1. Course Description:

This mini-course will acquaint students with the basic and advanced facts about AIDS (acquired immunodeficiency syndrome), sensitize students to the multitude of public health, social policy and social service delivery issues that AIDS presents, and provide US and global perspectives to HIV/AIDS treatment and prevention. Students will be sensitized to the special challenges AIDS presents for social work practice. Students will be presented with an approach to evidence based practice, and will review the state of HIV related evidence based prevention practice from national and global perspectives.

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 and diagram the pathogenesis of HIV/AIDS
2. Explain current and predict future country-specific and global incidence and prevalence of HIV/AIDS using social epidemiology models
3. Apply a model of empirically based evidence search strategies and procedures
4. Locate, assess and use sources for empirically based best practice prevention-focused interventions for HIV/AIDS at individual, social and structural factor levels.

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:** Attendance and participation, and a 2-page reflection paper on 3-4 episodes of “The Age of AIDS”.

**VERY highly recommended resources:** Alas, we will not have time to review what I think is the best single book on HIV/AIDS – Alan Whiteside’s (2016) *HIV & AIDS: A Very Short Introduction*, Second Edition, Oxford, England: Oxford University Press. He’s not a social worker by training, but the presentation of the issues and contexts are canonical international social work.

I will also 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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 9:15am</td>
<td>introductions, overview of workshop/other expectations</td>
</tr>
<tr>
<td>9:15am-10:00am</td>
<td>Brief HIV/AIDS Quiz; Brief overview history of HIV/AIDS in US – New Michigan/Rural Communities Context</td>
</tr>
<tr>
<td>10-10:10am</td>
<td>BREAK</td>
</tr>
<tr>
<td>10:10-10:40</td>
<td>Co-morbidities; Origins of HIV; Course of care, Treatment and Cures; HIV Pathogenesis and Treatment, HIV lifecycle and Animations; AIDS Cure(s)</td>
</tr>
<tr>
<td>10:40-11am</td>
<td>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</td>
</tr>
<tr>
<td>11:00-12pm</td>
<td>Why and how HIV impacts some population groups in the US more than others: (Case Example: State of Michigan – rural communities)</td>
</tr>
<tr>
<td></td>
<td>o Structural factors</td>
</tr>
<tr>
<td></td>
<td>o Epigentics: Greater physiological vulnerability to health disparities; Unnatural Causes – In sickness and in health;</td>
</tr>
<tr>
<td>11:45 am – 1:00pm</td>
<td>LUNCH [on your own]</td>
</tr>
<tr>
<td>1:00 – 2:30pm</td>
<td>Assignment: Watch any four episodes of Frontline’s “The Age of AIDS”. 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?</td>
</tr>
<tr>
<td>2:45pm</td>
<td>Reviews and Debriefs from “The Age of AIDS”</td>
</tr>
<tr>
<td>3 -3:30 pm</td>
<td>The limits of Structural Interventions Part 1: Origins of Gospel Against AIDS (GAA)</td>
</tr>
<tr>
<td>3:30 – 4:00 pm</td>
<td>Structural Interventions, Reduction in Funds, Faith Responses and Politics:</td>
</tr>
<tr>
<td>4:10 – 5:00 pm</td>
<td>30 Years of Policy Impact for HIV (JAMA)</td>
</tr>
</tbody>
</table>
| June 13, 2018 | ✓ 9:00- 9:30 am – Overview, QA, Discussion  
✓ 9:30 – 10:00 am PEP, PrEP, and social justice  
✓ 10:00-10:10 BREAK  
✓ 10:10 – 11:00 PEP, PrEP, and social justice: populations and concerns  
✓ 11:10-12pm – HIV outreach in Rural Communities  
✓ 12:00 -1:00pm – LUNCH  
✓ 1:00pm-2:00 PM: Getting PWLA to come into care: Valdiserri’s Pyramid and Community Responses  
✓ 2:00pm- 2:10 PM: Break  
✓ 2:00-3:00PM: HIV Service and Care: Ethically Based Clinical Decision Making  
✓ 3:00-3:10 – BREAK  
✓ 3:10-4:10: - am ethics, clinical issues workshop: (Ethics/clinical decision making models)  
✓ 4:30-5:00: The Future of HIV, other epidemics, human readiness... |