

การประเมินความสำเร็จของกิจกรรมการพัฒนาทรัพยากรมนุษย์
เพื่อป้องกันการติดเชื้อเอชไอวี/โรคเอดส์ในมหาวิทยาลัยระดับดีเยี่ยมในประเทศไทย

ORGANIZATIONAL DEVELOPMENT: THE POLICY AND IMPLEMENTATION
METHODS OF HIV/AIDS EDUCATION IN ONE AWARDED
CHINESE NORMAL UNIVERSITY

Guyu Li¹ วัฒนู สุวรรณเศรษฐ์² และ ปรัชนา พรัชนา³
Guyu Li¹ Watunyoo Suwannaset² and Paratchanun Charoenarpornwattana³

Received 21 July 2020

Revised 28 December 2020

Accepted 29 December 2020

บทคัดย่อ

การพัฒนาทรัพยากรมนุษย์และการพัฒนาองค์กร มีส่วนสำคัญในการส่งเสริมให้องค์กรเติบโตไป จนถึงเป้าหมายที่ต้องการได้ มหาวิทยาลัยถือเป็นองค์กรหนึ่งที่ต้องได้รับการพัฒนาอย่างต่อเนื่องในระยะยาว มหาวิทยาลัยครูแห่งมณฑลยูนนาน ได้รับรางวัลด้านการจัดการการป้องกันการแพร่ระบาดของเชื้อเอชไอวีและ โรคเอดส์ ดังนั้นการเผยแพร่ผลของการศึกษาฉบับนี้ จะมีส่วนช่วยให้มหาวิทยาลัยอื่น ๆ ได้เรียนรู้นโยบายและ วิธีการป้องกันการติดเชื้อหรือแพร่ระบาดของเชื้อเอชไอวีหรือโรคเอดส์ภายในองค์กรได้ การศึกษานี้เป็น การศึกษาเชิงคุณภาพ โดยมีวัตถุประสงค์ คือ 1) เพื่อศึกษาตัวบ่งชี้ความสำเร็จของกิจกรรมการป้องกันการแพร่ ระบาดของเชื้อเอชไอวีและโรคเอดส์ของมหาวิทยาลัยครูที่ได้รับรางวัลในเมืองคุนหมิง 2) เพื่อสำรวจวิธีการ ประเมินผลความสำเร็จของมหาวิทยาลัยครูที่ได้รับเลือกในการเสริมสร้างความรู้ด้านการป้องกันการแพร่ ระบาดของเชื้อเอชไอวีหรือโรคเอดส์ในมหาวิทยาลัย ผู้วิจัยได้เก็บรวบรวมข้อมูลด้วยเทคนิควิธีการสัมภาษณ์ทั้ง แบบกึ่งโครงสร้างและแบบมีโครงสร้าง จากผู้มีส่วนเกี่ยวข้อง จำนวน 9 คน ผลการศึกษาที่เด่นชัดหมาย สำหรับเป็นแนวทางให้มหาวิทยาลัยอื่น ๆ นำไปใช้ประโยชน์ได้แก่ 1) ความร่วมมือกันภายในหน่วยงานมีส่วน สำคัญในการส่งเสริมการดำเนินงานกิจกรรมการป้องกันการแพร่ระบาดของเชื้อเอชไอวีและโรคเอดส์ภายใน มหาวิทยาลัย 2) การสนับสนุนให้นักศึกษาตรวจสอบเลือดและสนับสนุนให้นักศึกษาตรวจเลือดเป็นวิธีการที่มี ประสิทธิภาพในการดำเนินการป้องกันการแพร่ระบาดของเชื้อเอชไอวีและโรคเอดส์

คำสำคัญ: การพัฒนาทรัพยากรมนุษย์ มหาวิทยาลัยครูในประเทศไทย การศึกษาเกี่ยวกับเอชไอวีและโรคเอดส์

¹ นักศึกษาปริญญาเอก สาขาวิชาการพัฒนาทรัพยากรมนุษย์ คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา

Ph.D. Student Program in Human Resource Development, Faculty of Education, Burapha University

² ผู้ช่วยศาสตราจารย์, ดร., คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา

Assistant Professor, Ph.D., Faculty of Education, Burapha University

³ ดร., คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา

Ph.D., Faculty of Education, Burapha University

Corresponding Author Email: 393027615@qq.com, suwannaset@hotmail.com, paratchanun@go.buu.ac.th

Abstract

The work of Human Resource Development (HRD) and Organizational Development in most organizations aims at helping organizations to improve their performance and achieve the desired goals. Universities are one of the organizations which need long term development. Since Yunnan Normal University has received an award for HIV/AIDS prevention, exploring their policy and implementation methods of HIV/ AIDS education allows other universities to take the organizational development guidelines into their consideration. This qualitative study applying the Single-Case Study strategy proposed two research objectives: 1) to study HIV/ AIDS education policy in one awarded Chinese Normal University in Kunming City, 2) To explore the methods, the selected Chinese Normal University implements for HIV/AIDS education policy at the university. Semi-structured interview and document review were applied as the data collection methods collecting information from 9 co-researchers in the university. The research results highlighted two contributions for HIV/ AIDS education in other universities: 1) Internal cooperation of each department is the first guarantee for conducting HIV/ AIDS education and promoting organizational development in Chinese universities. 2) Offering blood test activities and encouraging students to test their bloods are effective methods for HIV/AIDS education and prevention.

Keywords: Human Resource Development, Chinese Normal University, HIV/AIDS Education

Introduction

Human Resource Development (HRD) is a discipline and a professional field of practice involving training and development, individual development, human performance technology, and organizational learning and development (Swanson & Holton, 2008) . Organizational development of HRD focuses on helping organizations to improve their performance and achieve the desired goals. Universities are organizations which need long term development. It is believed that most high-performance universities could develop their effective HRD process to assist the other universities to achieve their organizational development goals.

HIV/AIDS is an immune system disease that has a great negative effect in the world. Generally, HIV/ AIDS has been spread by unprotected sex (including anal and oral sex), contaminated blood transfusions, hypodermic needles, and from mother to child during pregnancy, delivery, or breastfeeding (YNCDC, 2018). The first HIV infected person in China appeared among needle sharing drug users near the border of Yunnan province in 1989. HIV/AIDS education in Chinese universities started around 2002 (China Daily, 2013). The normal university, as the provider of initial teacher education today, no doubt plays a key role in HIV/AIDS education programs.

Chinese normal university is a kind of university that aims to teach students to

become teachers and offer courses beyond the education-related field. The selected Normal University in this research was the first university that was chosen as an HIV/AIDS sentinel surveillance center for students (Shi, 2013). To promote HIV/AIDS education, this selected normal university successfully organized a series of HIV/AIDS education activities. These activities make outstanding contributions in HIV/AIDS education and prevention in Yunnan province (Shi, 2013).

Therefore, to explore what is the HIV/AIDS education policy and how the policy has been successfully implemented in this excellent Chinese university could be a guideline for other universities to develop an effective program in HIV/AIDS education, and finally achieve the goals of organizational development.

Research objective

1. To study HIV/AIDS education policy in one awarded Chinese Normal University in Kunming City.
2. To explore the methods, the selected Chinese Normal University implements for HIV/AIDS education policy at the university.

Research questions

1. What is the comprehensive policy framework towards HIV/AIDS education developed in one awarded Chinese Normal University in Kunming City?
2. How does the selected Chinese Normal University implement their HIV/AIDS education policy?

Literature review

Human Resource Development and Organizational Development

Human Resource Development (HRD) is a process to improve the performance, learning and effectiveness of individuals and organizations. The three core supports of theories related to the HRD principle include primarily psychological, systems, and economic theories. According to Swanson and Holton (2009), HRD is a process aimed at improving the performance of an individual, team, work process, and organizational system. Furthermore, Ju (2019) revealed the three components which still articulate well the significant concepts of work involving HRD. These are Training and Development (T&D), Organizational Development (OD), and Career Development (CD). Swanson and Holton (2008) figured out the process phases of HRD that include analyze, propose, create, implement and assess. Swanson and Holton (2008) insisted that making things better is the core goal of the HRD profession and the most critical roles of HRD professionals is also to solve organization problems, develop systems assisting people to learn and improving their work performance as well as motivating them. Organizational Development (OD) can be linked with HRD as it is the process focusing

on developing new and creative organization solutions assisting people in performing requirements or achieving the desired goals. This was in line with Swanson and Holton (2008) highlighting that organizational development of HRD focuses on helping organizations to improve their performance and achieve the desired goals. Swanson and Holton (2009); McLean (2006) highlighted that OD is guided by system theory, which means that the planned changes can be managed by these four principle components: inputs, processes, outputs, and feedback.

In addition, Swanson and Holton (2009) suggested the process of OD are as follows: analyze and contract; diagnose and feedback; plan and develop; implement; evaluate and institutionalize. The successful practices of OD in one organization could in one way or another create profound guidelines for the organizational development of other organizations.

HIV/AIDS education policy and practices in China and Chinese universities

To make a contribution to HIV/ AIDS prevention in the world, the Chinese government has made great strides in its fight against HIV/ AIDS. A meeting named “ the International Symposium on the Prevention and Control of HIV/ AIDS in China” was held in Beijing, November 2017 (UNAIDS, 2017), supported by China’s National Health (CNH), Family Planning Commission (FPC), the Ministry of Science and Technology (MST), United Nations Program on HIV/AIDS (UNAIDS), World Health Organization (WHO), as well as the United States Center for Disease Control and Prevention (USCDC). The objective of this meeting was to put forward new strategies to prevent HIV/ AIDS through sexual transmission and removing institutionalized stigma and discrimination was emphasized as a component of success (UNAIDS, 2017). YANG ZHE, the director of the Ministry of Science and Technology (MST) office, insisted that “The government of China takes the issue of HIV prevention seriously. The policy of the government is prevention first, driven by the law and the full use of new technology, science and innovation” (UNAIDS, 2018).

Yunnan province is one of the most serious places impacted by HIV/ AIDS. Therefore, Yunnan province has shown strong support for the strategies that reduce HIV transmission in drug users and also demonstrated the welcoming of international nonprofit groups and support from Britain, Australia, and United States (UNAIDS, 2018). HIV/ AIDS education in Chinese universities started around 2002. Generally, HIV/AIDS education methods in Chinese universities could consist of lectures, optional courses, publicity activities and so on. The teaching contents generally included the definition of HIV/ AIDS, the epidemic situation, the infection route and self-protection methods (Li, 2007).

To prevent HIV/AIDS spreading and protect university students, HIV/AIDS educators and experts organized many kinds of educational methods to promote HIV/AIDS education in Chinese universities. Health education course (compulsory /optional) is one of the traditional HIV/ AIDS education methods in Chinese universities. The teaching contents (He et al, 2016) generally consisted of: a) the current HIV/AIDS epidemic situation, b) the harm of HIV/AIDS, c)

HIV/AIDS clinical symptoms and infection routes, d) self protection methods, e) safe sex education, f) knowledge of blood donation, g) knowledge of drug control, h) expert lectures and consulting services.

Peer education is another famous HIV/AIDS education pattern in Chinese universities (Guo et al, 2009; Wang & Zhou, 2008). Peer education means organizing people with similar age, background, experience, gender, social status and other characteristics to share knowledge, attitude and practice (Guo et al, 2009; He et al, 2016). Generally, the process of peer education includes (He et al, 2016; Lu & Zhao, 2016; Peng et al, 2015): a) teaching the university students who want to be volunteer peer educators for HIV/AIDS prevention, self-protection and safe sex knowledge, b) training the volunteer peer educators teaching methods, classroom games and so on, c) after training, the volunteer peer educators should have HIV/AIDS education courses from their teachers, then offering individual consulting services for their classmates and roommates, holding HIV/AIDS-related activities after class.

Research Methodology

Research Design

This study followed a qualitative approach applying a Single-Case Study strategy. Since the researchers intentionally selected one university which received an award in effectively addressing HIV/AIDS, the Single-Case Study became the most suitable research strategy applied in this study. This was also agreed by Yin (2014) supporting that the Single-Case Study was an appropriate design when having a critical, extreme or unusual, common, revelatory, or longitudinal case. The data collection techniques which the researchers employed, for collecting comprehensive information from co-researchers who could provide the researchers with vibrant details, included the researchers conducting in-depth interviews using an interview guide and document review.

Participants as Co-researchers

To ensure the correctness and insightful information obtained from the co-researchers, the co-researchers in this study were purposively chosen. Only people who were in charge of organizing student learning of HIV/AIDS education in the selected university for more than three years and were still willing to take part in the study after reviewing the research design and proposal presented by the researchers, were selected. About nine co-researchers - one policy developer, one department director, one doctor in the university hospital, as well as six health education teachers were taking part. The researchers decided they discontinued recruiting new co-researchers when the collected data had reached its saturation level.

Data collection instruments

In this study, the data collection instruments were an interview guide and related documents. Using the Semi-structured interview technique allowed researchers to ask some

probing questions and go deeper into details as well as conducting cross-checking information received from different interviews (Harrell & Bradlley, 2009). Marshall and Rossman (2011) also suggested this explaining that the conversation in a semi-structured interview was more casual and natural. To enhance researchers' understanding of the received information, related documents of HIV/AIDS education such as HIV/AIDS education plan, activities or evaluation reports were additionally reviewed.

Data collection process

As guided by Creswell (1998), the researcher planned her data collection into 7 steps: 1) Locating individuals, the informants included 1 policy developer, 1 department director, 1 doctor in the university hospital, as well as 6 health education teachers; 2) Gaining access and making rapport, the researcher contacted the informants by email for greeting and to explain the purpose of this study to make sure all the informants were willing to join this study; 3) Purposefully Sampling, purposive sampling and snowball sampling are applied to identify informants who could provide rich information; 4) Collecting Data, the researcher spent around 45 to 60 minutes to interview each participant privately and she stopped receiving data when the data was "saturated"; 5) Recording Information, the researcher used both audio recording device and mobile phone to record the conversation; 6) Resolving Field Issues, the researcher built trust with the participants and used some discussion techniques to encourage participants to share more information; 7) Storing Data, the data was stored in online storage and USB external drive.

Data Analysis

In this study, the steps of Case study data analysis were performed as the researchers matched suggestions given by Marshall and Rossman (2011); Yin (2014) and Creswell (1998) 1) Transcribing interview conversations into a text format. 2) Coding 'Level 1 codes' or 'Open code' by applying ATLAS. Ti software. 3) Classifying the codes into different themes and explaining the ideas of each theme in longer sentences. 4) Clustering themes into categories and developing a theoretical construct based on the categories and themes. 5) Comparing and revising the categories and themes to make sure all the relevant information was included. 6) Describing the case and its context directly and developing naturalistic generalizations.

Trustworthiness

To ensure the quality standards in qualitative research, this study applied the following strategies: 1) Listening to multiple voices from various groups. 2) Spending 40-60 minutes with the participants to obtain enough data and develop a good rapport with the participants. 3) Using a semi-structured interview and document review techniques to collect data. 4) Ensuring participants were willing to take part in the project and acknowledging their right to withdraw from the study. 5) Using six types of interview questions (Patton, 1990) to assure the correctness of answers given by participants.

Research findings

Addressing research question one: “What are the concepts of HIV/AIDS Education put into the HIV/AIDS Education policy in one awarded Chinese Normal University in Kunming City?”

1) Following the policies of the Educational Department and Disease Control Center in Yunnan Province. Yunnan Normal University is one of the Education Bases of Drug Control and HIV/AIDS prevention in this province. To promote HIV/AIDS education among university students, this Normal University chose to follow the policies of the Educational Department and Disease Control Center in Yunnan Province. With the support and leadership of the Education Department and Disease Control Center, HIV/AIDS education and behavioral interventions were successfully conducted in this university.

Some detailed descriptions can be reviewed below://...Our HIV/AIDS policy is carried out following the guidance given by the Disease Control Center and the Education Department of Yunnan Province...T6//...With the support of the Disease Control Center and the Education Department, HIV/AIDS education and behavioral interventions were conducted, several drug prevention goals were cultivated...T5//

2) Promoting the concept of using HIV/AIDS self-test among university students. In China, the Disease Control Center put forward different goals of HIV/AIDS education and prevention each year. All the departments should have to conduct activities based on the goals. For instance, the HIV/AIDS education and prevention goal in 2018 was “increasing self-test rates”. The university has to conduct activities to teach and encourage university students to use a test kit to check their health status. Besides, this university has offered test packages which are available and easy to obtain at their vending machines. This allows the students to have chances to do their test.

The descriptions of participants can be presented as below://...For example, according to the theme of HIV/AIDS Prevention Day, we had tasks to improve the detection rates of HIV/AIDS among college students...T7//...We also undertook a test package project in Yunnan Province. We put the test package in the vending machine. We did guide our students to test by themselves... T6// ... It requires more people to take an HIV/AIDS test. Therefore, the policy in our university is offering blood test kits in the vending machine, and then encourage students to take self-test ...T8//

3) Inviting all departments to create activities and encourage them to work collaboratively to ensure students’ good understanding of HIV/AIDS. To promote HIV/AIDS education in this awarded Normal University, people who work in the area of this university have worked out a plan regarding the leadership team, as well as the work that each department should undertake. The HIV/AIDS education system is a comprehensive system where all departments have to work with each other. The HIV/AIDS education team in this university consists of teachers who have different educational backgrounds. At the same time,

people from various Faculties are also asked to participate in this work. For example, the Life Sciences Faculty, Philosophy and Political Science Faculty, University Hospital, Student Affairs Center, and Logistics Department, as well as student committees all participated in HIV/AIDS education activities.

Some evidence can be reviewed as below://... *It is a comprehensive system that all departments have a connection with each other. ..T3 //...In fact, every Department participates in it. We have cooperation with the University Hospital to educate the students and let them take part in the test. For example, the Logistics Department takes responsibility to arrange the vending machines... T6//*

Table 1 Research Findings

Coding of research question one	Coding of research question two
<input type="checkbox"/> Following the policies of the Educational Department and Disease Control Center in Yunnan Province.	<input type="checkbox"/> Designing HIV/AIDS education programs following guidance and strong support from one of the Leaders in charge of the matter.
<input type="checkbox"/> Promoting the concept of using HIV/AIDS self-test among university students.	<input type="checkbox"/> Undertaking an HIV/AIDS education program by the HIV/AIDS education team in this university.
<input type="checkbox"/> Inviting all departments to create activities and encourage them to work collaboratively to ensure students' good understanding of HIV/AIDS.	<input type="checkbox"/> Working collaboratively with officers at the HIV/AIDS Education and Prevention Departments in Yunnan province. <input type="checkbox"/> Combining all departments in HIV/AIDS education. <input type="checkbox"/> Organizing teacher training and peer education activities.

Addressing research question two: “ How does the selected Chinese Normal University implement the HIV/AIDS Education policy?”

1) Designing HIV/AIDS education programs following guidance and strong support from one of the Leaders in charge of the matter. To enforce the HIV/AIDS education policy, the Deputy Secretary of the party committee of this university offers and provides excellent support in designing the HIV/AIDS education program. Firstly, the HIV/AIDS education office was set up within the Student Affairs Center. Secondly, an HIV/AIDS education team, as well as the first drug prevention and HIV/AIDS Research and Education Center in the province were set up in this university. By cultivating teachers inside and hiring experts outside the university, this education team consisted of 46 full-time and part-time experts and teachers that covered

more than 20 disciplines, such as life sciences, psychology, medicine, sociology, law, and philosophy. Secondly, to make sure all the HIV/AIDS education and prevention activities could be successfully implemented according to its plan, the leaders in this university needed to provide significant support to put the plan into practice. For example, when the HIV/AIDS education team presents their HIV/AIDS education project and asks for some financial support, they would get approval in a short period. Also, the leaders positively participated in the launching ceremony of HIV/AIDS education activities.

Some direct quotations are presented below://...*The HIV/AIDS education in our university is led by the Deputy Secretary of the party committee. Then, a specific functional department was set up under the Student Affairs Center, and all the faculties have to work together to complete this work...* T4//...*Our university leaders showed their support to us. As long as we apply for the fund, the leader would approve it in a short period. When we invite a leader to attend the opening ceremony of some activities or motivate the students, they are willing to help me...* T3//...*The first thing is a financial guarantee. Every year when we have publicity and education activity, there will be a financial guarantee...* T4//

2) Undertaking an HIV/AIDS education program by the HIV/AIDS education team in this university. The main work of the education team was designed and undertaken in the HIV/AIDS education program. Firstly, preparing and publishing HIV/AIDS teaching materials. Yunnan Normal University is the first university in the country that compiled and published the "Guide Books on School Drug Control and HIV/AIDS Education Teachers". The purpose of this book is to train teachers in colleges, universities, as well as primary and secondary schools. Secondly, organizing student activities during the HIV/AIDS prevention month. On the 1st December of each year, the university holds a launching ceremony of HIV/AIDS Prevention Day. During the whole of December, teachers and experts in HIV/AIDS education team would organize a series of HIV/AIDS learning activities which include class meetings, knowledge competition, sitcom performances, or some group counseling. Thirdly, introducing HIV blood test kits where everyone can access them at two vending machines in the University Hospital. To increase the self-test rates among university students, the education team encourages students to use the HIV blood test kits in the vending machine. By highlighting the benefit in terms of confidentiality, the students should feel comfortable using the kits.

Some quotations could be reviewed below://...*We designed teaching material by ourselves and shared with our HIV/AIDS education team members...* T4 //...*During 1st, December, we usually have activities based on the requirements of HIV/AIDS education in our province...* T3 //...*On the first floor of our university hospital, there is also an HIV test kit in the vending machine next to the door. The vending machine also sells some foods. The HIV test kit cost 30 Yuan for each one...* T7//

3) Working collaboratively with officers at the HIV/AIDS Education and Prevention Departments in Yunnan province. The Disease Control Center and HIV/AIDS Association in

Yunnan province offer very great support to processes and projects concerning HIV/ AIDS education in this Normal University. On the HIV/ AIDS Prevention Day, the Disease Control Center gives a lot of material support for HIV/ AIDS activities, such as teaching materials, as well as condoms and blood test kits. When the Disease Control Center knows the student's infection situation, they protect the privacy of the students. In addition, The HIV/ AIDS Association has some projects related to HIV/ AIDS education and prevention among university students. The universities are encouraged to apply these projects. At the same time, the HIV/ AIDS Association could offer funding support to help these universities to conduct the HIV/ AIDS education projects.

Some quotations are presented below://...Then the CDC seems to give a lot of material support for our large-scale publicity event for HIV/ AIDS Prevention Day in each year...T4//...Every year we have contact with the CDC in Chenggong District, and we also have cooperation with the University Hospital...T2 //...If the students are infected, the CDC will offer one-on-one service to them... T7//...Mostly, we have cooperation with the HIV/ AIDS association. This association has some projects that are related to HIV/ AIDS prevention among university students...T7//

4) Combining all departments in HIV/ AIDS education. To promote HIV/ AIDS education in Yunnan Normal University, all departments in the university are encouraged to conduct HIV/ AIDS knowledge activities and give lectures. For instance, The Life Science Faculty, Mental Health Center, Student Affairs Center, University Hospital, as well as the student counselors from each faculty participated in organizing safe sex education activities. Since 2000, the Life Science faculty has undertaken the university- wide publicity and education activities on the HIV/ AIDS Prevention Day. During the HIV/ AIDS Prevention Month, the Mental Health Center has conducted many kinds of publicity activities with the students. Every year, the Student Affairs Center also carries out various activities, such as inviting experts from outside the university to organize education among university students. Since 2005, "Drug prevention and HIV/ AIDS education" has been put into the compulsory curriculum system of undergraduate students in this university. Besides, doctors from the University Hospital organized sexual health education that has been adopted as a public elective course. At the same time, student counselors from each faculty also organize sexual health education lectures to their students around 4 to 5 times each year.

These can be reviewed in the following examples://... We have established a psychological counseling centre in each faculty; the teachers have to take responsibility for the mental health of the students...T3//...The Life Science Faculty mainly hosts the launching ceremony of the HIV/ AIDS Prevention Day...T2//...Our counselors organize almost 4-5 sessions of lectures in our faculty. Each session has about 200 students...T1//...We have held sexual health education for university students since 2005...T7//

5) Organizing teacher training and peer education activities. Firstly, HIV/ AIDS educators organize teacher training activities both inside and outside this university. At the same time, the HIV/ AIDS education team undertakes many training activities to cultivate HIV/ AIDS education teachers and volunteers in other universities and schools in Yunnan Province. Currently, the HIV/AIDS education team in this university has trained 3,760 teachers and volunteers within the whole province. Also, the HIV/AIDS education team was also invited to organize teacher training activities in Zhejiang, Hainan, Hunan, Qinghai, Tibet, as well as to carry out international cooperation projects in Thailand, Myanmar and other countries. Secondly, organizing peer educator training and peer education activities. Peer education is conducted by the Life Science Faculty and Mental Health Center. All undergraduate students in the Life Science Faculty have to be trained as peer educators. For the other faculties, training activities would be undertaken four times in each year, and 200 students at a time. A psychological committee in each class has to be trained as peer educators so that they can conduct HIV/ AIDS education activities for their classmates. There is a lot of work by peer educators. For instance, peer educators hold HIV/ AIDS education class meetings for their classmates. Additionally, the peer educator helps organize HIV/ AIDS education activities to assist people living outside the university. Furthermore, peer educators carry out HIV/ AIDS courses at schools in Kunming City, as well as other cities in Yunnan province. The peer educators are also encouraged to conduct activities advising people in their hometown during their school vacation.

The quotations relating to the above findings could be reviewed below://... *In our university, we specially train some teachers and university workers about HIV/ AIDS knowledge. Then they would have opportunities to share the experience in the student class meeting, family and other activities...T3 //... The doctors from our University Hospital are the foremost trainers of HIV/ AIDS educator training in Yunnan Province... T4 //... This project has also trained a group of volunteer students in our university. The students in our faculty are covered at 100%. For the other students, we plan to conduct training four times a year, with a total number of 200 students...T2 //... The works of peer educators include conducting HIV / AIDS education to students and residences around... T6 //... Our faculty has a relationship with some primary and secondary schools. Our students have to do teaching practice in these schools. We would use this opportunity to put sexual health education, HIV / AIDS prevention and drug control knowledge into the courses...T4//*

Discussions

Following the policy and implementation methods of HIV/ AIDS education in an awarded Chinese Normal University could be a guideline for other universities to develop their effective organizational development plan. The policies and implementation methods are discussed as follows:

1) Internal cooperation of each department is the first guarantee for conducting HIV/AIDS education and promoting organizational development in Chinese universities. In Yunnan Normal University, HIV/AIDS education projects have been highly supported. The HIV/AIDS education policy in this university demands all the departments have to work together concerning HIV/AIDS education. For instance, when recruiting HIV/AIDS education teachers and volunteer students, all the departments have to participate in it. When the HIV/AIDS education and prevention team organized activities for students, all the academics have to assist in offering classrooms and managing students. The researcher discovered some interesting similarities in another previous research that was conducted by Cui (2012). After evaluating HIV/AIDS prevention and sexual health education projects in Yunnan province, she agreed that all the departments in universities related to HIV/AIDS education and prevention should work together to conduct HIV/AIDS education. She suggested that universities should make a union of HIV/AIDS prevention and sexual health education to share educational experiences and resources. The student associations, such as the Mental Health Center and Youth Volunteer Association, can organize activities together. Teachers and students should build a close relationship with each other so that they would feel comfortable to share HIV/AIDS prevention and sexual health knowledge. The Center for Disease Control and Prevention should provide technical and material support in AIDS prevention and sexual health education among university students.

2) Offering blood test activities and encouraging students to test their blood are effective methods for HIV/AIDS education and prevention. By following the themes from HIV/AIDS education and prevention centers in China and Yunnan province, Yunnan Normal University organized activities to encourage students to do their HIV/AIDS test at their hospital, or they could also test their blood by themselves by using HIV blood test kits which were available from a vending machine located in the university. It is reported in this study that more than 10 percent of the 1st year students have had their blood tested. In another research, Shi (2013) highlighted that offering counseling and testing to university students was one of the essential methods of HIV/AIDS prevention. He agreed that offering consultation and promoting a self-test among university students could help the students who had risky behaviors to know their health status in time. At the same time, the HIV/AIDS education and prevention departments could provide services and treatments to the university students.

Conclusion

In conclusion, by discussing HIV/AIDS policy and implementation methods with co-researchers in the awarded Chinese Normal University, the researchers could make an original contribution to the research literature on organizational development and HIV/AIDS. The new body of knowledge includes 1) Internal cooperation of each department is the first guarantee for conducting HIV/AIDS education and promoting organizational development in

Chinese universities. 2) Offering blood test activities and encouraging students to test their blood are effective methods for HIV/AIDS education and prevention.

Based on the findings, the researcher could press their confidence that studying the organizational development plan in the university receiving the outstanding award in HIV/AIDS education could greatly guide other Chinese universities to design their own effective HIV/AIDS education programs.

Reference

China Daily. (2013). **AIDS and HIV striking younger Chinese people**. Retrieved from <https://www.avert.org>

Creswell, J. W. (1998). **Qualitative inquiry and research design: choosing among five traditions**. Thousand Oaks, CA: Sage.

Cui, L. (2012). Research on the evaluation of HIV/AIDS prevention and health education in selected universities in Yunnan province, China. **China Academic Journal Electronic Publishing House**. Retrieved from <https://www.cnki.net>

Guo H. J., Huang M. H., Li X. N., & Yang G. P. (2009). Effectiveness evaluation on health education for migrants in private enterprise in Jiangsu province. **Chinese Journal of Health Education**, *25*(3), 229–231.

Harrell, M. C., & Bradlley, M. A. (2009). **Data collection methods: Semi-structured interviews and focus group**. Santa Monica, CA: Rand.

He, S. F., Zhang, D. M., He, L. H., Li, Y. X., & Ye, J. M. (2016). Investigation of HIV/AIDS-related knowledge, attitudes and behaviors among independent college students. **China Journal School Doctor**, *30*(2), 89- 92.

Ju, B. (2019). The roles of the psychology, systems and economic theories in human resource development. **European Journal of Training and Development**, *43* (1).

Marshall, C., & Rossman, G. B. (2011). **Designing qualitative research**. Thousand Oaks, CA: Sage.

McLean, G. N. (2006). National human resource development: A focused study in transitioning societies in the developing world. **Advances in Developing Human Resources**, *8*(1), 3-11.

Patton, M. Q. (1990). **Qualitative evaluation and research methods** (2nd ed.). Newbury Park, CA: Sage.

Peng M. Y., & Zhong Q. Y. (2015). Study on cognitive status of HIV/AIDS and the intervention effect of the migrants maternal. **Chinese Primary Health Care**, *29*(6), 80–82.

Shi, C. K. (2013). Research on related risk behaviours and influencing factors of AIDS among college students in a university of Kunming city from 2010 to 2012. **China Academic Journal Electronic Publishing House**. Retrieved from <https://www.cnki.net>

Swanson, R. A., & Holton, E. F. (2008). **Foundation of human resource development**. San Francisco, CA.: Berrett-Koehler.

_____. (2009). **Foundation of human resource development** (2nd ed.). San Francisco, CA.: Berrett-Koehler.

UNAIDS. (2018). **Fact sheet-Latest statistics on the status of the AIDS epidemic**. Retrieved from www.unaids.org

Yin, R. K. (2014). **Case Study Research Design and Methods** (5th ed.). Thousand Oaks, CA: Sage.

YNCDC. (2018). **The report of the AIDS epidemic situation in Yunnan province, China**. China: Yunnan Center for Disease Control Prevention.