

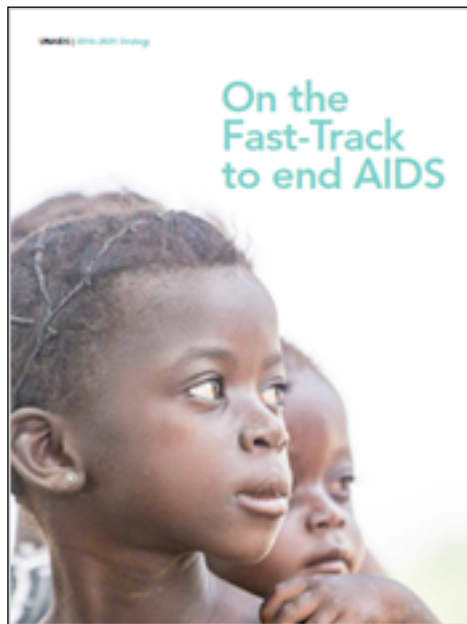
M UNIVERSITY OF MICHIGAN

SCHOOL OF SOCIAL WORK

SW 799 Section 005 HIV/AIDS: Evidence Based Programs, Policies and Services UM Class #62582

**Wednesday and Thursday July 13th and 14th 2016; 9:00am - 5:00pm
Room 3816, School of Social Work**

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Office Hours: By Appt. Only ; email:Lmgant@umich.edu**

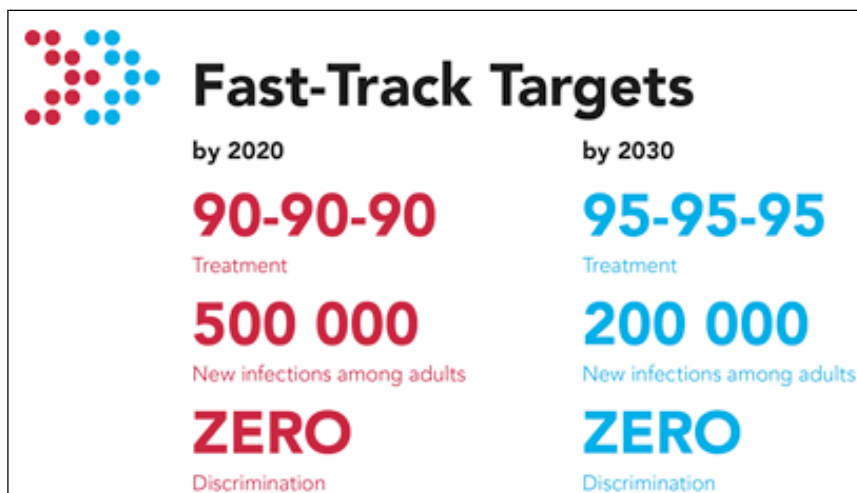


“We have bent the trajectory of the epidemic. Now we have five years to break it for good or risk the epidemic rebounding out of control.”

-Michel Sidibe, UNAIDS Executive Director

UNAIDS Strategy 2016-2021

The UNAIDS 2016–2021 Strategy is a bold call to action to get on the Fast-Track and reach people being left behind. It is an urgent call to front-load investments. It is a call to reach the 90–90–90 treatment targets, to close the testing gap and to protect the health of the 22 million people living with HIV who are still not accessing treatment. It is a call to redress the deplorably low treatment coverage for children living with HIV.



90–90–90 - An ambitious treatment target to help end the AIDS epidemic

- By 2020, 90% of all people living with HIV will know their HIV status. By 2020, 90% of all people with diagnosed HIV infection will

receive sustained antiretroviral therapy. By 2020, 90% of all people receiving antiretroviral therapy will have viral suppression.

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 (instructor) 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: Attendance and participation in at least 90% of sessions, and completion of 2-page reflection paper on 3-4 episodes of “The Age of AIDS”.

BEFORE THE FIRST CLASS: Please read (also on course CANVAS website):

Flores, Marcella and Johnston, Rowena (2016) Curing HIV: Moving Forward Faster. *AIDS Research and Human Retroviruses*. 32(2): 125-128.

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
- National Library of Medicine: (<http://sis.nlm.nih.gov/hiv.html>)
- Latest HIV medications: <http://www.aidsmeds.com/list.shtml>

July 13 th 2016	<p>✓ 9:00 – 9:15am: introductions, overview of workshop/other expectations</p> <p>✓ 9:15am- 10:0am Brief HIV/AIDS Quiz; HIV Care, Treatment and Prevention: 2016 Update (Brief overview history of HIV/AIDS in US; HIV Pathogenesis and Treatment, HIV lifecycle and Animations; AIDS Cure(s))</p> <p>✓ 10-10:10am – BREAK</p> <p>✓ 10:10-10:40 HIV virology and pathogenesis; Co-morbidities; Origins of HIV; Course of care, Case Management's Impact in HIV/AIDS Care</p> <p>✓ 10:40-12 pm: Global and National HIV/AIDS Surveillance/Mortality Trends : Intersectional approach to understanding sex, gender, race and risk in HIV surveillance, prevention, treatment, research: New Worries and Concerns; Why and how HIV impacts some population groups in the US more than others:</p> <ul style="list-style-type: none"> o Structural factors o Epigenetics: Greater physiological vulnerability to health disparities; Unnatural Causes – In sickness and in health; <p>✓ 12pm – 1:00pm – LUNCH [on your own]</p> <p>✓ 1:00 – 2:30pm: Assignment: <i>Watch any four episodes of Frontline's "The Age of AIDS"</i>. Prepare a simple reflection document of 1-2 pages in which you briefly summarize the main points of the episode, and what your responses as a social workers are. What did you find surprising? What was not so surprising? And what else would you like to know?</p> <p>✓ 2:45pm: Reviews and Debriefs from "The Age of AIDS"</p> <p>✓ 3 -3:30 pm: Epigenetics and limits of Structural Interventions</p> <p>✓ 3:30 – 4:00 pm – What remains when the money follows the epidemic –: Reduction in Funds, Faith Responses and Politics: The Case of Gospel Against AIDS (GAA)</p> <p>✓ 4:10 – 5:00 pm: Vaccines, other epidemics (including Zika and Ebola), and human/infrastructure readiness; AIDS Cure Interventions; 30 Years of Policy Impact for HIV (JAMA)</p>
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July 14 th 2016	<ul style="list-style-type: none">✓ 9:00- 9:30 am – Overview, QA, Discussion✓ 9:30 – 10:00 am ethics, clinical issues workshop: (Ethics/clinical decision making models)✓ 10:00-10:10 BREAK✓ 10:10 – 11:00 Case Study 1✓ 11:10-12pm DSM V, Substance Use, Mental health issues with PLWA and Caregivers✓ 12:00 -1:00pm – LUNCH✓ 1:00pm-2:00 PM: DSM V, Dual Diagnosis Cases with PLWA, Care Givers and Providers✓ 2:00pm- 2:10 PM: Break✓ 2:00-3:00PM: Review of clinical care and transformation model in HIV/AIDS (Oshita model)✓ 3:00-3:10 – BREAK✓ 3:10-4:10: Clinical Case Presentation and Case Conference II (Using Oshita case)✓ 4:00-5:00: Clinical Case Conference III
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