1. Course Description:

This course will examine the basic facts about AIDS (acquired immunodeficiency syndrome) and sensitize students to the multitude of public health, social policy, and social service delivery issues related to AIDS. Students will analyze the special challenges that AIDS presents for social work practice. In addition, students will be offered an opportunity to explore their own beliefs, values, and approaches to the issues raised by AIDS, and to gain facility in accessing and assessing the rapidly accumulating materials appearing on the topic.

2. Course Content:

This course will provide basic and advanced knowledge about the HIV/AIDS spectrum disease and the national/global responses to the disease. Specifically, students will receive information on the history of national and international responses to sexually transmitted diseases, epidemiology of HIV infection and AIDS, HIV antibody testing and counseling, social policy implications of HIV infection and AIDS, and treatment and prevention of HIV/AIDS. This course will address community responses to HIV/AIDS and the psychological and sociological implications of working with the spectrum of persons infected and affected by HIV/AIDS.

3. Course Objectives:

Upon completion of the course, students will be able to:

1. Describe the historical and current incidence and prevalence of HIV/AIDS worldwide, with a focus on the United States, particularly African-American, Latino, Native American, and Asian Pacific Islander groups. This course will also focus on women, children, gay males, and injection drug users.
2. Understand the nature of the disease, discuss differential transmission among population groups, and describe strategies for prevention and intervention at micro and macro levels.

3. Apply conceptual frameworks for understanding HIV/AIDS through examining appropriate theoretical perspectives and differential community responses.

4. Analyze and describe the impact of particular social policies and resources guiding HIV-related comprehensive care delivery systems.

5. Understand the psychological effects present for HIV/AIDS infected clients, families, and significant others, and for society as a whole.

6. Discuss the challenges and limitations of working with a range of persons with HIV infection, including chronically and terminally ill persons, and assist in the assessment of the psychological and emotional impact that these demands may have on occupational functioning.

7. Discuss typical ethical concerns related to HIV/AIDS programs, policies, and services.

4. **Course Design:**

The course (instructors) will include participatory discussions, written assignments, and experiential exercises related to course materials. Guest speakers may be invited to address special topics. Evaluation of direct practice will occur using a variety of strategies, including case studies, in vivo examples, and simulation.

5. **Relationship of the Course to Four Curricular Themes:**

- **Multiculturalism and Diversity:** Students will develop the capacity to identify ways in which diverse identities {ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation} and other forms of social stratification and disenfranchisement influence and are influenced by HIV/AIDS disease and HIV/AIDS related policies, programs, and services.

- **Social Justice and Social Change:** It is necessary that social workers are able to analytically assess practice, programs, and policy related to HIV/AIDS if the social work profession, is to play an important role in shaping the outcome of ongoing HIV/AIDS related practice, program, and policy debates,. Social workers can reflect issues regarding social change and social justice in this particular area of practice. This course will provide students with the capacity to understand and influence the role that evaluation plays in the formation and implementation of HIV/AIDS related practice, policy, and program development.

- **Promotion, Prevention, Treatment, and Rehabilitation:** Too often, HIV/AIDS related programs, practices, and policies are implemented in reaction to an issue, and not presented proactively, due to changing social, economic, and
political circumstances and influences. Promotion, prevention, treatment, and rehabilitation activities are difficult to evaluate, and therefore, raise special challenges in evaluating HIV/AIDS related practices, programs, and policies. Students will be exposed to evaluation techniques, such as social impact analysis, single case analysis, and survival analysis that can be used to analyze and evaluate HIV/AIDS related promotion, prevention, treatment, and rehabilitation activities.

- **Behavioral and Social Science Research:** Evaluation methods in HIV/AIDS related practice, policy, and programs can range from rigorous applications of social science research methodologies to expedient techniques that may be more subjective and less reliable. Social workers need to be able to identify the methods that are most rigorous, yet feasible, given evaluation needs. This course will provide students with the capacity to understand and influence the role that evaluation plays in the formation and implementation of HIV/AIDS related practice, policy, and program development.

6. **Relationship of the Course to Social Work Ethics and Values:**

Ethical standards of social work practice (NASW Code of Ethics) will be used to review issues commonly confronted in the development and provision of policy, programs, and services addressing people living with HIV/AIDS. The ethical themes of autonomy, beneficence, fidelity and justice will be particularly emphasized and discussed.

**Grading:** Is satisfactory or unsatisfactory for the course.

**Course requirement:** 1-2 slide powerpoint presentation on an innovative or exciting prevention, treatment, or clinical intervention, program, policy or service anywhere in the world addressing HIV/AIDS issues. Presentation should be accompanied by a brief set of notes or commentary (2 pages MAXIMUM [double spaced, 12 point font, etc etc]). **The presentation is due 10am, December 12 2011.**

**VERY highly recommended resources:** I will be pulling a good bit of material from these online resources; you may find them very helpful throughout the course – and your ongoing education of HIV/AIDS for yourself, your colleagues, and your clients:

- KaiserEDU.org (summary incidence/prevalence US/Globally)
- UNAIDS: Country by country demographics, treatment, prevention
- CDC: Extensive in-depth data on HIV/AIDS trends in US
- NASW: HIV/AIDS: how social workers help

  **NOTE:** **2012 International AIDS Conference to be held in United States!**
Essential Podcasts: Please review prior to workshop/minicourse or ASAP !!!!
All are available at http://www.kaiseredu.org/Tutorials-and-Presentations.aspx; click on HIV/AIDS under “All Tutorials, By Topic”

Kim Boortz: Current state of global hiv/aids epidemic (June 2010)
Kates, Jennifer: HIV/AIDS epidemic in the united states (February 2006)
Carbaugh, Alicia: Women and HIV in the U.S. (June 2007)
Have a look at the UM website for general HIV/AIDS information: http://guides.lib.umich.edu/waw

Readings for the minicourse/workshop: I’ve selected just a few ‘required’ readings for the session (see below). These readings and weblinks are available online via CTools:

Selected Readings and Multimedia : December 3, 2011
(May2011).[ NOTE: THE UPDATE IS REVISED EVERY TWO YEARS:] AIDs Epidemic Update 2010: – at


Selected Readings : December 10, 2011


"More than Ancillary: HIV Social Services, Intermediate Outcomes and Quality of Life” AIDS Care Vol. 21; No. 10: P. 1289-1297, (October 2009) John J. Chin; Michael Botsko; Elana Behar; Ruth Finkelstein.


## Workshop/Minicourse At A Glance: December 2011 (Subject to Modification)

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
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<tbody>
<tr>
<td>December 3rd, 2011</td>
<td>✓ 8:30 – 8:45am: introductions, overview of workshop/other expectations</td>
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<tr>
<td></td>
<td>✓ 9:00am- 9:40am HIV Care, Treatment and Prevention: 2011 Update</td>
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<td></td>
<td>(Tenofovir microbicides, Injectable contraceptives (Depo-Provera) and</td>
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<td>increased HIV risk, Vaccines, Prevention and Bioprevention (PEP and</td>
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<td>PrEP) Impact of Positive Prevention, Impact of Case Management,</td>
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<td></td>
<td>2012 International AIDS Conference; Future of HIV/AIDS?</td>
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<td></td>
<td>✓ 9:40-10am HIV Virology and Pathogenesis; Co-morbidities; Origins</td>
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<td></td>
<td>of HIV; Course of care, Treatment (Summary of Pepin’s Origins of</td>
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<td>HIV/AIDS [2011])</td>
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<td>✓ 10-10:10am – BREAK</td>
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<tr>
<td></td>
<td>✓ 10:10-10:40 HIV Virology and Pathogenesis; Co-morbidities; Origins</td>
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<td></td>
<td>of HIV, and medication resistant HIV; course of care, Treatment,</td>
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<td></td>
<td>New Worries and Concerns (Continued)</td>
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<td></td>
<td>✓ 10:40-11am: Global and Local HIV/AIDS Surveillance/Mortality</td>
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<td>Trends:</td>
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<td>Complete and discuss Global Map (UnAIDS), and US trajectories</td>
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<td>✓ 11:00-12pm – Why and how HIV impacts some population groups</td>
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<td>in the US more than others:</td>
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<td>o Greater physiological vulnerability to health disparities</td>
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<td>Unnatural Causes – In sickness and in health;</td>
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<td></td>
<td>o Sex ratios and other structural factors</td>
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<td>✓ 12pm – 1:00pm – LUNCH [on your own]</td>
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<td></td>
<td>✓ 1:00 pm-1:30pm: Q/A, Discussion, Debrief</td>
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<td>✓ 1:30-2pm Global Response Presentation (UNAIDS)</td>
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<td>✓ 2-3:00 pm: Prevention Responses: History of Prevention Initiatives</td>
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<td>✓ BioPrevention initiatives</td>
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<td>✓ 3:00-3:20pm – BREAK</td>
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<td></td>
<td>✓ 3:20 – 4:20pm - Structural Interventions</td>
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<td>✓ If time permits (otherwise we’ll address Dec 10th): DEBIs, Diffusion</td>
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<td></td>
<td>and dilemmas: Recognizing effective interventions and how to diffuse</td>
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<td>them in the community: case study and review</td>
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</table>
| December 10th, 2011 | ✓ 8:30am-9:00 am – Overview, QA, Discussion  
✓ 9-10am ethics, clinical issues workshop: (Ethics/clinical decision making models)  
✓ 10:15-10:30 BREAK  
✓ 10:30 – 11:30: Mental health issues with PLWA and Caregivers  
✓ 11:30-12pm Psychiatric, abuse, and emotional adjustment issues with PLWA: pharmacokinetics: psychotropic medications and HIV/AIDS  
✓ 12:00 -1:00pm – LUNCH  
✓ 1:00pm-1:30 PM: Impact of Case Management in HIV/AIDS Care  
✓ 1:30pm- 2:00 PM: HIV news from China and SE Asia  
✓ 2:00-3:00PM: US Domestic HIV/AIDS Policy: RWCA, Treatment, and Prevention Funding; public/private initiatives  
✓ 3:00-2:30 – BREAK  
✓ 3:20-4:20pm:  
  ○ Sub Saharan Africa: why Mbeki was correct to a fault and current status  
  ○ How Australia got HIV response right two decades ago |

**Recommended Resources for Clinical Issues (Updated May 20, 2011)**

These readings focusing on the psychosocial and clinical aspects of HIV/AIDS. In my experience, many students are interested in the clinical issues of working with persons living with HIV/AIDS. While this is not a clinical methods course per se, understanding psychological and ethical issues are objectives of the course. Please feel free to read any of the articles that interest you. *I include the Bravo et al (2010) and Vlasnova et al (2009) readings as part of the “recommended readings” for the course (also on the Ctools site).*


