



Syllabus  
PUBH 725: The HIV/AIDS Course  
Summer I: May 13 – June 18, 2020  
1 Credit | Online

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## Course Overview

**Course Description** This course offers participants a multidisciplinary perspective on HIV/AIDS – its etiology, immunology, epidemiology and impact on individuals and society. How HIV/AIDS is framed by a society determines not only how affected persons are treated but also the degree to which the rights of the individual are upheld. The goal is to understand the complexity and multi-dimensionality of the evolving phenomenon known as HIV/AIDS as a paradigm for the relationship between disease, society and public policy.

**We are grateful to the University of North Carolina at Chapel Hill Center for AIDS Research (P30 AI50410) for their help in creating this course.**

**Prerequisites** None. Online summer course is opened to graduate students.

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**Teaching Assistant** N/A

**Course Website** <https://sakai.unc.edu/welcome/>. Use your ONYEN and password to login.

**Class Days, Times, Location** This course is a fully online course that is completed asynchronously. You are expected to log into the course at least 3 times a week to participate in discussions and complete tasks and assignments for that week.

**Office Hours** There are no set office hours for this course. Students may request an appointment by email. Virtual office hours may be conducted via phone, Skype, or Zoom.

**Course Texts** The Sakai site will be used extensively during the course for students to access required online lectures, videos, assigned journal articles and other required reading. There is not a required text book for this course.

## Course Format

Class announcements and other important communications will be distributed through the Sakai site, so please ensure your email address is correctly reflected in ConnectCarolina.

Dedicated Forums/Team Sites will be established to facilitate team communications, collaboration, storage of team documentation, and final posting of team assignments to be graded.

A Discussion Forum will be maintained and checked by course instructors throughout the semester for students to post non-urgent clarifying questions or delve into topics that may not have been fully addressed by course lecturers. The instructors will endeavor to address all questions that arise in a timely manner.

Students will submit their individual assignments and their final assessment to Sakai as instructed on the Assignment page of the course site. Students will be able to check their grades on the Gradebook in Sakai.

## Course Policies

### Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom

We share the School's [commitment to diversity](#). We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School— among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School's environment as welcoming, valuing all individuals and supporting their development.”

In this class, we practice these commitments in the following ways:

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

As a student in the class, you are also expected to understand and uphold the following UNC policies:

- **Diversity and Inclusion at the Gillings School of Global Public Health:**  
<http://sph.unc.edu/resource-pages/diversity/>
- **UNC Non-Discrimination Policies:**  
<http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>
- **Prohibited Discrimination, Harassment, and Related Misconduct at UNC:**  
<https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

## Accessibility

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <https://ars.unc.edu/>; phone 919-962-8300; email [ars@unc.edu](mailto:ars@unc.edu). Students must document/register their need for accommodations with ARS before accommodations can be implemented.

## UNC Honor Code

As a student at UNC-Chapel Hill, you are bound by the university's [Honor Code](#), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. To ensure effective functioning of the [Honor System](#) at UNC, students are expected to:

- a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- b. Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- c. **Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.**
- d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. If you have any questions about [your rights and responsibilities](#), please consult the Office of Student Conduct at <https://studentconduct.unc.edu/>, or consult these other resources:

- Honor system [module](#).
- UNC library's [plagiarism tutorial](#).
- UNC Writing Center [handout on plagiarism](#).

## Instructor Expectations

- Email** The instructor will typically respond to email within 24 hours or less if sent Monday through Friday. The instructor may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to receive a reply. The instructor will provide advance notice, if possible, when they will be out of the office.
- Feedback** All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.
- Syllabus Changes** The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

## Student Expectations

- Appropriate Use of Course Resources** The materials used in this class, including, but not limited to, syllabus and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.
- Assignments** Submit all assignments through Sakai or assignment links located in the weekly modules, syllabus link, or assignments link (if made available by your instructor). Emailing assignments is not acceptable unless prior arrangements have been made.
- Discussion Board** You are expected to participate in the course Discussion Boards or Forums. When indicated, you are also expected to reply to at least two student peers' postings per discussion board. Peer replies should be thoughtful, reflective, and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning, and relevant information of the topic.
- Technical support** The UNC Information Technology Services (ITS) department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by email at [help@unc.edu](mailto:help@unc.edu), or by visiting their website at <http://help.unc.edu>, or by UNC Live Chat at <http://its.unc.edu/itrc/chat>.

## Competencies, Learning Objectives, and Assessment

### Competencies

1. Understand the factors that affect the health of groups of people, describe disparities in health attributable to these factors especially for vulnerable groups, explain and develop methods and approaches to develop evidence-based interventions to address population health and explain how these differ from providing health care to individuals.
2. Value the legal, ethical, economic, and regulatory dimensions of health care and public health policy; understand the roles, influences, and responsibilities of the different agencies and branches of government, and approaches to developing, evaluating, and advocating for public health policies.
3. Understand how public health issues, causes and solutions are viewed differently by people in different cultures, and develop approaches to designing, implementing and communicating public health interventions that are sensitive and respectful of local traditions.
4. Demonstrate leadership skills for building partnerships and basic team building, negotiation, and conflict management skills.
5. Engage in collective information sharing, discussion and problem solving.
6. Create a climate of trust, transparency, mutual cooperation, continuous learning, and openness for suggestion and input with co-workers, partners, other stakeholders, and/or clients.
7. Exercise productive organizational, time-management and administrative skills.
8. Develop knowledge of one's individual strengths and challenges, as well as mechanisms for continued personal and professional development.

### Learning Objectives

Upon completion of this course, the student will be able to:

1. Comprehend HIV/AIDS by describing its etiology, epidemiology, prevention, clinical manifestations and treatments.
2. Demonstrate a conceptual understanding of HIV/AIDS and of how society has framed this disease, its historical background, and the social, legal, political and ethical issues associated with it.
3. Have an awareness of the social and psychological implications of HIV/AIDS for people living with HIV and their families, communities and support systems.
4. Understand the implications of epidemic HIV/AIDS for society, by describing infection control measures, groups at greatest risk, contact tracing, education, economics, community resources, the stress of care-giving and the prospects for the future.

## Course Assignments and Assessments

The course is offered during Summer I (5-week duration) as a one credit hour course. The course is composed of weekly online lectures and associated online reading assignments. Work assignments, both individual and team assignments, will be submitted as specified in the weekly course schedule.

The methods of communication for this course will require regular access of the Sakai Course Site and requires active engagement of individuals for the two team assignments (see Week 2 and Week 4).

Assignments	Points/Percentages
1. Individual reflection	100
2. Team PowerPoint Presentation + Peer Review	100
3. Individual Reflection + Resource Sharing	100
4. Individual Identification of Top Issues	40
5. Team Forum – Prioritization and Intervention Selection	60
6. Forum: Individual Regional Prioritization	100
7. Final Individual Assignment White Paper or Reflection Paper	200
8. Peer Evaluation	100
<b>TOTAL</b>	<b>800</b>

## Grading

Your final grade will be based on a combination of individual assignments, team assignments, and participation. In addition to the grades assigned by the faculty, each individual will also be evaluated by their peers on their performance and participation in the team assignments. The grading scheme can be found below.

### Peer evaluation

The purpose of the peer evaluation is to evaluate each of your team members on their performance as a team member in completing team assignments. This electronic peer evaluation is completed after the team assignments. In the peer evaluation, you will be asked to rate individual team members on each of the following statements:

1. This team member actively participated in team assignments;
2. This team member accomplished tasks on time;
3. This team member's work reflected an acceptable level of thought and effort;
4. This team member functioned as a valuable member of the team by supporting the efforts of fellow team members.

You will evaluate team members using a 5-point Likert scale.

In addition to the statements, the peer evaluation has an open-ended question in which you can write specific comments on the performance of each of your team members or to provide any specific information to the instructor. This overall score from the Likert scale and any comments will be reviewed to determine if any adjustments to the 'base team grade' are warranted.

Final course grades will be determined using the following [UNC Graduate School grading scale](#).

H	≥ 93%	High Pass: Clear excellence
P	≥ 80% and < 92%	Pass: Entirely satisfactory graduate work
L	> 70% and < 80%	Low Pass: Inadequate graduate work
F	< 70%	Fail

#### Grading Notes:

- All members of a team will receive the same base grade (and if required, individual grades may be adjusted based on participation, punctuality and peer evaluation).
- A temporary grade of “IN” – Incomplete work might be assigned if unique circumstances arise. Students who are having difficulties or encounter unique life events are to contact the course instructor to evaluate their progress and determine the best course of action. A grade of incomplete may be taken only because of illness or special circumstances and only with the permission of the course instructors and your departmental adviser. *Important Note: IN is a temporary grade that converts to an F\* unless the grade is replaced with a permanent grade by the last day of classes for the same term one year later.*
- **Auditing of this course is not permitted.**

#### Course Schedule

The instructor reserves the right to make changes to the syllabus, including project due dates and test due dates. These changes will be announced as early as possible.

*Tip for viewing the lecture videos: The volume is not always great on the videos, so keeping headphones around for listening to the lectures might be useful.*

PLEASE NOTE: Weeks for the purpose of this class start on Wednesday and end on Tuesday to align with the semester schedule.

## Week 1: The Hard Science Week – May 13 – 19, 2020

**Lectures:** Christopher Hurt, MD – *The History of HIV/AIDS*

Joseph Eron, MD – *Virus and the Immune System*

Claire Farel, MD, MPH – *Manifestations of Disease*

David Margolis, MD and Stuart Rennie, PhD – *Science & Ethics of HIV Cure*

**Readings** (available via Sakai links):

1. NAM Aidsmap. Overview of HIV and the Immune System. Available at: <https://www.aidsmap.com/about-hiv/basics/hiv-and-immune-system>
2. Deeks SG, Lewin SR, Havlir DV. (2013). The End of AIDS: HIV Infection as a Chronic Disease. *The Lancet*, 382(9903), 1525-1533.
3. Deeks SG, Lewin SR, Bekken LG. (2017). The End of HIV: Still a Very Long way to Go, but Progress Continues. *PLoS Medicine* 14(11): e1002466.
4. AIDS.gov. A Timeline of HIV/AIDS. Available at: <https://www.hiv.gov/sites/default/files/aidsgov-timeline.pdf>
5. Dubé K, Sylla L, Dee L, Taylor J, Evans D, et al. (2017) Research on HIV Cure: Mapping the Ethics Landscape. *PLoS Medicine* 14(12): e1002470.

**Assessment: Individual Reflection**

## Week 2: Social Determinants of Risk – May 20 – 26, 2020

**Lectures:** David Wohl, MD – *HIV in the Prison Setting and Correctional Healthcare*  
Christopher Hurt, MD – *Sex, Drugs and HIV*  
Mehri McKellar, MD – *PrEP and PrEP Panel*  
Robert Remien, PhD – *HIV and Mental Health: The Reality, The Challenges and Promising Solutions*

**Readings** (available via Sakai links):

1. Landau E. (2011). Pieces of Crystal. CNN. Available at:  
<http://www.cnn.com/2011/11/30/health/conditions/crystal-hiv-aids-atlanta/>
2. Neff JA, Amodei N, Smaranda V, Pomeroy EC. (2003). Psychological Adaptation and Distress Among HIV+ Latina Women. *Social Work in Health Care*, 37:3, 55-74.
3. Durvasula R, Miller T. (2014). Substance Abuse Treatment in Persons with HIV/AIDS: Challenges of Managing Triple Diagnosis. *Behavioral Medicine* 40; 43-52.
4. Springer SA, Spaulding AC, Meyer JP, Altice FL. (2011). Public Health Implications for Adequate Transitional Care for HIV-Infected Prisoners: Five Essential Components. *Clinical Infectious Diseases*, 53(5), 469–79.

**Assessment:** Teams of students (instructor assigned) will generate a PowerPoint presentation with Notes (between 5 to 10 slides maximum).

## Week 3: Disproportionate Impact and Social Groups – May 27 – June 2, 2020

**Lectures:** Derrick Matthews, PhD, MPH – *MSM/Gay Life*

Niasha Brown Fray, MA – *African Americans and HIV*

Tonia Poteat, PhD, PA-C – *Trans Health*

Patrick Ingram (The POZ Life of Patrick) – *How I Found Out I was HIV Positive* [vlog]

<https://www.youtube.com/watch?v=Wg3kGnWBMf4>

**Readings** (available via Sakai links):

1. Fauci AS, Redfield DR, Sigounas G, Weahkee MD, Giroir BP. (2019) Ending the HIV Epidemic. A Plan for the United States – Editorial. *JAMA*, 321(9): 844 – 5.
2. Malebranche D. Making the Treatment Cascade Work in Vulnerable and Key Populations. International AIDS Society 2018. Videocast available at: <http://programme.aids2018.org/Programme/Session/35> (fast forward to 1 hr 23 minutes)
3. Russo V. (1988). 'Why We Fight' (transcript). Available at: <http://www.actupny.org/documents/whfight.html>
4. Villarosa L. (2017). America's Hidden HIV Epidemic. Available at: <https://www.nytimes.com/2017/06/06/magazine/americas-hidden-hiv-epidemic.html>
5. Poteat T, Scheim A, Xavier J, Reisner S, Baral S. Global Epidemiology of HIV Infection and Related Syndemics Affecting Transgender People. *JAIDS* 2016; 72(3): S210 – 9.

**Optional Readings:**

6. Williams JK, Wyatt GE, Wingood G. (2010). The Four Cs of HIV Prevention with African Americans: Crisis, Condoms, Culture, and Community. *Current HIV/AIDS Reports*, 7(4), 185–193.
7. Poteat T, Wirtz AL, Reisner S. Strategies for Engaging Transgender Populations in HIV Prevention and Care. *Curr Opin HIV/AIDS* 2019; 14: 383 – 400.
8. National Minority AIDS Council (NMAC). (2013). RISE Proud: Combatting HIV Among Black Gay and Bisexual Men. Available at: [http://nmac.org/wp-content/uploads/2013/05/Action-Plan\\_6.5.13.pdf](http://nmac.org/wp-content/uploads/2013/05/Action-Plan_6.5.13.pdf) [students can skim this report]

**Assessment:** Individual student reflection and recommendation via posts to Sakai.

## Week 4: Key Populations and Risk Factors – June 3 – 9, 2020

**Lectures:** Wendee Wechsberg, PhD – *Women, Gender Issues & HIV*

Peter Leone, MD – *Adolescent Health and HIV*

SERO Project videos at <http://seroproject.com/videos/> —students should watch *HIV is Not a Crime*, Barbara Lee’s video, and 2 personal testimonies of their choosing

**Readings** (available via Sakai links):

1. El-Bassel N, Wechsberg WM. (2012). Couple-Based Behavioral HIV Interventions: Placing HIV Risk-Reduction Responsibility and Agency on the Female and Male Dyad. *Couple and Family Psychology: Research and Practice*, 1 (2):94-105.
2. Fortenberry JD. (2013) The Evolving Sexual Health Paradigm: Transforming Definitions into Sexual Health Practices. *AIDS* 27: S127–S133.
3. Lancet HIV. U = U Taking Off in 2017. (2017). *Lancet HIV* 4(110): e475.
4. Calabrese S, Mayer KH. Providers Should Discuss U = U with All Patients Living with HIV. (2019). *Lancet HIV* Feb. 13.
5. Center for HIV, Law and Policy. (2015). The North Carolina Criminalization Profile (students to read pages 155 – 163). Available at:  
<http://hivlawandpolicy.org/sites/www.hivlawandpolicy.org/files/HIV%20Crim%20Manual%20%28updated%205.4.15%29.pdf>
6. AIDSvu: North Carolina. Available at: <http://aidsvu.org/state/north-carolina/>

Optional additional reading on HIV Criminalization: Positive Justice Project “Consensus Statement on the Criminalization of HIV in the United States” (2017). Available at:

<http://www.hivlawandpolicy.org/resources/positive-justice-project-consensus-statement-criminalization-hiv-united-states-positive>

**Assessment:** Groups (instructor assigned) will determine 4 priorities and recommend 4 interventions via posts to Sakai.

## Week 5: Global Infectious Disease and HIV – June 10 – 18, 2020

**Lectures:** Myron Cohen, MD – *International AIDS and Prevention Strategies*

William Fischer II, MD – *Emerging Infectious Diseases: Ebola and COVID*

### Special COVID-19 Session from CROI 2020:

Please watch the Conference on Retroviruses and Opportunistic Infections (CROI) 2020 special session on COVID-19: <https://special.croi.capitalreach.com>

### Readings (available via Sakai links):

1. Lancet HIV. (2017). Global HIV/AIDS Epidemic. Progress and Challenges. *Lancet* 390 (10092): 333.
2. Jones J, Sullivan PS, Curran JW. (2019). Progress in the HIV Epidemic : Identifying Goals and Measuring Success. *PLoS Medicine*, 16(1): e1002729.
3. Schaefer R, Gregson S, Fearon E, Hensen B, Hallet TB, Hargreaves JR. HIV Prevention Cascades: A Unifying Framework to Replicate the Successes of Treatment Cascades (2019). *Lancet HIV*, 6: 60 – 6.
4. Cohen MS, Smith MK, Muessig KE, Hallett TB, Powers KA, Kashuba AD. (2013). Antiretroviral Treatment of HIV-1 Prevents Transmission of HIV-1: Where Do We Go from Here? *Lancet*, 382(9903), 10.1016/S0140–6736(13)61998–4.
5. Coltart CEM, Lindsey B, Ghinai I, Johnson AM, Heymann DL. (2017). The Ebola Outbreak, 2013 – 2016: Old Lessons for New Epidemics. *Philosophical Transactions B* 372: 20160297.
6. Richards P, Amara J, Ferme MC, Kamara P, Mokuwa E, Sheriff AI, et al. (2015). Social Pathways for Ebola Virus Disease in Rural Sierra Leone, and Some Implications for Containment. *PLoS Negl Trop Dis* 9(4): e0003567.

**Assessment:** Individual student rationale (maximum 3 paragraphs).

**Final Assessment [due June 18, 2020]:** Individual student to write a brief white paper or reflection paper (maximum three pages, but ideally two pages).

<b>PUBH 725 SUMMER I SCHEDULE AT A GLANCE</b>		
<b>Week</b>	<b>Topic</b>	<b>Assignment Due (Points)</b>
<b>Week 1</b> May 13 – 19, 2020	<b>Hard Science Week</b>	Individual reflection (100 points)
<b>Week 2</b> May 20 – 26, 2020	<b>Social Determinants of Risk</b>	Part 1: 5-10 Slide PowerPoint Presentation with Notes (60 points) Part 2: PowerPoint Peer Review (40 points)
<b>Week 3</b> May 27 – June 2, 2020	<b>Disproportionate Impact and Social Groups</b>	Forum: Individual Reflection and Resource Sharing (100 points)
<b>Week 4</b> June 3 – 9, 2020	<b>Key Populations and Risk Factors</b>	Part 1: Individual Portion – Identification of Top Issues (40 points) Part 2: Team Forum – Prioritization and Intervention Selection (60 points)
<b>Week 5</b> June 10 – 18, 2020	<b>Global Infectious Disease and HIV</b>	Forum: Individual Regional Prioritization (100 points) <b>FINAL INDIVIDUAL ASSIGNMENT DUE (200 points)</b>