



Course title:	HIV/AIDS: Evidence Based Programs, Policies and Services	
Course #/term:	SW 799, Section 003, Spring/Summer, 2019	
Time and place:	Thursday, June 6 and June 13, 9:00am -5:00pm, 2752 SSWB	
Credit hours:	1	
Instructor:	Emma Sophia Kay, MSW, PhD	
Pronouns:	She, her, hers	
Contact info:	Email: esophkay@umich.edu	Phone: (734) 615-2908
	You may expect an email response within 3 hours between the hours of 8 am and 8 pm	
Office:	SSW 3757	
Office hours:	By appointment	

1. Course Statement

a. 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.

b. Course objectives and competencies

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.

2. Class Requirements

a. Text and class materials

We will draw from a variety of materials in this course, including peer-reviewed journal articles, books, video presentations, and national and international health organizations. You are not responsible for purchasing any course materials.

Here are some of the primary sources used in this course (note: this is not an exhaustive list):

WEBSITES

Centers for Disease Control and Prevention (cdc.gov)

International Association of Providers in AIDS Care. (iapac.org)

Kaiser Family Foundation (kff.org)

Kaplan, L.E., Murray, A., & Tomaszewski, E.P. (n.d.). National Association of Social Workers. *8 Ethical Considerations for Working with People Affected by HIV/AIDS*. Retrieved from <https://www.socialworkers.org/About/Ethics/Ethics-Education-and-Resources/Ethics-8/Working-with-People-Affected-by-HIV-AIDS>

The Center for HIV Law and Policy. (<https://www.hivlawandpolicy.org>)

The White House. (2015, July 30). The National HIV/AIDS Strategy: Updated to 2020. Retrieved from <https://obamawhitehouse.archives.gov/the-pressoffice/2015/07/30/fact-sheet-national-hivaids-strategy-updated-2020>.

UNAIDS. (<http://www.unaids.org/en/resources/909090>)

U.S. National Library of Medicine. AIDSinfo. (<https://aidsinfo.nih.gov/understanding-hiv-aids/fact-sheets/>)

JOURNAL ARTICLES

Kerr, J., & Jackson, T. (2016). Stigma, sexual risks, and the war on drugs: Examining drug policy and HIV/AIDS inequities among African Americans using the Drug War HIV/AIDS Inequities Model. *International Journal of Drug Policy*, 37, 31-41.

Rowell-Cunsolo, T.L., El-Bassel N., Hart, C.L. (2016). Black Americans and incarceration: A neglected public health opportunity for HIV risk reduction. *Journal of Health Care for the Poor and Underserved*, 27(1), 114–130.

Schooley, R.T. (2016). Our Warming Planet: Is the HIV-1–Infected Population in the Crosshairs. *Topics in Antiviral Medicine*, 26(2),67-70.

Shrage, L. (2016). African Americans, HIV, and mass incarceration. *The Lancet*, 388 (10049), e2-e3.

Worobey, M., Watts, T. D., McKay, R. A., Suchard, M. A., Granade, T., Teuwen, D. E., Koblin, B. A., Heneine, W., Lemey, P., ... Jaffe, H. W. (2016). 1970s and 'Patient 0' HIV-1 genomes illuminate early HIV/AIDS history in North America. *Nature*, 539(7627), 98-101.

Books

Saag, M. (2014). *Positive: One doctor's personal encounters with death, life, and the US healthcare system*. Austin, TX: Greenleaf Book Group LLC.

b. Class schedule

Date/Time	Agenda
Day 1: Thursday, June 6, 2019, 9 am-5pm	
9:00 am-9:30 am	Introductions/Getting to know each other
9:30 am-10:15 am	Introduction to Human Immunodeficiency Virus (HIV): A Domestic and International Overview
10:15 am-11:00 am	HIV: A Brief History
11:00 am-12:00 pm	Why Do We Still Have New Cases of HIV?
12:00 pm-1:00 pm	LUNCH
1:00 pm-4:30 pm	Current Issues in HIV
4:30 pm-5:00 pm	Discussion of class assignment
Day 2: Thursday, June 13, 2019, 9 am-5pm	
9:00 am-10:00 am	Small group discussion based on class assignment
10:00 am-12:00 pm	Small group presentations
12:00 pm-1:00 pm	LUNCH
1:00 pm- 2:00 pm	Evidence-Based Interventions in HIV Prevention and Treatment
2:00 pm-3:30 pm	Ethical Issues and Mental Health Among People living with HIV
3:30 pm-4:30 pm	Getting to Zero: 90-90-90 Targets
4:30-5:00 pm	Course Wrap-Up/Discussion

c. Assignments

Assignment	Due date	Number of Points	Percent of overall grade
Current Issues in HIV Paper	June 13, 2019, 9:00 am Submit a hard-copy in class	20	80%
Attendance and class discussion	June 6, 2019, 9:00-5:00 pm June 13, 2019, 9:00 am-5:00 pm	5	20%
TOTAL		25	100%

“Current Issues in HIV” Paper Guidelines

Choose among the following “current issues in HIV” we discussed in class (or you can choose your own):

- HIV among a specific population based on age, race, sexual orientation, etc.
- HIV and geographic disparities (example: HIV in the Southeast US)
- HIV and US healthcare
- HIV and climate change
- US HIV criminalization laws

Locate at least 3 peer-reviewed journal articles and 2 websites from a national health organization (e.g., Centers for Disease Control and Prevention, National Institutes of Health) or international health organization (e.g., World Health Organization, International Association of Providers of AIDS Care).

Write a 5-page (minimum) paper (Times New Roman, 12-point font, double spaced, 1-inch margins) that includes all of the following information (rubric provided on the next page of the syllabus):

1. Your knowledge (if any) of the topic before Day 1 of class and/or your research for this assignment [approx. 0.5 page]
2. An overview of what you learned about the topic from the 5 or more sources you chose [approx. 3 pages]
3. The most surprising thing you learned about the topic (from class, your research, or both) [approx. 0.5 page]
4. Your recommendation(s) for addressing this issue in practice and/or policy based on your research [approx. 1 page]

On Day 2 of class, get into groups with students who have chosen a similar topic to you for the current issues in HIV paper. In these groups, discuss what you each learned about the topic and your perspectives and future recommendations for this area. Then, each of these groups will present what they learned to the class.

[Note #1--if you are the only one who chose your current issue, I will place you with another group.]

[Note #2—For the purposes of this assignment, you will be graded only on your paper, not on your presentation. However, since part of your grade depends on participating in class activities, I encourage you to fully participate in your own presentation group and in all class discussions.]

“Current Issues in HIV” Project Rubric

COMPONENTS	RATING: 20 Points Available			
	EXCELLENT (19-20 points)	GOOD (12-18 points)	FAIR (4-11 points)	POOR (≤10 points)
Followed directions for the assignment.	All written guidelines were followed.	Mostly all written guidelines were followed.	Only some of the guidelines were followed.	None of the guidelines were followed.
Clearly discusses a current issue in HIV with citations to peer-reviewed literature.	Student provides an excellent and well-cited discussion of a current issue in HIV.	Student provides a satisfactory and well-cited discussion of a current issue in HIV.	Student provides a somewhat clear discussion of a current issue in HIV with some citations.	Student provides a poorly written discussion or and/or does not use any citations.
Provides personal perspective on the current issue in HIV.	Student provides a thoughtful and well-reasoned personal perspective on the issue.	Student provides a satisfactory and mostly well-reasoned personal perspective on the issue.	Student provides only minimal feedback on their perspective of the issue.	Student does not offer any personal perspective on the current issue in HIV.
Provides recommendation(s) for addressing the issue in practice or policy.	Student provides excellent and well-reasoned recommendation(s) for addressing the issue in practice or policy.	Student provides satisfactory recommendation(s) for addressing the issue in practice or policy.	Student provides recommendation (s), but it is either unclear or undeveloped.	Student does not provide recommendation (s).

d. Attendance and class participation

Students must arrive to class on time. Students must also attend both full days of this course and participate in class discussion to pass the class. As this is a mini-course, there are no make-up opportunities available.

e. Grading

Is satisfactory or unsatisfactory for the course.

To receive a “satisfactory” grade for this course, students are advised to attend both full days of class, complete the “Current Issues in HIV” paper, and participate in class discussions. **To pass the class with a “satisfactory” grade, the student must have earned at least 18 out of 25 possible points.**

MSW Student Guide Resources:

[Policy on Class Attendance](#)

[Grades in Academic Courses and in Field Instruction](#)

[Student Grievance procedures](#)

[Policy for grading in special circumstances](#)

Additional School and University policies, information and resources are available here:

<https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*