Public Health Leadership Program (PHLP)
The AIDS Course – Online
PUBH 725: Summer I 2018 (May 16 – June 21, 2018)
Syllabus

COURSE INSTRUCTOR

❖ **Karine Dubé,** 919.259.2489 *karine_dube@med.unc.edu*
DrPH
Assistant Professor, Public Health Leadership Program

The course instructor will be actively involved in this course via the Sakai Course Site, to provide feedback and grading of course assignments. She will also be available by telephone and email.

COURSE DIRECTOR/ORIGINAL COURSE DEVELOPMENT:
Ronald P. Strauss, 919.962.4510 *ron_strauss@unc.edu*
DMD, PhD
Executive Vice Provost and Chief International Officer

OVERVIEW

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: 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.

COMPETENCIES:

❖ 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.

❖ 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.

❖ 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.

❖ Demonstrate leadership skills for building partnerships and basic team building, negotiation, and conflict management skills.

❖ Engage in collective information sharing, discussion and problem solving.

❖ 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.

❖ Exercise productive organizational, time-management and administrative skills.

❖ Develop knowledge of one's individual strengths and challenges, as well as mechanisms for continued personal and professional development.

METHODS

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).

RESOURCES

- Sakai Course Website: https://www.unc.edu/sakai/ use ONYEN and password to login

- Site name: **PUBH725 Online.SS18**

- This website 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.

- Class announcements and other important communications will be distributed through this 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.

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/

UNC HONOR SYSTEM

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.

Academic work is a joint enterprise involving faculty and students. Both have a fundamental investment in the enterprise and both must share responsibility for ensuring its integrity. In relation to the Honor Code, therefore, specific responsibilities of the faculty which parallel the responsibilities of the students have been formally adopted by the Faculty Council. 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.

Academic Dishonesty:
Plagiarism in the form of "deliberate" or "reckless" representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise. Plagiarism can take many forms and there may be a number of reasons why it occurs. Some are examples are as follows:
- Quote and cite any words that are not your own.
- If you paraphrase the words of another, you must still give proper attribution.
- The default citation style for the UNC Gillings School of Global Public Health is APA Style.
- "If you look it up, write it down."

Authorized vs. Unauthorized Collaboration:
All academic work in this course, including homework, quizzes, and exams, is to be your own work, unless otherwise specifically provided. It is your responsibility if you have any doubt to confirm whether or not collaboration is permitted.

Unauthorized materials:

Course assignments will indicate if students are permitted to use old exams, outside resources, internet articles, or any other materials in the completion of academic assignments.

Resources for Additional Information:

Students wishing to seek additional information are welcome to contact the course instructor or the Office of Student Conduct at 919-962-0805 or review the UNC Graduate Record.

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 in the schedule at-a-glance (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.

Graduate Grading Scale:

H   High Pass – Clear Excellence ($\geq$ 93%)
P   Pass – Entirely Satisfactory Graduate Work ($\geq$ 80% and < 92%)
L   Low Pass – Inadequate Graduate Work ($\geq$ 70% and < 80%)
F   Fail – (< 70%)

Grading Notes:

- All members of a group 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.**

ACCESSIBILITY RESOURCES & SERVICE

Accessibility Resources & Service provides reasonable accommodations, resources and services to undergraduate and graduate/professional students with disabilities to provide equal access to the services, programs and activities of the University so that they may, as independently as possible, take full advantage of opportunities at UNC Chapel Hill.

- Accessibility Resources and Service (ARS) reviews Self-ID submissions and documentation submitted via the Self Identification Form (https://accessibility.unc.edu/selfid) for individuals who:

    o have accepted a place at UNC Chapel Hill who need accommodations for Placement Tests and/or their Program

    o are enrolled and taking classes – undergraduates and graduate/professional students

    o need accommodations for a graduate/professional program selection process.

- While we cannot make accommodation determinations for prospective students ARS staff are happy to discuss accommodations and provision in general terms.

- The provision of accommodations, including resources and services, is intended to ensure equal access, not guarantee success, in the academic environment.

- Accommodations are not granted as a package; they are determined by Accessibility Resources & Service on a case-by-case basis.

- Academic requirements that are essential to programs of instruction, for example grade point averages, specific prerequisite courses and so on are not considered discriminatory and cannot be modified or waived via accommodations.

- Accommodations, resources & services received in high school or at other post-secondary institutions do not automatically transfer to UNC Chapel Hill, although any information about such provisions will be very helpful and will certainly be considered in making a determination.

- Accommodations granted will neither fundamentally alter the nature of the educational program nor compromise educational standards.

- Accommodations cannot be applied retro-actively/retrospectively.

Your experience as a student in Post-Secondary Education will be very different to your experience in the K - 12 Sector. Postsecondary institutions are subject to a different legal framework and there is an expectation that you will be much more independent in advocating for the accommodations and support you will need. The following document from the Department of Education will be useful in explaining the key differences between the sectors: http://www2.ed.gov/about/offices/list/ocr/transition.html

If you have questions / concerns, please feel free to contact ARS - Tel: 919-962-8300 or E-mail:- accessibility@unc.edu.

COURSE POLICIES AND REQUIREMENTS

- Class participation is expected as characterized by actively participating via Sakai individually and as a member of a group, as well as other agreed upon collaboration methods as established by your specific group assignments and group members.

- Assigned readings and online lectures are to be completed before attempting the weekly assessments to ensure thoughtful reflection and discussions pertaining to the topic being evaluated.

- Assessments (both individual and group) are to be submitted per direction provided in each course assignment.

- If there is something you do not understand, ask! Please feel free to telephone or email the course instructor or post your question to Sakai in the Class Forum. *However, please ask your question, as it is likely something that other class members might also not understand.*

- The Honor Code described above is in effect for the duration of this class. If you have a question about how certain activities, especially group activities, might be interpreted under the Honor Code, please ask.

- The course instructors reserve the right to make changes to the syllabus, including project due dates, when unforeseen circumstances occur. These changes will be announced as early as possible so that students can adjust their schedules.

RECOMMENDED PROCESS FOR GROUP ASSIGNMENTS

- Develop an Action Plan to respond to the team assignment that includes who, what and when actions and work products are due to meet the group assignment deadline.

- Clarify roles for the group assignment – common ones are:
  - Facilitator and scheduler
  - Contributor, researcher
  - Editor, proofreader
  - Multimedia developer (e.g., PowerPoint, Excel, VoiceThread, etc.).

- Refer to the Assignment and Schedule to determine the assignment details to make sure all aspects are being addressed by your group.

- Develop a work schedule for your team with the due date/time. Be certain to post the work schedule on your group forum in Sakai to clarify communications and expectations.

WEEKLY COURSE SCHEDULE AND ASSESSMENTS

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 16 – 22, 2018]

Lectures: Joseph Eron, MD – *Virus and the Immune System*
　　　　　Ron Swanstrom, PhD and David Margolis, MD – *Emerging Therapies and Cure Strategies*
　　　　　Joseph Eron, MD – *Manifestations of Disease*

Readings *(available via Sakai links):*
1. Iwasa J. (2018) Seeing HIV: The Viral Lifecycle Animated. Conference on Retroviruses and Opportunistic Infections (CROI). Available at:
http://www.croiwebcasts.org/console/player/37002?mediaType=audio&&crd_fl=1&ssmsrq=1523979310914&ctms=5000&csmsrq=838
2. NAM Aidsmap. Overview of HIV and the Immune System. Available at:
http://www.aidsmap.com/Overview-of-HIV-and-the-immune-system/page/1391647/
3. Deeks SG, Lewin SR, Havlin DV. (2013). The End of AIDS: HIV Infection as a Chronic Disease. *The Lancet*, 382(9903), 1525-1533.
4. 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.
5. Timeline (through 2010) of Efforts to Treat and Cure HIV/AIDS:
http://www.scientificamerican.com/article/hiv-timeline-landmarks-aids-treament-effort/
6. Park A. There is No Cure for HIV – But Scientists May Be Getting Closer. Available at:
http://time.com/5190960/no-cure-hiv-but-scientists-getting-closer/
7. 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: Quiz

Week 2: Social Determinants of Risk [May 23 – 29, 2018]

Lectures: Glenn Treisman, MD – *AIDS and Mental Health*

Christopher Hurt, MD – *Substance Use and Interventions*

David Wohl, MD – *HIV in the Prison Setting*

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

1. Remien RH. (2018). Addressing Mental Health: A Crucial Component to Ending the HIV Epidemic. Conference on Retroviruses and Opportunistic Infections (CROI). Available at:
http://www.croiwebcasts.org/console/player/37158?mediaType=audio&&crd_fl=1&ssmsrq=152398561
6287&ctms=5000&csmsrq=871

2. Landau E. (2011). Pieces of Crystal. CNN. Available at:
http://www.cnn.com/2011/11/30/health/conditions/crystal-hiv-aids-atlanta/

3. 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.

4. Durvasula R, Miller T. (2014). Substance Abuse Treatment in Persons with HIV/AIDS: Challenges of Managing Triple Diagnosis. *Behavioral Medicine* 40; 43-52.

5. 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 three students (instructor assigned) will generate a PowerPoint presentation with Notes (between 5 to 10 slides maximum).

Week 3: Disproportionate Impact and Social Groups [May 30 – June 5, 2018]

Lectures: David Jolly, PhD – *Gay Life in America*

Niasha Brown Fray, MA – *AIDS in the African American Community*

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. Russo V. (1988). 'Why We Fight' (transcript). Available at:
http://www.actupny.org/documents/whfight.html

2. Villarosa L. (2017). America's Hidden HIV Epidemic. Available at:
https://www.nytimes.com/2017/06/06/magazine/americas-hidden-hiv-epidemic.html

3. 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.

4. 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
[students can skim this report]

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

Week 4: Key Populations and Risk Factors [June 6 – 12, 2018]

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

Peter Leone, MD & Lisa Hightow-Weidman, MD – *Adolescents at Risk*

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. 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

5. 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 13 – 19, 2018]

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

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

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

1. Lancet HIV. (2017). Global HIV/AIDS Epidemic. Progress and Challenges. *Lancet* 390 (10092): 333.

2. 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.

3. 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.

4. 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 20, 2018]: Individual student to write a brief white paper (maximum three pages, but ideally two pages).

PUBH 725 SUMMER I SCHEDULE AT A GLANCE		
Week	**Topic**	**Assignment Due (Points)**
Week 1 May 16 – 22, 2018	Hard Science Week	Quiz (2 attempts) (100 points)
Week 2 May 23 – 29, 2018	Social Determinants of Risk	Part 1: 5-10 Slide Powerpoint Presentation with Notes (60 points) Part 2: Powerpoint Peer Review (40 points)
Week 3 May 30 – June 5, 2018	Disproportionate Impact and Social Groups	Forum: Individual Reflections and Resource Sharing (100 points)
Week 4 June 6 – 12, 2018	Key Populations and Risk Factors	Part 1: Individual Portion – Identification of Top Issues (40 points) Part 2: Team Forum – Prioritization and Intervention Selection (60 points)
Week 5 June 13 – 19, 2018	Global Infectious Disease and HIV	Forum: Individual Regional Prioritization and MDG Report and SDGs (100 points) **FINAL INDIVIDUAL ASSIGNMENT DUE (200 points)**