

# INTEGRATION, NORMING & COLLABORATION

A CONCEPTUAL FRAMEWORK FOR THE INTEGRATION OF HIV/AIDS EDUCATION INTO MAINSTREAM CURRICULA AT THE UNIVERSITY OF CAPE TOWN (UCT)

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## TENSIONAL INTEGRITY

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The sculpture unites a common language of expression in describing the affliction faced by South African society in the form of HIV and engineering structure, encapsulating the intimate relationship shared by science, engineering and humanity. It resolves that crisis does not discriminate while stability requires that the HIV molecule dissolve into thin air and the ribbon of justice be returned to its natural position.

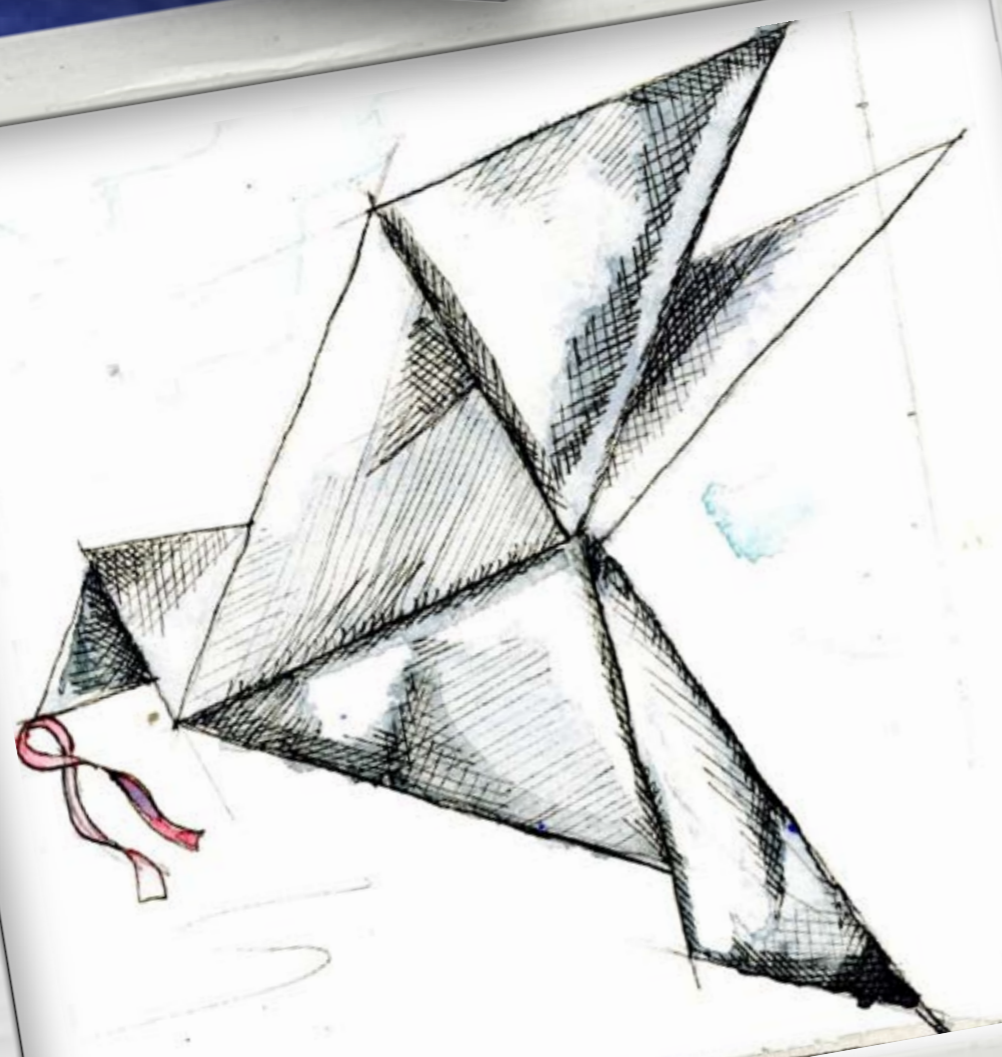


## IN MEDIAS GRAVITAS

LAURA GRAHAM, BOIPELO TLHALERWA,  
CHRISTOPHER MOLTENO

"In medias res" the Latin phrase for "to enter into the middle of things" "Gravitas" meaning the sobriety or seriousness of something combined to make In Medias Gravitas, invites the visitor to get right in and engage directly with the weight of the HIV/AIDS pandemic, while making reference to the play of gravity and suspension. The sculpture translates a shocking statistic of AIDS-related deaths in South Africa in a simple graphical scale. To represent the 3000 000 people that have been killed by the virus since 19941, one unit for every 100 000 deaths was used.

The durable messenger takes flight and carries the AIDS ribbon, signifying how AIDS competency, if properly implemented, has the ability to overshadow the current perception of the virus and take society forward into a new era of understanding.



## RESTRUCTURE

LAWDEN HOLMES, JUDY WEIS, DANILO QUERIOS



## ECHO

DAVID ELLIS & SIMONE MAHARAJ

"Echo" 'Reverberations start with the individual' This interactive piece uses the individual as an integral part of its form and message. Arranged in ascending size, the four frames represent four key aspects of society, namely education, government, business and community; which need to work in harmony if the goal of achieving an HIV/AIDS competent society is to be realised. The individual forms the fifth and final structure in the piece.

## BACKGROUND

The goal of the research was to investigate the relevance of applying organisational concepts of "differentiation and integration," (Lawrence & Lorsch, 1967) and the "theory of inter-organisational collaboration" (Axelsson and Axelsson's, 2006) to two organisational subsystems at UCT namely the HIV/AIDS, Inclusivity and Change Unit (HAICU) and an academic faculty who sought to integrate HIV/AIDS material into the formal academic curriculum. The results obtained from this process have been implemented by HAICU in integrating discipline specific HIV/AIDS education in core academic curricula in four other faculties. This has relevance for other South African Higher Education Institutions (SAHEIs) who integrate discipline specific HIV/AIDS curriculum material.

## METHOD

In the inter-organisational HIV/AIDS curriculum integration at UCT four stages were anticipated, could be prepared for and did in fact occur namely, forming; storming; norming; and performing (Axelsson et al, 2006). The achievement of sound evaluation following a collaboratively taught course that achieved the objectives of both organisations would show relevance of the theory to this process.

## RESULTS

**FORMING:** There can be a tension between already existing packed academic curricula and the university HIV/AIDS policy that calls for HIV/AIDS curriculum integration. Although pilot interventions had already shown that discipline relevant HIV/AIDS material could be successfully integrated into various academic disciplines, despite packed curricula (Volks, 2013) a common challenge that is anecdotally reported is staff loyalty to their area of expertise (Bernstein 1975; Mead 2000).

To prevent this, the forming stage was strengthened by the HAICU project officer gaining knowledge through conducting interviews with key stakeholders about the faculty's current interests and HAICU's previous success around HIV integration (Huxham, 1996). Axelsson and Axelsson (2006), describe this stage as the transparent dialogue, establishing a common purpose for both subsystems and generating trust and commitment towards the end goal. The approach in finding common goals for both subsystems was informed by a "goodness of fit" (Campbell & Cornish, 2010, p. 1570) between the faculty's course objectives and HAICU's organisational objectives. The formation of a 'group of members' with a committed objective was turbulent with a minority of course convenors, but in other instances, the adaptation of core curricula content was achievable through the establishment of common goals.

**STORMING AND NORMING:** The storming and norming processes were interlinked. This was due to unintentional misinterpretation of purpose, the introduction of policies all members did not know of previously and new members joining the formed group (Singh, 2008). Progression through this stage was assisted by clear communication and clarification of intent. This type of communication facilitated the development of "shared goals and ... [defined the] culture" of the group (Mur-Veeman, Eijkelberg, & Spreeuwenberg, 2001).

What also became evident during this stage was that the project officer often found herself having to revisit the norming and storming stage (Vangen & Huxham, 2003), particularly when new members or previously unknown organisational policies influenced the programme and/or its expected output. However, the potential conflict that emerged during this stage also provided the opportunity for members to gain more clarity of purpose, and solidify their end goal (Singh, 2008).

**PERFORMING:** In the final phase of integration between the two subsystems facilitation of task and effort was managed by the project officer Axelsson et al (2006). In this stage, the project officer, maintained individual relations with each group member and provided relevant feedback between the group members.

Evaluation is key for "developing and sustaining inter-organisational collaboration" Senge (1990); Mitchell and Shortell (2000). Each course was evaluated in order to give feedback to the group members. The evaluation reports provided insight on the attainment of the objectives that were originally formed collaboratively by the group. For example 2 objectives were achieved by the group (1) To preserve and enhance the course objectives which included teaching the students communication skills and (2) To focus on areas of synergy around course content that prepared students to adequately respond to HIV/AIDS within the current peer and future workplace environments. Success in achieving course objectives through sound collaboration between the units was evidenced by students' efforts to research how HIV/AIDS affects their future workplaces and industries presented in class orals which received high marks for in depth research and sound communication skills.

## CONCLUSION

The paper demonstrated the relevance of the application of (Lawrence & Lorsch, 1967) and Axelsson and Axelsson's (2006) theory of inter-organisational collaboration. The organisational concepts can be applied within the two subsystems and produce favourable results with regards to inter-organisational HIV/AIDS curriculum integration. The recommendation is to use the theory to integrate HIV and AIDS successfully in other faculties.