. Arriving at personal conclusions can be more meaningful than lectures given by teachers. (p. 5)

In 1994, Shepard did a bibliometric study of fiction and non-fiction books on this topic. Findings indicated that as the number of juvenile HIV/AIDS cases increased, the number of publications on the topic also increased.

Literature can play a part in educating adolescents about important topics. Reading and discussing stories about HIV/AIDS can foster personal reflection and knowledge. Since publication of books on this topic is increasing, there should be a adequate source of literature that can be utilized for educational purposes.

Accuracy

Teasley (1993) points out that if teachers are to use literature to help students learn about HIV/AIDS, they must have some concern for the accuracy of the portrayal of the disease in books they encourage students read. These books should give students a true picture of how the disease is spread and how to avoid the disease. Methods of infection portrayed in books should include heterosexual sex, homosexual sex, sharing needles, blood transfusions, and infection passed from a mother to her baby before or during birth. Methods of HIV/AIDS prevention depicted in literature should include abstinence, use of condoms, and avoiding needle sharing. (p. 19)

According to the American Red Cross (1990) there are many unfounded fears and lots of misinformation about HIV/AIDS. As a result of that, the American Red Cross put provided brochures that target many populations. They also designed training programs for instructors. The goals of their educational materials and programs are “to help prevent the disease and to help people respond in reasonable ways to HIV infection itself as well as to the people who have it.” (p. 1) See Appendix A for a summary of the important HIV/AIDS facts established by the American Red Cross. Accuracy can be established by comparing information contained in books

against a list of established facts such as that produced by the American Red Cross. The American Red Cross bases their information on current research.

In summary, educational programs aimed at adolescents can help to decrease the incidence of risk-taking behavior which could lead to HIV infection. Effective programs can and should include literature that deals with the subject of HIV/AIDS. This literature should inform readers that persons of any age or sex can become HIV positive. This literature should contain information on methods of HIV infection and ways to prevent infection. This literature should also be realistic and contain accurate information.

Chapter 3

Methodology

Research Design

The purpose of this study is to determine how HIV/AIDS is portrayed in young adult literature. Content analysis was the method used for data collection. Bekkedal (1973) defines content analysis as “an objective description of the contents of a systematically selected group of books.” (p. 110) Bekkedal suggests that content analysis is an important research method to determine if what young people read accurately represents what is happening in real life.

It is important for books dealing with the topic of HIV/AIDS to accurately represent the facts about this disease. Using content analysis, the researcher objectively determined whether the books in this study accurately inform readers about the risks of HIV infection and ways to avoid this disease.

Population

The books chosen for inclusion in this study met the following criteria: (1) They were fiction books appropriate for young adults (ages twelve to eighteen). (2) HIV and/or AIDS was a major issue in

each book. (3) The books were limited to those published from 1988 to date. (4) The study was limited to novels which have been included in at least one of the following: Senior High School Library Catalog, Middle and Junior High School Library Catalog, bibliographies from VOYA, and School Library Journal, and those located through a search of the automated catalogs at the Cedar Rapids and Iowa City public libraries. The key words that were used to find these books were Fiction and AIDS. (5) The books were available to the researcher from the Solon Community School Libraries in Solon, Iowa; the Solon Public Library, the Iowa City Public Library, the Cedar Rapids Public Library, and through inter-library loan. Appendix D contains a list of books used in the study.

Data Gathering Instrument

A bibliographic data and checklist form was designed. Bibliographic data and a brief summary of each title were included in order to make the information useful for teachers who may want to use these books in a classroom situation. Accuracy of the information about HIV/AIDS was checked against the HIV/AIDS fact sheet presented in Appendix A. This fact sheet includes information gathered from the American Red Cross HIV/AIDS Education

Instructor's Manual (1990).

Procedures

As each book was read, pertinent information was recorded on the checklist. (See Appendix B) The data were then compiled according to the three hypotheses of the research study. It was necessary to check HIV/AIDS information presented in the books against the fact sheet. The researcher used the checklist on a non-qualifying book. The book Good-bye Tomorrow did not qualify for the study because it was published before 1988. This book had some pieces of information about HIV/AIDS that were not consistent with the fact sheet. This book contained outdated terms. For example, HTLV-III was used instead of HIV. All completed checklists are included in Appendix C.

Chapter 4

Data Analysis

For the purpose of this study of portrayal of HIV and AIDS, 20 novels appropriate for young adults were analyzed for content. A checklist of 5 items was used in analyzing these novels. The checklist items included age, sex, and method of HIV infection for characters who had HIV/AIDS, methods of HIV/AIDS prevention presented, and accuracy of HIV/AIDS information. Accuracy was checked using the HIV/AIDS fact sheet (Appendix A) based on information from the American Red Cross. (1990)

Data gathered were tallied and then analyzed to determine whether the hypotheses were accepted or rejected. The checklists for all 20 books are included in Appendix C. The analysis of data is divided into three main categories to coincide with the three hypotheses of this study. The information on age and sex of the characters was included to help teachers include a variety of characters in their curriculum if they choose to use these books.

Method of HIV Infection

Hypothesis 1: Novels analyzed in this paper will include examples of characters that have been infected by each of the scientifically confirmed modes of HIV transmission. As shown by Table 1, there were no characters in the books analyzed that had been infected with HIV through needle sharing. Hypothesis 1 was not accepted on the basis of this information.

Table 1

Method of HIV Infection	
<u>Method</u>	<u>Number of characters</u>
Heterosexual sex	6
Homosexual sex	8
Sharing Needles	0
Blood transfusions	5
Before or during birth	1
<u>Other (Not specified)</u>	<u>3</u>
Total number	23

Table 1 shows the methods of HIV infection for characters portrayed in the 20 novels. Some novels had more than one character with HIV/AIDS. Although needle sharing was mentioned in many of

the novels as a way that HIV was spread, none of the novels analyzed actually had a character that contracted the virus in that way.

Three novels did not include information on specific methods of infection.

HIV/AIDS Prevention Information

Hypothesis 2: The majority of novels will present abstinence as a method of HIV/AIDS prevention. As shown by table 2, 65% of the books listed abstinence as a way to avoid HIV infection.

Hypothesis 2 was accepted on the basis of the percentage.

Table 2

Methods of HIV/AIDS Prevention Presented

<u>Method</u>	<u>Number of Books</u>	<u>Percentage</u>
Abstinence	13	65
Use of condoms	8	40
Avoiding needle sharing	12	60
Other	9	45

Two of the books in this study did not present any information about HIV/AIDS prevention. Of the books that listed other methods of prevention, 5 included avoidance of contact with blood, 2 mentioned using protection, but didn't define protection. The

researcher assumed that the authors were referring to condoms. In the book The Eagle Kite, a teacher wrote a “warning” on the chalk board that included needles, blood, and bodily fluid. The author didn’t specifically explain that avoiding contact with these things could prevent HIV infection.

Accuracy of Information

Hypothesis 3: The majority of novels about HIV/AIDS will contain only accurate information about the virus and the disease. As shown in Table 3, 95% of the novels presented information that was consistent with the HIV/AIDS fact sheet (Appendix A). The information in this fact sheet is based on information from the American Red Cross. (1990) Hypothesis 3 is accepted.

Table 3

Accuracy of HIV/AIDS Information

Information consistent with fact sheet	Number	Percent
Yes	19	95
No	1	5
Totals	20	100

There was only one book that contained information that was not consistent with the fact sheet. The Mayday Rampage had a line that said some people who are infected with HIV can have it for years before it shows up on a test. The fact sheet indicated that an infected person may take up to one year to develop antibodies.

Chapter 5

Conclusions, Recommendations, and Summary

The intent of this content analysis was to determine how HIV/AIDS is portrayed in books appropriate for young adults. This study examined whether these books conveyed accurate information about how the disease is transmitted and how AIDS can be prevented.

Conclusions

Methods of HIV Infection

The researcher hypothesized that these books would include characters that were infected by all scientifically confirmed modes of HIV transmission. The data collected reflects that no books in this study had a character who had been infected with HIV through sharing needles. This is surprising since sharing IV needles is a major confirmed mode of transmission. Maybe since injecting drugs is such a negative topic, the authors felt that this mode of transmission would not make characters as easy to empathize with. But on the other hand, reading about a character whose life revolved around the horrors of drug dependency and needle sharing might go a long way toward discouraging young adults to take up that life style.

Some novels were daring enough to discuss homosexual sex as a means of HIV infection. The book The Mayday Rampage even addressed specific topics such as anal sex and masturbation. As long as characters were discussing these topics in a normal everyday way, the facts didn't seem shocking or preachy.

There were characters who had been infected in many different ways so that all sorts of young adults could identify with them. It is unfortunate that no characters were infected with HIV through IV drug use.

HIV/AIDS Prevention Information

The researcher hypothesized that the majority of novels would present abstinence as a method of HIV/AIDS prevention. This study did reflect that 65% of the books included information about abstinence as a way to prevent HIV infection.

Only 40% of the books presented information on condoms. Maybe the authors weren't willing to present information that they feared would encourage sexual intercourse. Since condoms are not 100% effective, some authors may have been hesitant to provide information on this prevention method. Education on use of condoms is controversial. Books have been banned from libraries for being

controversial. Some adolescents who choose to be sexually active might be encouraged to use condoms by reading about them in novels. Two books included statements about using protection, but protection was never defined. These authors seemed to try to approach the subject of condoms, but they just couldn't come out and use the exact word.

Five of the books included avoidance of blood as a prevention method. That was not one of the choices on the checklist and was recorded under the other category.

Accuracy of Information

The researcher hypothesized that the majority of novels about HIV/AIDS would contain only accurate information about the virus. In fact, 95% of the books analyzed had only accurate information. It was surprising that the only book that had information that varied from the American Red Cross HIV/AIDS fact sheet was a book published in 1993. The more recent books would seem to be more accurate, but that apparently is not the case.

The non-qualifying book that was used to test the evaluation instrument did have some inaccurate and out dated information.

Good-bye Tomorrow, the book used to test the checklist, was

published in 1987. The cut off date for use in the study was 1988. This non-qualifying book did contain outdated terms that could confuse readers. It seems that the overwhelming majority of authors who chose to write about HIV/AIDS did enough background research to include accurate information in their stories.

Recommendations

This investigation led the researcher to the following recommendations for further study:

1. Studies should be done to address the problem of why persons who are infected with HIV through needle sharing are not portrayed in fiction books appropriate for young adults.
2. Studies should be performed to discover whether literature portraying characters who have HIV/AIDS has an influence on young adults' perception of the disease.
3. Studies such as this one may need to be repeated as new discoveries are reported in the area of HIV/AIDS.
4. Studies like this one and their bibliographies might be utilized by librarians for selection of realistic fiction.

Summary

The purpose of this study was to determine how HIV/AIDS is portrayed in books appropriate for young adults. It was predicted that: (a) novels analyzed would include characters that were infected with HIV through all scientifically confirmed modes of transmission; (b) the majority of novels studied would present abstinence as a method of HIV/AIDS prevention; (c) that the majority of novels about HIV/AIDS would contain only accurate information about the virus and the disease.

Each book had to meet several criteria to be included in this study. A checklist was designed for data collection on each book. The checklist included information on characters who had HIV/AIDS and on general HIV/AIDS information.

The first hypothesis was rejected since the novels did not include any characters who had been infected with HIV through needle sharing. The second and third hypotheses were accepted. In general, the portrayal of HIV/AIDS in novels appropriate for young adults included accurate factual information.

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Appendix A

HIV/AIDS Fact Sheet

(Based on information from the American Red Cross HIV/AIDS Education Instructor's Manual, 1990)

HIV: HIV (human immunodeficiency virus) is the virus that causes AIDS (Acquired Immune Deficiency Syndrome). People who have HIV in their bodies are said to have HIV infection or be HIV-positive. HIV damages the body's immune system. The immune system protects the body from disease. An HIV-positive person can range from being healthy to being very sick. People can have HIV for years without getting sick. They may look and feel healthy. They may not even know they are infected.

AIDS: AIDS is the stage when an HIV-positive person's immune system gets very weak. When this happens, other diseases and infections can enter the body. The diagnosis of AIDS is made when a person's T-cell count drops below 200 or when a person develops one or more of several opportunistic diseases. (Diseases that a healthy immune system could fight off.)

HIV Transmission: HIV is transmitted through blood, semen, and vaginal secretions. It is commonly transmitted from an infected person to an uninfected person in the following ways:

- Through intercourse (anal, vaginal, or oral). HIV can be present in the blood, semen, and vaginal fluids of someone who is HIV-positive.

- By sharing needles used for injecting drugs, vitamins, or steroids. There is also a risk from sharing needles for tattooing or piercing the body.

- From mother to child before or during birth. HIV can also be passed from a mother to her child through breast milk, but transmission by this means is rare.

The virus can also be transmitted by receiving blood transfusions, blood components, tissues, or organs from donors with the virus. Transmission in this manner is rare since 1985, when testing for HIV was implemented.

How HIV Is Not Transmitted

HIV is not transmitted by normal day-to-day contact between people (at home, school or work, or elsewhere in the community), nor is it transmitted through the air.

HIV is not transmitted in the following ways:

- touching, coughing, sneezing or dry kissing
- contact with toilet seats, eating utensils, water fountains or telephones
- using facilities such as swimming pools, restrooms or gymnasiums
- being close to other people in a classroom, restaurant or a crowded bus
- mosquitoes or other biting insects
- donating blood (all equipment is sterile)

How Can People Eliminate or Reduce the Risk of Becoming Infected with HIV?

- Avoid sexual intercourse.
 - Do not share needles or other sharp objects for using drugs, tattooing or body piercing.
 - Avoid contact with another person's blood, semen or vaginal secretions.
 - Avoid use of alcohol, marijuana or other drugs that impair judgment.
 - Properly use a latex condom during each act of sexual intercourse.
- Note: This reduces the risk of contracting HIV, but condoms are not 100% effective. Lambskin or natural membrane condoms contain small pores which prevent them from being effective in preventing the spread of HIV.

HIV Tests

- HIV tests indicate whether a person has been infected with HIV by detecting antibodies made by the body in response to the virus.
- A positive test means that antibodies to HIV are present in the blood.
- A person recently exposed and infected with HIV may not yet have produced antibodies that can be detected by the test.
- If an individual tested negative but has had some possible HIV exposure during the past six months, it would be best to be tested again after the six-month period has passed to be sure of the results. Some people may take as long as one year to develop

antibodies.

Incubation Period

The amount of time between becoming infected with HIV and being diagnosed with AIDS is called the “incubation period” for AIDS. This amount of time varies for each person. In rare cases, it can be as little as a few weeks or months. There are people who have HIV infection for 12 years or longer and still do not develop AIDS. The average amount of time between being infected with HIV and being diagnosed with AIDS is eight to ten years.

Treatment

There are no documented cases of people who have recovered from HIV. There are currently no vaccines or cures for HIV/AIDS. Several medications have been developed which help to slow the progress of HIV once it is in the body. There are also medications and treatments that can help to prevent common illnesses associated with HIV infection.

Appendix B

Sample Content Analysis Checklist

Novels about HIV/AIDS

Title: _____
 Author: _____
 Place of Publication: _____ Publisher: _____
 Copyright date: _____ Number of pages: _____
 Brief summary of plot: _____

Information about character who has HIV/AIDS:

1. Age: _____
2. _____Male _____Female
3. Method of HIV infection:
 - _____heterosexual sex
 - _____homosexual sex
 - _____sharing needles
 - _____blood transfusion
 - _____before or during birth (from mother)
 - _____other: _____

General HIV/AIDS information:

4. Methods of HIV/AIDS prevention presented:
 - _____Abstinence _____Avoiding needle sharing
 - _____Use of condoms _____Other _____
5. Was all information presented consistent with HIV/AIDS fact sheet?
 - _____yes _____no
 - If no, what information was not consistent? _____
 - _____
 - _____

Appendix C

Completed Content Analysis Checklists

Novels about HIV/AIDS

Title: What You Don't Know Can Kill You

Author: Fran Arrick

Place of Publication: New York

Publisher: Dell

Copyright date: 1992

Number of pages: 154

Brief summary of plot: Ellen Geddes is pretty and popular. She is thinking about prom, graduation, and her boyfriend Jack. Ellen's life is turned upside down when she donates blood and tests positive for HIV. She discovers that Jack infected her.

Information about character who has HIV/AIDS:

1. Age: a-18 b-20

2. √b Male

√a Female

3. Method of HIV infection:

√a √b heterosexual sex

____ homosexual sex

____ sharing needles

____ blood transfusion

____ before or during birth (from mother)

____ other: _____

General HIV/AIDS information:

4. Methods of HIV/AIDS prevention presented:

√ Abstinence

√ Avoiding needle sharing

√ Use of condoms

____ Other _____

5. Was all information presented consistent with HIV/AIDS fact sheet?

√ yes

____ no

If no, what information was not consistent? _____

Content Analysis Checklist

Novels about HIV/AIDS

Title: The DiscoveryAuthor: Judy BaerPlace of Publication: Minneapolis Publisher: Bethany HouseCopyright date: 1993 Number of pages: 127

Brief summary of plot: Todd and Lexi are high school friends. Todd's brother Mike is getting married to Nancy, a pediatric nurse. Nancy is hospitalized with pneumocystis carinii pneumonia. Nancy discovers that she has AIDS. She decides to speak to others about prevention.

Information about character who has HIV/AIDS:1. Age: 262. Male Female

3. Method of HIV infection:

- heterosexual sex
 homosexual sex
 sharing needles
 blood transfusion
 before or during birth (from mother)
 other: _____

General HIV/AIDS information:

4. Methods of HIV/AIDS prevention presented:

- Abstinence Avoiding needle sharing
 Use of condoms Other: mention of "safe sex"
and "protection" but neither were defined

5. Was all information presented consistent with HIV/AIDS fact sheet?

 yes no

If no, what information was not consistent? _____

Content Analysis Checklist

Novels about HIV/AIDS

Title: Diving for the Moon

Author: Lee F. Bantle

Place of Publication: New York

Publisher: Macmillan

Copyright date: 1995

Number of pages: 163

Brief summary of plot: The summer after they finish the sixth grade, Bird (Carolina Birdsong) discovers that her best friend Josh is HIV-positive. Bird also finds out that her mother is pregnant.

Information about character who has HIV/AIDS:

1. Age: 12

2. Male Female

3. Method of HIV infection:

heterosexual sex

homosexual sex

sharing needles

blood transfusion

before or during birth (from mother)

other: _____

General HIV/AIDS information:

4. Methods of HIV/AIDS prevention presented:

Abstinence

Avoiding needle sharing

Use of condoms

Other: Avoiding contact with blood.

5. Was all information presented consistent with HIV/AIDS fact sheet?

yes

no

If no, what information was not consistent? _____

Content Analysis Checklist

Novels about HIV/AIDS

Title: Losing DavidAuthor: Elizabeth BenningPlace of Publication: New YorkPublisher: HarperCollinsCopyright date: 1994Number of pages: 144

Brief summary of plot: Kim Jordan left Janesville, Ohio where people treated her badly because she has HIV/AIDS. Now she's in a new town and starting a new school. Kim meets a counselor named David when she starts going to counseling sessions at a place called Hope House. David has leukemia.

Information about character who has HIV/AIDS:1. Age: 142. Male Female

3. Method of HIV infection:

 heterosexual sex homosexual sex sharing needles blood transfusion before or during birth (from mother) other: _____General HIV/AIDS information:

4. Methods of HIV/AIDS prevention presented:

 Abstinence Avoiding needle sharing Use of condoms Other: avoiding contact with blood

5. Was all information presented consistent with HIV/AIDS fact sheet?

 yes no

If no, what information was not consistent? _____

Content Analysis Checklist

Novels about HIV/AIDS

Title: The Mayday Rampage

Author: Clayton Bess

Place of Publication: Sacramento

Publisher: Lookout Press

Copyright date: 1993

Number of pages: 198

Brief summary of plot: Jess and Molly are both juniors. They decide to write a series of articles about AIDS for their high school newspaper. These articles are quite controversial.

Information about character who has HIV/AIDS:

1. Age: a-5 b-30

2. √a √b Male _____Female

3. Method of HIV infection:

_____heterosexual sex

√b homosexual sex

_____sharing needles

√a blood transfusion

_____before or during birth (from mother)

_____other: _____

General HIV/AIDS information:

4. Methods of HIV/AIDS prevention presented:

√ Abstinence

√ Avoiding needle sharing

√ Use of condoms

_____Other _____

5. Was all information presented consistent with HIV/AIDS fact sheet?

_____yes

√ no

If no, what information was not consistent? "Some people are infected and it doesn't show up on the test sometimes for years."
(p.186)

Content Analysis Checklist

Novels about HIV/AIDS

Title: Athletic Shorts

Author: Chris Crutcher

Place of Publication: New York

Publisher: Dell

Copyright date: 1991

Number of pages: 161

Brief summary of plot: *In The Time I Get* is a short story about Louie Banks. Louie has just graduated from high school. He becomes friends with Darren, who is gay and has AIDS. Louie wants to support Darren, but he's afraid of what his friends will say.

Information about character who has HIV/AIDS:

1. Age: 24

2. Male Female

3. Method of HIV infection:

heterosexual sex

homosexual sex

sharing needles

blood transfusion

before or during birth (from mother)

other: _____

General HIV/AIDS information:

4. Methods of HIV/AIDS prevention presented:

Abstinence

Avoiding needle sharing

Use of condoms

Other _____

5. Was all information presented consistent with HIV/AIDS fact sheet?

yes

no

If no, what information was not consistent? _____

Content Analysis Checklist

Novels about HIV/AIDS

Title: My Brother Has AIDSAuthor: Deborah DavisPlace of Publication: New YorkPublisher: AtheneumCopyright date: 1994Number of pages: 186

Brief summary of plot: Lacy is a typical 13-year-old. Her brother Jack is moving back home because he's very sick. He has AIDS. Lacy's family struggles to cope with his illness. Lacy deals with changes in relationships with classmates and in her commitment to her swimming team.

Information about character who has HIV/AIDS:1. Age: 252. Male Female

3. Method of HIV infection:

 heterosexual sex homosexual sex sharing needles blood transfusion before or during birth (from mother) other: _____General HIV/AIDS information:

4. Methods of HIV/AIDS prevention presented:

 Abstinence Avoiding needle sharing Use of condoms Other _____

5. Was all information presented consistent with HIV/AIDS fact sheet?

 yes no

If no, what information was not consistent? _____

Content Analysis Checklist

Novels about HIV/AIDS

Title: When Heroes Die

Author: Penny Raife Durant

Place of Publication: New York

Publisher: Atheneum

Copyright date: 1992

Number of pages: 136

Brief summary of plot: Gary is 12 years old and in seventh grade. His father left when he was a baby. Gary's uncle Rob is his hero and father figure. Then Gary discovers that Rob has AIDS.

Information about character who has HIV/AIDS:

1. Age: 35

2. Male Female

3. Method of HIV infection:

heterosexual sex

homosexual sex

sharing needles

blood transfusion

before or during birth (from mother)

other: _____

General HIV/AIDS information:

4. Methods of HIV/AIDS prevention presented:

Abstinence

Avoiding needle sharing

Use of condoms

Other _____

5. Was all information presented consistent with HIV/AIDS fact sheet?

yes

no

If no, what information was not consistent? _____

Content Analysis Checklist

Novels about HIV/AIDS

Title: The Eagle KiteAuthor: Paula FoxPlace of Publication: New YorkPublisher: Orchard BooksCopyright date: 1995Number of pages: 127

Brief summary of plot: Liam is fourteen. His father has AIDS. Liam's mother tries to tell him that his father got AIDS from a blood transfusion. Liam knows that his father got AIDS from a sexual relationship with another man.

Information about character who has HIV/AIDS:1. Age: 382. Male Female

3. Method of HIV infection:

 heterosexual sex homosexual sex sharing needles blood transfusion before or during birth (from mother) other: _____General HIV/AIDS information:

4. Methods of HIV/AIDS prevention presented:

 Abstinence Avoiding needle sharing Use of condoms Other: Twice there is the

reference to a teacher writing a "warning" on the board. The warning is: needles, blood, and bodily fluids.

5. Was all information presented consistent with HIV/AIDS fact sheet?

 yes no

If no, what information was not consistent? _____

Content Analysis Checklist

Novels about HIV/AIDS

Title: Be Still My Heart

Author: Patricia Hermes

Place of Publication: New York

Publisher: Putnam

Copyright date: 1989

Number of pages: 144

Brief summary of plot: Sophomore Allison Dalton has always liked her classmate David Anderson. Allison and David work together on the school newspaper. They work to save the job of their favorite teacher. This teacher's husband has AIDS.

Information about character who has HIV/AIDS:

1. Age: adult

2. Male Female

3. Method of HIV infection:

heterosexual sex

homosexual sex

sharing needles

blood transfusion

before or during birth (from mother)

other: _____

General HIV/AIDS information:

4. Methods of HIV/AIDS prevention presented:

Abstinence

Avoiding needle sharing

Use of condoms

Other: Never have sex without

"protection": protection was not defined.

5. Was all information presented consistent with HIV/AIDS fact sheet?

yes

no

If no, what information was not consistent? _____

Content Analysis Checklist

Novels about HIV/AIDS

Title: At RiskAuthor: Alice HoffmanPlace of Publication: New YorkPublisher: PutnamCopyright date: 1988Number of pages: 219

Brief summary of plot: Amanda discovers that she has AIDS during the summer before she starts sixth grade. Amanda wants to continue going to school and participating in gymnastics. Prejudice and fear may prevent her from realizing her dreams.

Information about character who has HIV/AIDS:1. Age: 112. Male Female

3. Method of HIV infection:

 heterosexual sex homosexual sex sharing needles blood transfusion before or during birth (from mother) other: _____General HIV/AIDS information:

4. Methods of HIV/AIDS prevention presented:

 Abstinence Avoiding needle sharing Use of condoms Other _____

5. Was all information presented consistent with HIV/AIDS fact sheet?

 yes no

If no, what information was not consistent? _____

Content Analysis Checklist

Novels about HIV/AIDS

Title: Until Whatever

Author: Martha Humphreys

Place of Publication: New York

Publisher: Clarion

Copyright date: 1991

Number of pages: 150

Brief summary of plot: Karen Thompson is a popular, college-bound junior in high school. Karen is assigned as Connie Tibbs' lab partner. Connie has AIDS and she once saved Karen's life. Connie is from the wrong side of town. Karen's friends can't understand her relationship with Connie

Information about character who has HIV/AIDS:

1. Age: 16

2. Male

Female

3. Method of HIV infection:

heterosexual sex

homosexual sex

sharing needles

blood transfusion

before or during birth (from mother)

other: _____

General HIV/AIDS information:

4. Methods of HIV/AIDS prevention presented:

Abstinence

Avoiding needle sharing

Use of condoms

Other: avoiding contact with blood

5. Was all information presented consistent with HIV/AIDS fact sheet?

yes

no

If no, what information was not consistent? _____

Content Analysis Checklist

Novels about HIV/AIDS

Title: Real HeroesAuthor: Marilyn KayePlace of Publication: New York Publisher: Harcourt Brace JavanovichCopyright date: 1993 Number of pages: 144

Brief summary of plot: Kevin Delaney is in sixth grade. Kevin lives with his father who is a policeman. Kevin likes the new P.E. teacher, Mr. Logan. News that Mr. Logan is HIV-positive leaks out. A group of parents, including Kevin's father, insist that Mr. Logan be fired.

Information about character who has HIV/AIDS:1. Age: adult2. Male Female

3. Method of HIV infection:

 heterosexual sex homosexual sex sharing needles blood transfusion before or during birth (from mother) other: not specifiedGeneral HIV/AIDS information:

4. Methods of HIV/AIDS prevention presented:

 Abstinence Avoiding needle sharing Use of condoms Other _____

5. Was all information presented consistent with HIV/AIDS fact sheet?

 yes no

If no, what information was not consistent? _____

Content Analysis Checklist

Novels about HIV/AIDS

Title: Rumors and Whispers

Author: Marilyn Levy

Place of Publication: New York

Publisher: Fawcett

Copyright date: 1990

Number of pages: 153

Brief summary of plot: Sarah has to move to California for her senior year in high school. Her favorite class is art. Everyone discovers that Mr. Hill, the art teacher, has AIDS. Sarah's father wants the school board to force Mr. Hill to leave his job.

Information about character who has HIV/AIDS:

1. Age: adult

2. Male Female

3. Method of HIV infection:

heterosexual sex

homosexual sex

sharing needles

blood transfusion

before or during birth (from mother)

other: not specified

General HIV/AIDS information:

4. Methods of HIV/AIDS prevention presented:

Abstinence

Avoiding needle sharing

Use of condoms

Other: avoiding contact with blood

5. Was all information presented consistent with HIV/AIDS fact sheet?

yes

no

If no, what information was not consistent? _____

Content Analysis Checklist

Novels about HIV/AIDS

Title: Baby Alicia Is Dying

Author: Lurlene McDaniel

Place of Publication: New York

Publisher: Bantam

Copyright date: 1993

Number of pages: 185

Brief summary of plot: Desi Mitchell is in ninth grade. She volunteers at ChildCare, a home for HIV positive children. Desi grows very fond of a special baby named Alicia.

Information about character who has HIV/AIDS:

1. Age: Under 1 year

2. Male Female

3. Method of HIV infection:

heterosexual sex

homosexual sex

sharing needles

blood transfusion

before or during birth (from mother)

other: _____

General HIV/AIDS information:

4. Methods of HIV/AIDS prevention presented:

Abstinence

Avoiding needle sharing

Use of condoms

Other _____

5. Was all information presented consistent with HIV/AIDS fact sheet?

yes

no

If no, what information was not consistent? _____

Content Analysis Checklist

Novels about HIV/AIDS

Title: Earthshine

Author: Theresa Nelson

Place of Publication: New York

Publisher: Orchard Books

Copyright date: 1994

Number of pages: 182

Brief summary of plot: Slim is twelve years old. Her father has AIDS. She meets Isaiah at an AIDS support meeting. His mother has AIDS too. Slim and Isaiah become friends. They take their families to The Hungry Valley, a magical place where they hope for a miracle.

Information about character who has HIV/AIDS:

1. Age: adults - a & b

2. a Male

b Female

3. Method of HIV infection:

b heterosexual sex

a homosexual sex

sharing needles

blood transfusion

before or during birth (from mother)

other: _____

General HIV/AIDS information:

4. Methods of HIV/AIDS prevention presented:

Abstinence

Avoiding needle sharing

Use of condoms

Other _____

5. Was all information presented consistent with HIV/AIDS fact sheet?

a yes

b no

If no, what information was not consistent? _____

Content Analysis Checklist

Novels about HIV/AIDS

Title: Something Terrible Happened

Author: Barbara Ann Porte

Place of Publication: New York

Publisher: Orchard Books

Copyright date: 1994

Number of pages: 214

Brief summary of plot: Gillian is ten years old at the beginning of the book and thirteen by the end. Gillian's father died of a drug overdose years ago. Now her mother has AIDS. Her mother's family is West Indian. Gillian is sent to live with her father's brother and his family in Tennessee. She calls them "plainwhite".

Information about character who has HIV/AIDS:

1. Age: adult

2. Male

Female

3. Method of HIV infection:

heterosexual sex

homosexual sex

sharing needles

blood transfusion

before or during birth (from mother)

other: not specified

General HIV/AIDS information:

4. Methods of HIV/AIDS prevention presented:

Abstinence

Avoiding needle sharing

Use of condoms

Other _____

5. Was all information presented consistent with HIV/AIDS fact sheet?

yes

no

If no, what information was not consistent? _____

Content Analysis Checklist

Novels about HIV/AIDS

Title: It Happened To Nancy

Author: Beatrice Sparks

Place of Publication: New York

Publisher: Avon

Copyright date: 1994

Number of pages: 241

Brief summary of plot: Nancy was fourteen years old when she met Collin. He seemed like a nice, handsome, caring, college student. After Collin gained Nancy's trust, he raped her and infected her with HIV. HIV/AIDS facts follow the story.

Information about character who has HIV/AIDS:

1. Age: 14

2. Male Female

3. Method of HIV infection:

- heterosexual sex
 homosexual sex
 sharing needles
 blood transfusion
 before or during birth (from mother)
 other: _____

General HIV/AIDS information:

4. Methods of HIV/AIDS prevention presented:

- Abstinence Avoiding needle sharing
 Use of condoms Other: avoiding contact with blood

5. Was all information presented consistent with HIV/AIDS fact sheet?

yes no

If no, what information was not consistent? _____

Appendix D

Books Used in Study

Arrick, F. (1992). What you don't know can kill you. New York: Dell.

Baer, J. (1993). The discovery. Minneapolis: Bethany House.

Bantle, L. F. (1995). Diving for the moon. New York: Macmillan.

Benning, E. (1994). Losing David. New York: HarperCollins.

Bess, C. (1993). The mayday rampage. Sacramento: Lookout Press.

Bishop, M. (1988). Unicorn mountain. New York: Morrow.

Crutcher, C. (1991). Athletic shorts. New York: Dell.

Davis, D. (1994). My brother has AIDS. New York: Atheneum.

Durant, P. R. (1992). When heroes die. New York: Atheneum.

Fox, P. (1995). The eagle kite. New York: Orchard Books.

Hermes, P. (1989). Be still my heart. New York: Putnam.

Hoffman, A. (1988). At risk. New York: Putnam.

Humphreys, M. (1991). Until whatever. New York: Clarion.

Kaye, M. (1993). Real heroes. New York: Harcourt Brace Javanovich.

Koertge, R. (1988). The Arizona kid. Boston: Joy Street Press.

Levy, M. (1990). Rumors and whispers. New York: Fawcett.

McDaniel, L. (1993). Baby Alicia is dying. New York: Bantam.

Miklowitz, G. D. (1987). Good-bye tomorrow. New York: Dell.

Nelson, T. (1994). Earthshine. New York: Orchard Books.

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Appendix E

Sources Used to Locate Books for Study

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