CHS 476/676
AIDS: Psychosocial & Health Concerns
Spring Semester

Times
Location
Instructor Kristen Clements-Nolle, PhD, MPH
Office 216 Lombardi Building
Office Hours by appointment
Phone 682-7097
E-mail clements@unr.edu

Prerequisites: Completion of all general education courses that build Core Objectives 1-3 and satisfy Core Objectives 4-8. Junior or Senior class status.

Course Description: This course is designed to help students gain an understanding of the HIV/AIDS pandemic from an ecological approach. The individual, interpersonal, organizational, and social/political factors that have shaped this epidemic nationally and internationally will be explored.

Core Capstone Course: This course will require the integration of skills and knowledge gained throughout the Core curriculum. Students will be able to integrate and synthesize Core knowledge, enabling them to analyze open-ended problems or complex issues (CO13). This capstone course will integrate effective composition and communication (CO1), critical analysis and use of information (CO3) and diversity and equity (CO10).

This course also satisfies the Diversity & Equity Core (CO10). Students will develop a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate attentiveness to and analysis of diversity and equity. Using an interdisciplinary approach, this course focuses on the historical and contemporary events that have shaped the HIV/AIDS pandemic with an emphasis on analysis of equity. HIV/AIDS has disproportionately affected populations with limited power and access to services and the course will explore innovative programs and policies that address social and cultural barriers to prevention and health care.

Student Learning Objectives (SLOs):
Students will be able to:

SLO 1: articulate basic principles of HIV virology, immunology, transmission, disease progression, and treatment (CO13)

SLO 2: articulate an awareness of some of the central historical and present diversity issues that influence the HIV epidemic, including race, ethnicity, gender, social class, religion, sexual identity, and national origin (CO10)

SLO 3: analyze and interpret information about cultural differences, cultural rules, and cultural biases in their own society or about non-dominant or marginalized groups (CO10)
SLO 4: identify the complex elements important to members of a diverse cultural group or groups in relation to its/their history, values, politics, economy, or beliefs and practices (CO10)

SLO 5: identify and summarize current scholarly research related to the HIV/AIDS epidemic affecting a chosen population (CO13)

SLO 6: make connections between and apply theories from previous coursework and/or other disciplines to understand how different populations worldwide are impacted the HIV/AIDS epidemic (CO13)

Direct Assessment Methods:

- **Media update:** Students will briefly present a recent HIV/AIDS issue that was depicted in the media and will facilitate a class discussion of the issue. The original source and a short summary (1 page) of the issue will also be turned in. Good sources for media updates include: 1) AIDS Education Global Information System [www.AEGIS.com](http://www.AEGIS.com); 2) Kaiser HIV/AIDS daily updates [http://www.kaisernetwork.org/daily_reports/rep_hiv.cfm](http://www.kaisernetwork.org/daily_reports/rep_hiv.cfm); 3) AIDS.gov [http://aids.gov/](http://aids.gov/); and 4) NIH AIDS Info [http://www.aidsinfo.nih.gov/](http://www.aidsinfo.nih.gov/). A rubric will be used to evaluate student’s oral communication skills, including their ability to answer questions from the class (SLO 5)

- **Individual and group quizzes:** There will be eight individual or group quizzes given in class. Quizzes will cover content directly from lecture, readings, guest presentations, or films. For the group quizzes, small groups will get together to discuss and agree upon the answers. The seven quizzes with the highest scores will be used to calculate your final grade. The quizzes will assess SLOs 1-4.

- **Exams:** There will be two exams. Exam content will come from lectures, readings, guest presentations, and films shown in class. Exam format will be multiple choice and short answer. The first exam will focus on SLOs 1-2 and the second exam will focus on SLOs 3-6

- **Reaction papers:** There will be six brief (2 pages) reaction papers based on films or guest presentations. A standard grading rubric will be used to ensure students are able to articulate an awareness of some of the central historical and present diversity issues that influence the HIV epidemic, including race, ethnicity, gender, social class, religion, sexual identity, and national origin. Different historical events that have shaped the HIV/AIDS pandemic nationally and internationally (SLO 2) and analyze and interpret information about cultural differences, cultural rules, and cultural biases in their own society and about non-dominant or marginalized groups (SLO 3).

- **Research paper:** The purpose of this assignment is to critically review and summarize published literature to gain an understanding of how different populations worldwide are impacted by the HIV/AIDS epidemic. The paper must be based on peer-reviewed scientific sources and should be at least 10 double-spaced pages (20 pages for graduate students). Paper guidelines and grading rubric will outline four required sections of the paper: 1) epidemiology; 2) psychosocial, cultural, and political factors; 3) prevention and medical care; and 4) recommendations for policy, program, and research development. The research paper will assess effective composition and communication (CO1), critical analysis and use of information
(CO3), and diversity and equity (CO10). Paper guidelines and the grading rubric will ensure that students are able to identify and summarize current scholarly research (SLO 5) and make connections between and apply theories form previous coursework (SLO 6), and identify the complex elements important to members of a diverse cultural group or groups (SLO 4). As is the policy in the School of Community Health Sciences, 25% of your grade on all written assignments will be based on content, clarity, and synthesis of ideas, as well as writing style, including organization, works cited, grammar, punctuation and spelling. For graduate students, research papers will be 20 pages (rather than 10 pages) and will require more peer reviewed sources. The graduate research papers will require a higher level of synthesis and scientific writing and will be graded with a separate rubric.

- **Service learning:** Students will work with local HIV/AIDS non-profit agencies and/or health departments to organize a community event for National Black HIV/AIDS Awareness Day or National Women and Girls HIV/AIDS Awareness Day (Spring Semester). A short (2 page) reflection paper on the experience will be developed by students and will be graded to assess student’s ability to analyze and interpret information about cultural differences, cultural rules, and cultural biases in their own society and about non-dominant or marginalized groups (SLO 3).

- **Journal club for graduate students:** In addition to the assignments described above, graduate students will participate in a weekly journal club with the course instructor. Current research articles will be chosen and graduate students will respond to critical evaluation questions posed by the instructor during the journal club session (SLO 5).

- **Guest lecture for graduate students:** Graduate students will work with the course instructor to prepare and deliver one guest lecture for the class. Students in the class will assess the lecture using a standard rubric to evaluate clarity and synthesis of information and oral presentation skills (SLOs 5-6).

**Course Points:** A maximum of 500 points can be obtained in this course (550 for graduate students)

- 10 points: Media update
- 70 points: 7 quizzes (10 points each; drop lowest score)
- 100 points: Exam 1
- 100 points: Exam 2
- 90 points: 6 brief (2 page) reaction papers (15 points each)
- 30 points: Service learning and reflection paper
- 100 points: Population paper (75 points first draft; 25 points revision).
  1) Epidemiology of HIV/AIDS
  2) Psychosocial, cultural, and political factors
  3) Prevention and medical care (policies, programs, and interventions)
  4) Recommendations for research, policies, programs/ interventions
- 30 points: Graduate student journal club (graduate students only)
- 20 points: Graduate student guest lecture (graduate students only)
Grading:

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tr>
<td>A</td>
<td>94-100% of points</td>
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<tr>
<td>A-</td>
<td>90-93% of points</td>
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<tr>
<td>B+</td>
<td>87-89% of points</td>
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<tr>
<td>B</td>
<td>84-86% of points</td>
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<tr>
<td>B-</td>
<td>80-83% of points</td>
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<tr>
<td>C+</td>
<td>77-79% of points</td>
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<td>C</td>
<td>74-76% of points</td>
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<tr>
<td>C-</td>
<td>70-73% of points</td>
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<td>D+</td>
<td>67-69% of points</td>
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<tr>
<td>D</td>
<td>64-66% of points</td>
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<tr>
<td>D-</td>
<td>60-63% of points</td>
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<tr>
<td>F</td>
<td>0-59% of points</td>
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Course Policies:

- Class attendance is expected and the instructor should be notified of any absences. Students are responsible for obtaining notes and other materials from their peers if they miss a class.

- No late assignments will be accepted.

- Professionalism is expected. Please turn off your cell phones and do not answer or send text messages during class. If you are going to miss a class or have to leave early, please notify the instructor before class. Only use laptops for activities related to class. Please treat your peers and the instructor with respect.

- Academic Dishonesty: Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student's enrollment without a grade, giving an F for the course or for the assignment. For more details, see the University of Nevada, Reno General Catalog: [http://catalog.unr.edu/](http://catalog.unr.edu/)

- Disability Services: Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations: [http://www.unr.edu/drc](http://www.unr.edu/drc)

- Academic Success Services: Your student fees cover usage of the Math Center (784-443 or [www.unr.edu/mathcenter/](http://www.unr.edu/mathcenter/)), Tutoring Center (784-6801 or [www.unr.edu/tutoring-center](http://www.unr.edu/tutoring-center)), and University Writing Center (784-6030 or [http://www.unr.edu/writing-center](http://www.unr.edu/writing-center)). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign a responsible and successful student.

- Audio and Video Recording: Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Other Required Readings: Students will download and read 31 weekly readings from Web Campus.
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<thead>
<tr>
<th>Schedule:</th>
<th>Content</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>Dates</td>
<td>Week 1</td>
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<tr>
<td></td>
<td>Course description</td>
<td>Text: Introduction</td>
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<td></td>
<td>Overview &amp; history HIV/AIDS</td>
<td>Text: Chapters 1 &amp; 2</td>
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<td>Video: The Age of AIDS</td>
<td>Reading #1: HIV/AIDS timeline: early years</td>
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<td>Reading #2: Pneumocystis Pneumonia – Los Angeles</td>
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<td>Reading #3: HIV types, groups, and subtypes</td>
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<td>Reading #4: Today’s HIV/AIDS Epidemic</td>
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<td>Reaction paper # 1 handed out</td>
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<td>History and overview continued</td>
<td>Text: Chapters 3 and 5 (for reference only)</td>
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<td>The immune system and HIV</td>
<td>Reading #5: Life cycle of HIV, a retrovirus</td>
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<td>Reading #6: HIV and AIDS among African Americans</td>
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<td>Reading #7: HIV/AIDS among African American Youth</td>
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<td><strong>Reaction paper # 1 due</strong></td>
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<td><strong>National Black HIV/AIDS Awareness Day TBA</strong></td>
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<td>Reaction paper # 2 handed out</td>
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<td>Natural history of HIV &amp; clinical aspects</td>
<td>Text: Chapters 6 &amp; 7 (read 7 first)</td>
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<td>Video: Bloodlines</td>
<td><strong>Population paper topic due</strong></td>
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<td><strong>Reaction paper # 2 due</strong></td>
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<tr>
<td>Week</td>
<td>Activity</td>
<td>Text/Notes</td>
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<td>Week 4</td>
<td>President’s Day&lt;br&gt;Online Lecture: Management and Treatment of HIV</td>
<td>Text: Chapter 4&lt;br&gt;Reading #8: FDA Approved HIV medications&lt;br&gt;Reading #9: What is the role of adherence in HIV treatment? Population topic returned (online)</td>
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<td>Week 5</td>
<td>Adherence experiment&lt;br&gt;HIV transmission overview&lt;br&gt;Mother to child transmission</td>
<td>Text Chapter 8&lt;br&gt;Reading #10: HIV risky behaviors you may not have considered&lt;br&gt;Reading #11: Preventing mother to child HIV transmission&lt;br&gt;Reaction paper #3 handed out</td>
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<td>Week 6</td>
<td>HIV testing&lt;br&gt;Guest Speaker</td>
<td>Text: Chapter 13&lt;br&gt;Reading #12: HIV Testing (CDC)&lt;br&gt;Bibliography and sources for paper due&lt;br&gt;Reaction paper #3 due</td>
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<td>Week 8</td>
<td>NO CLASS Spring Break</td>
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<td>Week 9</td>
<td>EXAM #1</td>
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| Week 10 | HIV Epidemiology: Global perspective  
The epidemic in South Africa  
Video: State of Denial | Text: Chapters 10-12 (focus on international)  
Reading #15: UNAIDS: Global Report 2012 (Introduction and State of the Epidemic)  
Reaction paper #4 handed out |
|---|---|
| Week 11 | HIV prevention overview  
Reading #17: How does HIV prevention work on different levels?  
Reading #18: How does stigma affect HIV prevention and treatment?  
Reading #19: What is the role of structural interventions in HIV prevention?  
Reading #20: Preventing HIV with social media and mobile phones  
**Reaction paper #4 due**  
Reaction paper #5 handed out |
| Week 12 | Advances in biomedical HIV prevention interventions: Part 1  
Early use of HAART  
Post exposure prophylaxis (PEP)  
Pre exposure prophylaxis (PrEP) | Reading #21: Effect of antiretroviral therapy on risk of sexual transmission of HIV infection  
Reading #22: Issue brief: the prevention benefits of HIV treatment  
Reading #23: What is PEP?  
Reading #24: Pre-Exposure Prophylaxis  
Reading #25: PrEP: A new tool for prevention  
**Reaction paper #5 due**  
**Population paper due!** |
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<tr>
<th>Week 13</th>
<th>Recent advances in biomedical HIV prevention interventions: Part 2</th>
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<tr>
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<td>Circumcision</td>
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<td>HIV Vaccines</td>
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<td>Microbicides</td>
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<td>Gene therapy and other new approaches</td>
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<td>Reading #26: Male Circumcision</td>
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<td>Reading #27: Preventive HIV Vaccines</td>
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<td>Reading #28: HIV Vaccine Regimen Demonstrates Modest Preventive Effect in Thailand Clinical Study</td>
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<td>Reading #29: Possible clues found to why HIV vaccine showed modest protection</td>
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<td>Reading #30: Microbicides</td>
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<th>Week 14</th>
<th>Harm reduction &amp; needle exchange</th>
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<tr>
<td></td>
<td>Guest speaker and panel</td>
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<td>Reading #31: Principles of harm reduction</td>
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<td>Population paper returned</td>
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<tr>
<th>Week 15</th>
<th>LGBTQ youth and young adult panel</th>
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<td>Readings TBD</td>
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<td>Reaction paper #6 handed out</td>
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<th>Week 16</th>
<th>Exam #2</th>
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<tr>
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<td><strong>Reaction paper #6 due</strong></td>
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<td>Revised population paper due</td>
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