THE AIDS COURSE SPRING 2017

COURSE NUMBERS

PUBH 420  Undergraduates
PUBH 720  Graduate and Professional
DPET 810  School of Pharmacy
DENT 482E  School of Dentistry
MEDI 483  School of Medicine

COURSE FACULTY

Ronald P. Strauss, DMD, PhD  962.4510  ron_strauss@unc.edu
Executive Vice Provost and Chief International Officer

Amanda Corbett, PharmD  843.2280  ahcorbet@email.unc.edu
Co-Course Director
School of Pharmacy

Christopher Hurt, MD  966.2789  churt@med.unc.edu
School of Medicine

Carolyn McKenzie, RN, PhD  843-8548  mckenzie@email.unc.edu
School of Nursing

Kate Muessig, PhD  962.5059  kate_muessig@med.unc.edu
School of Public Health

TEACHING ASSISTANT

Camille McGirt  cmcgirt@live.unc.edu

MEETING TIME & PLACE
Genomic Sciences Building, Room G100
Wednesday: 5:45PM - 7:00PM

PREREQUISITES
None. Open to undergraduate, graduate and professional students.

COURSE CREDIT  1 Credit. Pass/Fail.

This course is offered with the support of the UNC Center for Health Promotion and Disease Prevention, the Office of the Vice Provost of Health Affairs, the UNC Center for AIDS Research (Grant # P30 H350410), and The UNC-CH Schools of Dentistry, Medicine, Nursing, Pharmacy and Public Health.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Speaker</th>
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| 1/11/17  | Normal/Abnormal Functionality Of the Immune System | Joseph Eron, MD  
UNC Div. of Infectious Diseases  
joseph_eron@med.unc.edu |
| 1/18/17  | International AIDS, Prevention Strategies  | Myron S. Cohen, MD  
UNC Div. of Infectious Diseases  
mscohen@med.unc.edu |
| 1/25/17  | Face of AIDS: Intergenerational Panel | Ronald Strauss, DMD, PhD  
UNC Dept. of Dental Ecology  
ron_strauss@unc.edu |
| 2/1/17   | Manifestations of Disease                  | Joseph Eron, MD  
UNC Div. of Infectious Diseases  
joseph_eron@med.unc.edu |
| 2/8/17   | Substance Use                              | Christopher Hurt, MD  
UNC School of Medicine  
churt@med.unc.edu |
| 2/15/17  | Healthcare Practitioners Panel             | Ronald Strauss, DMD, PhD  
UNC Dept. of Dental Ecology  
ron_strauss@unc.edu |
| 2/22/17  | Emerging Infectious Diseases: Ebola & TB   | William A. Fischer, MD  
UNC School of Medicine  
william_fischer@med.unc.edu |
| 3/1/17   | Women’s Reproductive Rights In Africa      | Jeff Stringer, MD  
UNC School of Medicine  
jeff_stringer@unc.edu |
| 3/8/17   | Women, Gender Issues & HIV                 | Wendee Wechsberg, PhD  
Research Triangle International  
wmw@rti.org |
| 3/15/17  | **SPRING BREAK**                           |                                              |
| 3/22/17  | Adolescents at Risk                        | Peter Leone, MD  
peter_leone@med.unc.edu  
Lisa Hightow-Weidman, MD  
lisa_hightow@med.unc.edu  
UNC Div. of Infectious Diseases |
UNC School of Medicine  
churt@med.unc.edu |
<p>| 4/5/17   | African Americans and HIV                  | Niasha Brown, MPH |</p>
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<th>Date</th>
<th>Topic</th>
<th>Speaker(s)</th>
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<td>4/12/17</td>
<td>HIV in the Prison Setting</td>
<td>David Wohl, MD</td>
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<td>UNC Div of Infectious Diseases</td>
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<td><a href="mailto:wohl@med.unc.edu">wohl@med.unc.edu</a></td>
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<td>4/19/17</td>
<td>AIDS and Mental Health</td>
<td>Glenn Treisman, MD</td>
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<td>Johns Hopkins University</td>
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<td><a href="mailto:glenn@jhmi.edu">glenn@jhmi.edu</a></td>
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<td>4/26/17</td>
<td>Science &amp; Ethics of HIV Cure</td>
<td>David Margolis, MD</td>
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<td>UNC Div. of Infectious Diseases</td>
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<td>Stuart Rennie, PhD</td>
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**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.

**GOAL:** 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.

**COURSE OBJECTIVE:** (See below for specific objectives for each class topic).

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


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 REQUIREMENTS

READINGS: Students are expected to complete a short reading prior to each class. These readings will be available through Sakai.

ESSAY 1: A two-page essay on one of the following topics is required and must be turned in at the beginning of class on March 22, 2017
Papers must be typed, double-spaced, with 12-point type and one inch margins. The paper must be accompanied by a separate list of resources or references used.

Topics:

1. Select a serious problem directly related to HIV/AIDS and discuss facilitators and barriers to its resolution.

2. Select an issue from the course and discuss how it will/does affect persons engaged in your career or profession. Characterize how your future or current profession is, and should be, responding to this issue.

TAKE HOME FINAL EXAM:

Select one course reading of significance and write a take home essay of two-pages to discuss the impacts and ramifications of this reading and why you consider it a significant addition to the literature. The final examination paper will be submitted either electronically through Sakai or as hardcopy in person on or before 8:00pm on Thursday, April 27, 2017. Papers must be typed, double-spaced, with 12-point type and one inch margins. The paper must be accompanied by a separate list of resources or references used.

ATTENDANCE

Attendance at each class is required and will be recorded by a digital survey distributed via email at the end of class. Students will be given 5 minutes to complete the survey via smart phone or laptop. An alternate hard-copy attendance list will be available at the podium after class.

The UNC Honor System will be applied to all surveys submitted as verification of attendance. Students are not permitted to fill out or assist other students in any way with the attendance survey and doing so will be treated as an Honor Code violation.

Students arriving more than 15 minutes after a lecture has started will be considered absent. Students who arrive after a speaker has begun are asked to enter quietly via the rear door of the room to avoid disturbing the lecture.

Use of computers and cell phones are NOT permitted in class (except at specified times when attendance is being collected).
Students who are disruptive or distracting to others by talking, reading newspapers or magazines, using cell phones or computers, doing homework for other classes will be asked to leave. This will be recorded as a missed class. The attendance surveys of students leaving class early will not be accepted.

The first class of the semester does not count for an absence if it is missed.

One absence will be allowed without penalty, provided that this absence is not the last day of class (required attendance). Students may make up one additional absence with an alternative assignment. **Greater than two absences will result in a grade of F for the course unless by specific arrangement with the Course Director. Anyone with 2 or more absences (not including the first class of the semester) needs to make an appointment to meet with the course director, Dr. Ron Strauss.**

To make up for an absence, students must write a 4-page paper focusing on the topic missed in lecture. The paper must be accompanied by a separate list of resources or references used. Students must also take a quiz focusing on the topic missed in lecture. Students must pass the quiz with an 80% or better to receive credit for the missed lecture. Only 2 attempts at the quiz will be granted. If the quiz is not successfully passed, credit will not be granted for the missed lecture. The make-up assignments (paper and quiz) should be submitted to the Teaching Assistant within the 2 weeks after the missed class and include student’s name, PID, email address and date of class missed. Students are NOT required to document or explain their second absence, just to make it up.

**GRADING**

The course is mandatory PASS/FAIL for all **undergraduate and continuing studies students** enrolled in PUBH 420 - Section 1; and all professional school students enrolled in DENT 482E; MED 483; NURS 124 - Section 1; and PHPR 133 - Section 2. Satisfactory completion of the essay and attendance requirements will result in a grade of PASS.

**Graduate, law and post-graduate continuing studies students** enrolled in PUBH 420 - Section 2 will be graded on the standard system for their academic program. Satisfactory completion of the essays and attendance requirements will result in a grade of P or B. To achieve a grade of H or A, students in this section must complete a 20-page research paper with 20 or more references that is a critical analysis of one of the significant issues directly related to HIV/AIDS that was presented in class. Students wishing to pursue this option must inform the Teaching Assistant in writing or by **e-mail of this intent by February 16** with a brief (several sentences) statement of the proposed topic. **This paper is due in class on April 19, 2017.** Topic must be approved by the course director.

**HONOR PLEDGE**

The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your
responsibilities as a student is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected.

VALUING DIVERSITY

Promoting and valuing diversity in the classroom enriches learning and broadens everyone’s perspectives. Inclusion and tolerance can lead to respect for others and their opinions and is critical to maximizing the learning that occurs in this course. This may challenge our own closely held ideas and personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment.

Diversity includes consideration of (1) the variety of life experiences other have had, and (2) factors related to “diversity of presence”, including, among others, age, economic circumstances, ethnic identification, disability, gender, geographic origin, race, religion, sexual orientation, social position.

This class follows principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. The Equal Opportunity and Compliance Office (100 E. Franklin Street, Unit 110, CB #9160, Chapel Hill, NC 27599-9160 or (919) 966-3576) has been designated to handle inquiries regarding the University’s non-discrimination policies.  http://policies.unc.edu/policies/nondiscrim/