

SIMMONS COLLEGE
SCHOOL OF SOCIAL WORK

SW 558 M- TC Human Services in Developing Countries: Uganda
Time: TBA

This course examines the impact of social problems with focus on HIV/AIDS in Uganda and the role of the social work. It explores the utilization of various professional methods to promote self-sufficiency, social integration, social change, and justice in a developing country. Key concepts examined include the Health Belief Model, the Social Change Communication theory and micro-empowerment economic theory. The focus is to learn how social work practice skills (micro and macro) can be indigenized in a developing country. Ultimately, the course seeks to explore ways of integrating such learning in the context of social work and social action. The students will take a 2-3 week study tour in the country in order to study social problems and learn about the cultural context of delivery of human services in a developing country.

Uganda is a sovereign land locked state in Eastern Africa. It is bordered by five countries: Sudan in the North; Kenya in the East; Tanzania in the South; Rwanda in the Southeast and the Democratic Republic of Congo in the West. The capital of Uganda is Kampala. The most widely used of the indigenous languages is Luganda but the official language is English. The country's main religion is Christianity with two thirds of the population belonging to Catholic and Protestant denominations. Other religious groups represented include Muslims and Jews. Several indigenous religions are present. Yoweri Kaguta Museveni is the president of the country. The population is 28 million people, of which 51% are women. Approximately 90% of Uganda's people live in rural areas. Close to three quarters of Uganda's work force is employed in the agricultural sector. The main cash crop is coffee. Other export crops include tea, cotton, tobacco and peanuts. Uganda has one of the lowest per capita incomes in the world. Given the poor economic conditions, there are many health and mental health problems including: high incidence of AIDS, high infant mortality rate, low life expectancy, high occurrence of malnutrition, and low literacy rates.

The course activities include orientation meetings before the trip, visits to health and social welfare agencies in urban and rural areas of Uganda, attendance at social work classes and seminars at Makerere University and the development of peer partnerships with various human service providers.

This course is designed to introduce students to the provision of human services in a developing country. Attending to both local and global issues, the course addresses issues of social justice, human rights, and socio-economic development in the context of social action. Social action as major component of social work practice is addressed in service learning while in Uganda. Students will have the opportunity to work with the local populations of Uganda as well as interact with various stakeholders and constituencies in the country.

COURSE OBJECTIVES

Upon completion of the course, students should be able to demonstrate mastery of the following:

Knowledge Objectives

1. To understand the relationship of political, social, and cultural realities of the country in its historical context
2. To learn about HIV/AIDS and its relationship to problems such as poverty, domestic violence, illiteracy, malnutrition, sex trafficking, health and the criminal justice system in Uganda;
3. To identify, critique and evaluate the micro and macro interventions, methods of treatment, prevention programs, and policies that have been developed to respond to psychosocial needs of the people.
4. To identify concerns of certain groups—particularly children, women, the elderly and poor communities—that are especially at risk for psychosocial problems;
5. To learn about the organization and delivery of social services in a developing country and its implications in a global context;
6. To understand political realities and the relationship of economic development to social well-being as well as to social disruption.
7. To learn about issues of social inclusion and social exclusion and their impact on wellbeing and problem solving capacities.

Value Objectives

1. To respect cultural influences on behavior and values within and between cultures and societies;
2. To acknowledge the dignity and worth of all people;
3. To promote and protect human rights worldwide;
4. To make social institutions more humane and responsive to psychosocial needs;
5. To end oppression, poverty, and other forms of social injustice.

Skill Objectives

The course attempts to help the student acquire competency in:

1. Analyzing organizational and social structures that affect individual and community well-being;
2. Skills in ethnographic research, including observation, interviewing, and analysis;
3. Critical analysis of interventions that are responsive to the ethnic and cultural variations of individuals, families, and communities.
4. Skills geared toward cultural competency in working with diverse cultures
5. Community organizing and advocacy
6. Evaluating studies and evidence-informed practices with various populations

ASSIGNMENTS

Each student will write a paper on a topic of interest related to a social issue and social work practice in Uganda or at international level, such as domestic violence, health care,

child welfare, sex trafficking, or criminal justice. It is expected that students will do some research on the topic before their time in Uganda. The subject must be of significance to the field of social work practice and be addressed by both micro and macro approaches to practice. The paper should describe the social issue, analyze the political, social, cultural, and economic aspects of the issue, and present a case study of a program that addresses the problem. If there are common interests, two or more students can work together.

The following is a suggested outline for the papers:

The first paper will comprise of part I and part II. This paper will be written before the student travels abroad

I. Introduction

- a. Brief statement of the problem (who is affected, how, etc.).
- b. Significance of the problem for social work practice: local, national, international
- c. Overall study questions

II. Brief Review of the Literature

- a. Theories that provide some overall understanding and explanation of the problem at local, national and international levels. Attention may be focused on other developing countries
- b. Prior research studies/publications on the issue; their authors and differences in perspective

The second paper will be a report on the student's field experience. This experience will be an analysis of the work done abroad. Using Part I and II as a backdrop to your work, the student will detail his/her observations and critique them.

III. Case Study: Report on Field Experience

- a. Your observations of a program that addresses the issue.
- b. Who were your informants? What questions did you ask?
- c. Your evaluation of the adequacy of services and recommendations for improving services. Discuss the relevance of the study to your social work training and practice. How do you bring it back home to your practice?

Students are encouraged to keep a daily log, journaling their reflections of their experience including the debriefings of the experience. Some of these experiences can be brought into this final paper.

COURSE EVALUATION

Course grades are weighted in the following manner:

- Class Participation (Attendance, participation in orientation meetings, field visits): 50%
- Final Paper: 50%

LETTER GRADES

A	Outstanding Performance
A-	Excellent Performance
B+	Very good performance
B	Good Performance
B-	Marginal Performance
C	Unsatisfactory Performance
F	Failing Performance

PASS/MARGINAL PASS/FAIL

Pass	Equivalent to a letter grade of B or higher
Marginal Pass	Equivalent to a letter grade of B- or C
Fail	Failing Performance

CITATIONS FOR REFERENCES USED IN WRITTEN WORK:

All citations for references used in written work and all references lists must follow the American Psychological Association Manual, 5th Edition. Failure to do so may affect your grade. We recommend that students purchase the APA Manual. The APA Manual is also on reserve in the Beatley Library. If you have any questions about what should be cited or how to format the citation, please contact your instructor. There is also a course handout, References to Literature Cited in text that is included in the course materials on the WEB. For electronic citations you can also refer to the Website at <http://www.apastyle.org/elecref.html>. You can also use a search engine (e.g. Google, Yahoo or another) and put in APA Style Manual in the search.

Plagiarism is using someone else's words, works, thoughts, or ideas without giving proper credit. When a source is not cited, it is assumed that the words, works, thoughts, or ideas are the sole product of the student. Plagiarism includes handing in as one's own work a paper on which a student has received extensive aid without acknowledging that help. When a student borrows from any source, the extent and nature of the borrowing must, to avoid the charge of dishonesty, be fully and explicitly noted in the text or in footnotes. Direct quotations must be differentiated from text by using quotation marks or by indenting or single spacing and accompanied by appropriate APA citations.

STATEMENT ON DISABILITIES & REASONABLE ACCOMMODATIONS:

It is the school's policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you have a documented disability and anticipate that you will need a reasonable accommodation in this class, it is important that you contact the Academic Support Center at 617-521-2471 or email josephine.shaddock@simmons.edu early in the semester. Students with disabilities receiving accommodations are also encouraged to contact their instructors within the first 2 weeks of the semester to discuss their individual needs for accommodations.

HIPAA GUIDELINES:

All social workers are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding the privacy of client information outside of the agency setting. Unless you have the client's written permission, confidentiality must be strictly maintained when discussing or writing about clients in the classroom, in assignments and in process recordings.

COURSE OUTLINE

Several readings are provided on the syllabus. The instructor will indicate key readings to focus on. The instructor reserves the right to include other readings as they appear in the scholarly literature.

Week 1

Orientation: Information about traveling to Uganda. This session will be devoted on reviewing materials and addressing international travel. Some attention will be paid to an overview of the course. Using small group exercises participants will work toward team building

Week 2

Social Work in an international context

Session will present the context of doing social work in the context of a developing country. Global and local perspectives will be reviewed. The case of Uganda will be highlighted.

Bradshaw, Y.W., & Wallace, M. (1996). *Global Inequalities*. Thousand Oaks, CA: Pine Forge Press. (Read ch.3)

Caruso, J. & Cope, K. (2006). The lost generation: How the government and non-governmental organizations are protecting the rights of orphans in Uganda. *Human Rights Review*, 7(2), 98-114.

Strecher, V.J., Champion, V.L. & Rosenstock, I.M. (1997). The health belief model and health behavior. In D.S. Gochman (ed.). *Handbook of health behavior and research I: Personal and social determinants* (pp. 71-91). New York: Plenum Press.

Handouts

Week 3 - 5

Background on Uganda: Historical, Religious and Socio-Cultural/Economic Development Context

Cross-cultural issues, culture and global social work

Ankrah, M. (1992). AIDS in Uganda: Initial social work responses. *Journal of Social Development in Africa*. 7(2), 53-61.

UNAIDS (2006). *AIDS in Africa: Country by Country*. Geneva, Switzerland: United Nations (see website for the UNAIDS)

Kamya, H. (2005). African immigrant families. In McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.) *Ethnicity and family therapy* (pp.101-116). New York: Guilford Press.

Miner, H. (1998). Body ritual among the Nacirema. In Monica McGoldrick (ed.). *Revisiting family therapy: Race, culture, and gender in clinical practice*. (p.153-158). New York: Guilford Press

Nagy, G. & Falk, D. (2000). Dilemmas in international and cross-cultural social work education. *International Social Work*, 43(1), 49-60.

A. Culture, Religion, Rural Society and Kinship

Arye, O. (1995) *Religion and Politics in Uganda: A study of Islam and Judaism*, Print Pak, Nairobi Kenya

Kanyehamba, G.W. (1998) *Reflections on the Muslim Leadership Question in Uganda*. Fountain Publishers, Kampala Uganda, Ch. 2

Rallis-MacLeod, K & Harvey, G (2000) *Indigenous Religious Musics*, Ashgate Burlington USA Ch. 5

Stewart, K. A. (2000) *Toward A Historical Perspective on Sexuality In Uganda: The Reproductive Lifeline Technique for Grandmothers and their Daughters*. *Africa Today* pp.124-148

B. Economy

Apter, D.E. (1997) *The Political Kingdom in Uganda*. Frank Cass Publishers London, Ch 2

Holger, B.H. & Twaddle. M, (1998) *Developing. Uganda* Fountain Publishers Kampala Uganda. Ch.2

Rigsten, Arne (1999) *Crises, Adjustment and Growth in Uganda: a study of adaptation in an African economy*. MacMillan Press, New York

C. Political System/Government

Human Rights Watch (1999) *Hostile to Democracy: The movement system and political repression in Uganda* Human Rights Watch New York

Langseth, P., Katorobo, J., Brett, E & Munene, J. (1995) Uganda Landmarks in Rebuilding a Nation. Fountain Publishers Kampala Uganda. Ch. 8

Reinikka, R. & Collier, P. (2001) Uganda's Recovery: The Role of Farms, Firms and Government Library of Congress USA. Ch.2

Tamale, S. (1999) When Hens Begin To Crow- Gender and parliamentary politics in Uganda. Westview Press, Oxford Ch. 3

Week 6

The context of HIV/AIDS

This section will focus on the global context of HIV with a focus on Uganda

Barnett, T. & Whiteside, A. (2002) AIDS in the twenty-first century: Disease and globalization. Palgrave Macmillan.

Garbus, L. & Marseille, E. (2003). HIV/AIDS in Uganda. *Country AIDS Policy Analysis Project, AIDS Policy Research Center*. San Francisco, California: University of California San Francisco.

Kaleeba, N., Kadowe, J.N., Kalinaki, D. & Williams, G. (2000) Open Secret: People facing up to HIV and AIDS in Uganda. Strategies for Hope #15. Oxford, U.K.: G & A Williams.

Mukiza-Gapere, J. & Ntozi, J.P.M. (1995a). Impact of AIDS on the family and mortality in Uganda. In Orubuloye, I.O., Caldwell, J.C., Caldwell, P., & Jain, S. (Eds). *Health transition review: The Third World AIDS epidemic*, supplement to Volume 5, pp.191 - 200.

Nampanya-Serpell, N. (2002). Global Implications. In Joslin, Daphne (Ed). *Invisible Caregivers: Older Adults Raising Children in the Wake of HIV/AIDS*, pp. 278 - 296.

Wax, E. (2004). No longer taboo to talk about HIV/AIDS in Uganda, Washington Post reports. http://www.kaisernetwork.org/daily_reports, February 19.

Week 7-12

Social Development and Social Work in Uganda

Howes, M. (1997). NGOs and the development of local institutions: A Ugandan case study. *The Journal of Modern African Studies*, 35 (1), 17-35.

Lee, B. (1998). Community development among AIDS survivors in Uganda. *Social Development Issues*, 20 (1), 91-101.

White, J. & Morton, J. (2005). Mitigating impacts of HIV/AIDS on rural livelihoods: NGO experiences in sub-Saharan Africa. *Development in Practice*, 15(2), 186-199.

Scalway, T. (2007). UNAIDS technical consultation on social change communication, 1-8. Retrieved December 12, 2007, from http://www.data.unaids.org/pub/BaseDocument/2007/background%20paper_en.pdf

Ssewamala, F. M., Alicea, S., Bannon, W. & Ismayilova, L. (In press). A novel economic intervention to reduce HIV risks among school-going AIDS-orphaned children in rural Uganda. *Journal of Adolescent Health*.

Ssewamala, F.M., Lombe, M.& Curley, J. (2006). Using individual development accounts for micro-enterprise development in the United States. *Journal of Developmental Entrepreneurship*, 11(2), pp. 117-131

Ssewamala, F.M. and Curley, J (2006). Asset ownership and School Attendance of Orphaned Children in Sub-Saharan Africa. *Social Development Issues*, 28(2), pp. 84-105

The rest of the sessions will examine the following topics:

A. Mental Health and Services

Bolton, P & Ndogoni, L. (2001) Cross Cultural Assessment of Trauma Related Mental Illness, World Vision Uganda.

Daniel, M. (2000). The demographic impact of HIV/AIDS in sub-saharan Africa. *Geography*. 85(1), 46-55.

Eke, B. (2003). The impact of AIDS on intergenerational relationships in Africa. *Journal of intergenerational Relationships.*, 1(3), 9-24.

Ovuga, E. , Boardman, J., & Oluka, E. (1999) Traditional Healers and Mental Illnesses in Uganda *Psychiatric Bulletin Vol. 23 #5*

B. Women's Issues

1. Women's Status and Role in Society

Amooti-Kaguna, B. & Nuwaha, F. (2000). Factors influencing choice of delivery sites in Rakai district of Uganda. *Social Science & Medicine*, 50 , 203-213.

Appleton, Simon (1996) Women Headed Households and Household Welfare: Empirical Deconstruction for Uganda. *World Development Vol.24 #12*, pp. 1811-1827

Hansen, H.B. & Twaddle, M (1998) Developing Uganda. Fountain Publishers, Kampala, Uganda. Ch.8 & Ch.9.

Kwagala, B., Kabuchu, H.; Kipiriri, L. & Wasswa, R. (2001) Health and the Economic Empowerment of Women: Life in A Kampak Unplanned

- Settlement. Institute of Social Research Makerere University Kampala Uganda pp.166-180.
- Mugisha, M. (2001) Gender and Decentralization: Promoting Women's Participation in Local Councils . Case Study: Lira District Uganda
www.fao.org/DOCREP/003/x609DE/x609DE00.HTM
- Pickering, H.; Kajura, E, Katongole, G.; Whitworth, James (1996) Women's Groups and Individual Entrepreneurs: a Ugandan case study. *Gender and Development* Vol.4 #3 pp:54-60
- Wallman, S. (1996) Kampala Women Getting By: Wellbeing in the Time of AIDS Fountain Publishers Kampala Uganda

2. Women and Poverty

- Ahikire, J. (2000) Gender and Poverty in Uganda Today. Department of Women's Studies Makerere University Kampala Uganda
- Dixon, S. , McDonal, S., & Roberts, J. (2001). HIV/AIDS and the development in Africa. *Journal of International Development*, 13, 381-389.
- Kamya, H. (2006). Women, HIV/AIDS, domestic violence and human rights. In Kasiram, M., Partab, R. & Dano, B. (Eds.). *HIV/AIDS in Africa: The not so silent presence*, (pp.33-41). Durban, South Africa: Publishers Print Connection.
- Kamya, H. & Poindexter, C. (in press). Mama Jaja: Grandparents raising children in Uganda. *Journal of Health and Social Work Policy*

3. Women, Sex and Violence

- Bertone, A.M. (2000). Sexual trafficking in women: International political economy and politics of sex. *Gender Issues*, 18 (1), 4-22.
- Liebling, H. Kiziri-Mayengo, R. (2002). The psychological effects of gender based violence following conflict in Luwero District, Uganda. *Feminism and Psychology*. 12 (4) pp. 553-560.
- Hart, G.J., Pool, R. , Green, G. , Harrison, S., Nyanzi, S., Whitworth, J. (1999). Women's attitudes to condoms and female controlled means of protection against HIV and STDs in South Western Uganda. *AIDS Care*. 11(6), pp. 687-698.
- Pickering, H., Okongo, M., Nnalusiba, Bwanika, K & Whitworth, J. Sexual network in Uganda: casual and commercial sex in a trading town. *AIDS Care*, 9(2), pp.199-207.

Turshen, M. (2000). The political economy of violence against women during armed conflict in Uganda. *Social Research*, 67(3), 803-816.

C. Health

Lucas, H. & Nuwagaba, A. (1999) Household coping strategies in response to the introduction of user charges for social service: A case study of health in Uganda, Institute of Developmental Studies, Makara University, Kampala Uganda pp. 1-37

Shuey, D., Babishangire, B., Omiat, S., & Bagarukayo, H. (1999). Increases in Sexual Abstinence Among In School Adolescents as a Result of School Health Education in Saroti District Uganda. *Health Education Research* Vol.14 #3 pp.411-419

Strecher, V.J., Champion, V.L. & Rosenstock, I.M. (1997). The health belief model and health behavior. In D.S. Gochman (ed.). *Handbook of health behavior and research I: Personal and social determinants* (pp. 71-91). New York: Plenum Press.

D. Child Welfare

Brouwer, C.N.M.; Lok, C.L.; Wolffers, I & Sebagalls, S (2000) Psychosocial and Economic Aspects of HIV/AIDS and counseling of Caretakers of HIV Infected Children in Uganda. *Aids Care* Vol.12 #5_ pp. 535-540

De Jang, J.T.V.M. & Hermanns, Jima (1999) The Psychological Impact of War and the Refugee Situation on South Sudanese Children in Refugee Camps in Northern Uganda: An Exploratory Study. *The Journal of Child Psychology and Psychiatry and Allied Disciplines* Vol.40 #4 pp. 529-536.

Kamya, H. (2005). The impact of war on children and families: Their stories, my own stories. In *AFTA Monograph. Touched by War zones, near and far: Oscillations of despair and hope*. Spring, vol.1, 1

Nyambetha, E.O., Wandiba, S., & Aagaard, J. (2003). Changing patterns of orphan care due the HIV epidemic in western Kenya. *Social Science & Medicine*. 57, 301-311.

Nyanzi, S. & Kinsman, P. The negotiation of sexual relationships among school pupils in south western Uganda. *AIDS Care*, 13(1), pp.83-98

Oleke, C., Blystad, A., Fylkesnes, K. & Tumwine, J.K. (2007). Constraints to educational opportunities of orphans: A community-based study from northern Uganda. *AIDS Care*, 19(3), 361-368.

E. Gay/Lesbian Issues

Kajubi, P., Kamya, M., Raymond, F., Chen, S., Rutherford, G., Mandel, J., & McFaland, W. (2007). Gay and bisexual men in Kampala, Uganda. *AIDS Behav.* Original Paper. Springer Science+Business Media. LLC.

F. Evaluating responses to HIV/AIDS

Drotar, D., Olress, K.; Wiznitzer, Mx; et al (1999) Neuro-developmental outcomes of Ugandan Infants with HIV Infection: An Application of Growth Curve Analysis. *Health Psychology* Vol.18 #2 pp. 114-121

Kagima, M., Marum, E., Wabwire-Mangen, F., & Nakyanjo, N., Walakira, Yusuf & Hogle, Janice (1998) Evaluation of the Effectiveness of AIDS Health Education Interventions in the Muslim Community in Uganda. *AIDS Education and Prevention* Vol.10 #3 pp. 215-228

Kaleeba, N., Kalibala, S., Kaseje, M., Ssebhanja, P., Anderson, S., Van Praag, E., Tembo, G., & Katabira, E. (1997). Participatory evaluation of counseling, medical and social services of The AIDS Support Organization (TASO) in Uganda. *AIDS Care*. 9 (1), 13-26.

Kinsman, J., Nakyingi, J, Kamali, A., Carpenter, L., Quigley, M., Pool, R. & Whitworth, J. (2001) Evaluation of a Comprehensive School Based Aids Education Programme in Rural Masaka, Uganda *Health Education Research* Vol.16 #1 pp. 85-100

Mitchell, K, Nakamanya, S, Kamali, A. & Whitworth, J.A.G. (2001) Community Based HIV/AIDS Education in Rural Uganda: Which Channel is Most Effective? *Health Education Research* Vol.16 #4 pp 411-423

- F. Housing
- G. Other

Internet resources

www.ifsw.org

thebody.com

cdc.gov/hiv/dhap

unaids.org

kaisernet.work.org

www.who.org

www.unep.org

www.unicef.org

www.un.org/womenwatch/

www.hrw.org

www.wougnet.org

www.unifem.org

Field Visits in Uganda:

The following agencies illustrate the types of programs that students will be visiting:

1-day visit to a Rural Development Program
Daily visits to AWOFS (2 hours)
Daily visits to Breakfast Clubs (1.5 hours)
Daily visits to the The AIDS Support Organizations (2hours)
Daily visits to Child Adoption Homes (2 hours)
1 day visit to Youth Development Center
Attendance at HIV/AIDS clinics providing services with service providers
1 day visit to Universities and institutes of higher learning in Uganda
Visits to Hospitals (Mulago, Nsambya)

Abebe, T. (2005). Geographical dimensions of AIDS orphanhood in sub-Saharan Africa. *Norwegian Journal of Geography*, 59, 37-47.

Akinade, E.A. (2001). Risk-taking behavior and substance abuse vis-à-vis HIV transmission in African societies. *Journal of Instructional Psychology*, 28(1), 3-8.

Bandura, A. (1994). Social cognitive theory and exercise of control over HIV infection. In R.J. DiClemente & J.L.Peterson (Eds.). *Preventing AIDS: Theories and methods of behavioral interventions*, (pp. 25-59). New York: Plenum Press.

Bandura, A. (2000). Health promotion from the perspective of social cognitive theory. In C. Abraham and P. Norman (Eds.). *Understanding changing health behavior: From health beliefs to self-regulation* (pp. 299-339). Amsterdam, The Netherlands: Harwood Academic Press.

Caruso, J. & Cope, K. (2006). The lost generation: How the government and non-governmental organizations are protecting the rights of orphans in Uganda. *Human Rights Review*, 7(2), 98-114.

Christiansen, C. (2003). Reflections on the changing pattern of care for orphans. *CODESRIA Bulletin*, 2-4, 94-98.

Dunkle, K.L., Jewkes, R.K., Brown, H.C., Gray, G.E., McIntyre, J.A. & Harlow, S.D. (2004). Transactional sex among women in Soweto, South Africa: Prevalence, risk factors and association with HIV infection. *Social Science and Medicine*, 59, 1581-1592.

Earls, F. & Carlson, M. (2001). The social ecology of child health and well-being. *Annual Review of Public Health*, 22, 143-166

Figuroa, M.E., Kincaid, D.L., Rani, M. & Lewis, G. (2002). Communication for social change: An integrated model for measuring process and its outcomes. *The communication for social change working paper series: No. 1*. New York: The Rockefeller Foundation and Johns Hopkins University Center for Communication Programs.

Garbus, L. & Marseille, E. (2003). HIV/AIDS in Uganda. *Country AIDS Policy Analysis Project, AIDS Policy Research Center*. San Francisco, California: University of California San Francisco.

- Glaser, B. & Strauss, A. (1967). *Discovery of grounded theory*. Chicago: Aldine.
- Jamil, I. & Muriisa, R. (2004). Building social capital in Uganda: The role of NGOs in mitigating HIV/AIDS challenges. Presentation at the International Society of Third Sector Research, Toronto, Canada.
- Janz, N.K. & Becker, M.H. (1984). The health belief model: A decade later. *Health Education Quarterly*, 11, 1-47.
- Kaaya, S.F., Flisher, A.J., Mbwambo, J.K., Schaalma, H., Aaro, L.E., & Klepp, K.I. (2002). A review of studies of sexual behavior of school students in sub-Saharan Africa. *Scandinavian Journal of Public Health*, 30(2), 148-160.
- Kalichman, S.C. & Simbayi, L. C. (2004). Sexual assault history and risks for sexually transmitted infections among women in an African township in Cape Town, South Africa. *AIDS Care*, 16(6), 681-689.
- Kamya, H. (2003). HIV/AIDS mental health issues and street children: The case of Uganda. Presentation at the 15th Annual National Conference on Social Work and HIV, Albuquerque, New Mexico.
- Kamya, H. (2004). War and HIV/AIDS: The psychological impact on children. Presentation and the 16th Annual National Conference on Social Work and HIV, Washington, D.C.
- Kamya, H. (2006). Women, HIV/AIDS, domestic violence and human rights. In M. Kasiram, R. Partab & B. Dano (Eds.). *HIV/AIDS in Africa: The not-so-silent presence* (pp. 33-42). Durban, South Africa: Print Connection.
- Klepp, K.I., Ndeki, S.S., & Leshabari, M.T., Hannan, P.J., & Lyimo, B.A. (1997). AIDS education in Tanzania: promoting risk reduction among primary school children. *American Journal of Public Health*, 87(12), 1931-1936.
- Klepp, K.I. & Ndeki, S.S., Thuen, F., Leshabari, M., Seha, A.M. (1996). Predictors of intention to be sexually active among Tanzanian school children. *East African Medical Journal*, 73(4), 218-224.
- Kugler, K., Komro, K.A., Stigler, M., Mnyika, K.S., Masatu, M., Aastrom, A.N., & Klepp, K.I. (2007). The reliability and validity of self-report measures used to evaluate adolescent HIV/AIDS prevention programs in sub-Saharan Africa. *AIDS Education and Prevention*, 19 (5), 365-382.
- Lombe, M. and Ssewamala, F. M. (2007). The role of informal social networks in micro-savings mobilization. *Journal of Sociology and Social Welfare*, XXXIV (3), 37-51.
- National Cancer Institute. (2005). *Theory at a glance: A guide for health promotion practice*, 2nd ed. National Institutes of Health: Washington, D.C.
- Ntozi, J.P.M. & Mukiza-Gapere (1995). Care for AIDS orphans in Uganda: Findings from focus group discussions. In I.O. Orubuloye, J.C. Caldwell, & S. Jain (Eds.). *Vulnerability to HIV infection and effects of AIDS in Africa and Asia/India, Supplement to Volume 7* (pp. 23-40). Canberra, Australia: Health Transition Centre Press.

- Oleke, C., Blystad, A., Fylkesnes, K. & Tumwine, J.K. (2007). Constraints to educational opportunities of orphans: A community-based study from northern Uganda. *AIDS Care*, 19(3), 361-368.
- Parry, C., et al. (2005). Alcohol and drug abuse trends in South Africa (July 1996-December 2004), Phase 17. *SACENDU Research Brief*, 8(1), 1-11.
- Rosenstock, I.M. Strecher, V.J. & Becker, M.H. (1994). The health belief model and HIV risk behavior change. In R.J. DiClemente & J.L.Peterson (Eds.). *Preventing AIDS: Theories and methods of behavioral interventions*, (pp. 5-24). New York: Plenum Press.
- Scalway, T. (2007). UNAIDS technical consultation on social change communication, 1-8. Retrieved December 12, 2007, from http://www.data.unaids.org/pub/BaseDocument/2007/background%20paper_en.pdf
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