Syllabus
PUBH 725-Section 01W
HIV/AIDS Course
Summer I 2022
1 Credit | Online

Course Description
This PUBH725.01W.S122 course on HIV/AIDS has a long history at the University of North Carolina at Chapel Hill. The in-person AIDS Course has been taught since the late 1980s. This course is a re-imagining of the in-person version of the course and you can look forward to a very interesting and engaging course. However, please note that this 1 credit asynchronous online course will be offered during Summer I in an accelerated format that will start on **May 11, 2022 to end on May 31, 2022!**

Although, this is a very brief semester, we have a lot of ground to cover in the history and evolution of the biomedical and sociopolitical dimensions of HIV. This course focuses primarily on current issues and special topics in HIV, both domestic and global. We strive to highlight the major key populations, areas of research, and areas of controversy in modern HIV, though of course we cannot cover all of the unique elements of the global epidemic in only five weeks. We also make several parallels with the COVID-19 pandemic. Knowing the World's Map, an open mind, and a willingness to learn, to share and to explore will help you succeed in this Summer course.

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

Course instructor:
Marie Lina Excellent, MD, MPH
Assistant Professor
Public Health Leadership Program (PHLP)
UNC Gillings School of Global Public Health
Office: 4107 McGavran-Greenberg Hall
Office Phone: 919 843-5313
Email: marilina@live.unc.edu

Acknowledgment and Disclosure:
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.

Original Course Development:
Ronald P. Strauss, DMD, PhD
Executive Vice Provost and Chief International Officer
Phone: (919) 962-4510
Email: ron_strauss@unc.edu

Teaching Assistant (TA)
None

Instructors Office Hours:
Available by appointment. Please feel free to email me to schedule a convenient time for both parties, thank you!

Course Website: https://sakai.unc.edu/ . Please use your ONYEN and password.

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 textbook for this course.

Class Days, Times, Location: Given that it is an asynchronous online class, therefore there will be no standing class times. Occasionally the instructors may hold Q&A sessions to check in on students' progress and learning experience at a time that works for most students. This course is divided into three modules and each of them will end on Sunday including all submissions of deliverables (Forum posts, Assignments, Quizzes).

Course Format
The HIV/AIDS course format will consist of pre-recorded lectures and readings throughout the semester and additional resources might be provided to help built students' toolbox. Students will access all the course materials such as lectures, peer reviewed journal articles through the Sakai course site. There will be no class time given that it is an asynchronous course. Nonetheless, students are expected to watch the pre-recorded lectures and reviewed the required readings in order to engage in the forum discussions, complete the assignments and quizzes by their due dates.
A Discussion Forum entitled will be maintained and checked by the course instructor 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 instructor 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 monitor their grades in the Gradebook in Sakai.

Course-at-a-Glance

Modules/Dates	Units	Assignments Due
Module I: Wednesday May 11-Sunday May 15, 2022	Unit 1: The Hard Science Week Unit 2: Social Determinants of Risk	Introduction of yourself (Full name, department and concentration, zodiac sign, why the interest in HIV/AIDS, your expectations of the course, your hobbies and fun facts, if you had a superpower what would it be and why?) Completed Recording via Voice Thread Due: Friday May 13, 2022 at 11:55 pm ET in Sakai

		Individual Assignment (Quiz covering Units 1 & 2 and Forum posts) Due: Sunday May 15, 2022 at 11:55 PM ET in Sakai
Module II: **Monday May 16-Sunday May 22, 2022**	Unit 3: Disproportionate Impact and Social Groups Unit 4: Key Populations and Risk Factors	Individual Assignment (Quiz covering Units 3 & 4 and Forum posts) Due: Sunday May 22, 2022 at 11:55 PM ET in Sakai
Module III: **Monday May 23-Sunday May 29, 2022**	Unit 5: Global Infectious Diseases and HIV	Individual Assignment (Quiz covering Unit and Forum posts) Due: Sunday May 29, 2022 at 11:55 PM ET in Sakai Individual Assignment (Final Reflection Paper on the disparities reported for HIV/AIDS and COVID-19) Due: Tuesday May 31, 2022 at noon (12:00 PM) ET in Sakai

Course Assignments and Assessments

The graduate-level course offered during Summer I 2022 will cover 5 units over 3 modules in an accelerated format from May 11-31, 2022) as a one-credit hour course. The course is composed of weekly online readings, lectures and activities. Individual assignments will be submitted in Sakai as specified in the syllabus. This course will include the following graded assignments that contribute to your final grade in the course. For assignments' instructions please refer to the Sakai course site.

Graded Assignments		Points of Final Course Grade
Module I	Individual assignment: Unit 1 _Forum posts	7
	Individual assignment: Unit 2 _Forum posts	7
	Individual assignment: Quiz covering Units 1 & 2	10
Module II	Individual assignment: Unit 3 _Forum posts	7

	Individual assignment: Unit 4 _Forum posts	7
	Individual assignment: Quiz covering Units 3 & 4	10
Module III	Individual assignment: Unit 5 _Forum posts	7
	Individual assignment: Quiz covering Unit 5	10
Final Semester deliverable	Individual assignment: Final Reflection Paper on the disparities reported for HIV/AIDS and COVID-19 (approximately 3 pages double space)	30
Participation/Engagement		5
TOTAL		**100**

Course Grading Scale(s)

Your final grade will be based on a combination of all the individual assignments submitted and students' participation in the course. The grading scheme can be found below.

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:

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 instructors 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 instructor and your departmental mentor/academic coordinator. 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.

Course schedule:

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.

	Module I: N...	

Unit	Lectures	Readings (available via Sakai links):
Unit 1: The Hard Science Week	**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 Research **Optional Lecture**: David Wohl, MD – COVID-19, A Year. Available at: https://panopto-web.med.unc.edu/Panopto/Pages/Viewer.aspx?id=0e442de7-094e-4dbb-a006-acdb0102cb9a	**Readings** (available via Sakai links): • Animation Lab. The HIV Life Cycle • NAM Aidsmap. Overview of HIV a https://www.aidsmap.com/about-h • Deeks SG, Lewin SR, Bekken LG. (2 Continues. PLoS Medicine 14(11): e • Dubé K, Sylla L, Dee L, Taylor J, Ev Landscape. PLoS Medicine 14(12): e
Unit 2: Social Determinants of Risk	**Lectures:** Lauren Brinkley-Rubinstein, PhD – Incarceration and HIV Christopher Hurt, MD – Sex, Drugs and HIV (Harm Reduction) 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): • Strathdee SA, Martin NK, Pitpitan Experience Can Teach the United St 10. • Durvasula R, Miller T. (2014). Subs of Managing Triple Diagnosis. Beha • Springer SA, Spaulding AC, Meyer Transitional Care for HIV-Infected P Diseases, 53(5), 469–79
	Module II: I...	
Unit 3: Disproportionate Impact and Social Groups	**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]	**Readings** (available via Sakai links): • Fauci AS, Redfield DR, Sigounas G, Plan for the United States – Editoria • Malebranche D. Making the Treat International AIDS Society 2018. Vic http://programme.aids2018.org/Pr

	https://www.youtube.com/watch?v=Wg3kGnWBMf4	• Poteat T, Scheim A, Xavier J, Reisr Syndemics Affecting Transgender Pe
Unit 4: Key Populations and Risk Factors	**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 **Optional Videos :** SERO Project Personal Testimonials After watching the two SERO Project videos embedded above, please visit their website (linked here) and watch 2+ personal testimony videos of your choosing.	**Readings** (available via Sakai links): • Fortenberry JD. (2013) The Evolvir Sexual Health Practices. AIDS 27: S1 • Calabrese S, Mayer KH. Providers Lancet HIV Feb. 13. • Center for HIV, Law and Policy. (2 read pages 155 – 163). Available at: http://hivlawandpolicy.org/sites/w updated%205.4.15%29.pdf

| Unit 5: Global Infectious Diseases and HIV | **Lectures**:
Myron Cohen, MD – International AIDS and Prevention Strategies;

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

Additional lectures: The Need for Complex Interventions:
 Jean Wysler Domercant, MD, MPH - Case Study HIV/AIDS in Haiti;

David Alain Wohl, MD – Emerging Infections;

Karine Dubé, DrPH – Interdisciplinary Approaches to HIV Cure-related Research;

Thomas Millett, Ed.D - Global Health Governance and Institutional Reform

Disclosure: Please note that these additional pre-recorded lectures about The Need for Complex Interventions are materials from the PUBH711 (Critical Issues in Global Health) course offered at UNC-Gillings. | **Readings** (available via Sakai links):
• Lancet HIV. (2017). Global HIV/AII 333.

• Jones J, Sullivan PS, Curran JW. (2(Measuring Success. PLoS Medicine,

• Schaefer R, Gregson S, Fearon E, H Unifying Framework to Replicate th 6.

• Cohen MS, Smith MK, Muessig KE Treatment of HIV-1 Prevents Transr 382(9903), 10.1016/S0140–6736(13

• Coltart CEM, Lindsey B, Ghinai I, J(2016: Old Lessons for New Epidemi

• Richards P, Amara J, Ferme MC, K for Ebola Virus Disease in Rural Sier Trop
Dis 9(4): e0003567. |
| | | |

Individual assignment: Final Reflection Paper on the disparitie

Map of Competencies to Learning Objectives and Assessment Assignments

Below you will see the competencies you will develop in this course, the learning objectives for these competencies (or class sessions when the learning objectives are taught), and assignments in which you will practice demonstrating these competencies.

Competencies	Modules	Learning Objectives	Assessment Assignments for evidence of students' attainment of competency
Health Equity and Social Justice	Modules I and II	Understand HIV/AIDS by describing its etiology, epidemiology, prevention, clinical manifestations and treatments;	Units 1, 2, 3 and 4 Individual assignments (Forum Posts, Quizzes)

		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; Have an awareness of the social and psychological implications of HIV/AIDS for people living with HIV and their families, communities and support systems; 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; Describe 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.	
Leadership and Cultural humility skills	Modules I, II and III	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; Contrast 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.	Individual Final Reflection Paper
Strategic Analysis	Modules I and III	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 caregiving and the prospects for the future; Appreciate the similarities and differences between the HIV/AIDS and the COVID-19 pandemics.	Unit 5 Individual assignments (Forum Posts, Quizzes)

Cordial reminders from the course instructor:

Syllabus Changes
The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments due dates. Any changes will be announced as early as possible.

Communication
You are expected to follow common courtesy in all communication to include email, discussion forums, and office hours. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional. The methods of communication for this course will require regular access of the Sakai Course Site and requires active engagement of students.

Email

The instructor will typically respond to email within 24-48 hours or less if sent Monday through Friday. The instructor may respond to weekend emails, but it is not required. If you receive an out of office reply when emailing, it may take longer to receive a reply. All emails correspondence between students/instructor and peer/peer will be conducted in a professional manner following email etiquette. View this link for more information on email etiquette.

Feedback

All graded assignments will receive written feedback that coincides with the assessment rubric when applicable. Feedback is meant to be constructive and help the students 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.

Furthermore, receiving and providing professional feedback is a key public health skill. The instructor would like to hear your feedback on each module, both positive and critical, if provided in a constructive manner. We will use several techniques to get feedback, one of which is Poll Everywhere. This is not required but your participation will be highly appreciated!

To access the feedback forms for this class in Poll Everywhere:

• Open an internet window on your phone or laptop or tablet;

• Type in the browser this link: **PollEv.com/marielinaexc801**

• Once the Poll is activated you will see the question and will be able to answer accordingly. Each Poll will be activated on the opening day of the module and will close on Sunday unless said otherwise. For example, for Module I covering Units 1 & 2 the Poll will be available from Wednesday May 11 until Sunday May 15, 2022;

Please do not identify yourself as your answers must be anonymous to facilitate sharing of constructive comments for timely improvement whenever possible!

Assignments expectations for Grading

Students are required to submit all assignments through Sakai or assignment links located in the modules, syllabus link, or assignments link (if made available by your instructor). Please note that, emailing assignments is not acceptable unless prior arrangements have been made with the instructor, because we are concerned about students' hard work being buried into instructors' numerous daily emails. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work, email the instructor for guidance. Assignments (quizzes and discussion forum postings) will be graded no more than three days after the due date. Your final reflection paper will be graded within 48 hours of the final due date.

For the individual final paper assignment that require students to upload a file in Sakai, please make sure to clearly identify your attachment and include as a header of your paper the following filename conventional information: Individual assignment: Course name (PUBH711-SP22); Assignment name; student's full name.

Please do not type in red color because it will be hard on the eyes when grading.

Quizzes

Please note that for each quiz assignment associated with a Module, there will be no time limit and you will have the opportunity to take it twice, but only your latest score will be considered as your grade.

Discussions Forum

You are expected to participate in the online Discussion Forums and offer individual contributions. When indicated, you are also expected to reply to at least two student peers' postings per discussion forums. 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. You can find the 15 Rules of Netiquette using this link https://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/ for the online discussion board.

Late Work

Assignments due dates may be negotiated with the instructor if students have extenuating circumstances and arrange a new deadline with the instructor in advance of the original deadline**. However, the deadline for the final reflection paper will unlikely change since we have a very short timeframe to submit final grades on Connect Carolina**. Late submissions are highly discouraged given the accelerated pace of that course and might incur point deduction at the discretion of the instructor. After three days, late submissions will receive no points. Corrected submissions will not be accepted unless stated otherwise. You must inform the instructor via emails timely if you need special accommodation or extension on assignment due to extenuating circumstances, such as medical procedures or professional travel.

Readings

Required readings for each unit should be completed before completing associated activities (forum posts, assignments, quizzes). Students can decide at their own discretion whether to do the optional readings. Students are strongly encouraged to seek external resources during the semester, and clearly include all proper references and citations in submitted work.

Expectations, Policies, and Resources

Appropriate Use of Course Resources

The materials used in this class, including, but not limited to, syllabus, lectures, 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.

Attendance/ Participation

Your active participation in this asynchronous online course is an integral part of your learning experience in this course. If you are unavoidably absent, please notify the course instructor. No right or privilege exists that permits a student to be absent or inactive in a course, except for these University Approved Absences:
1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office.
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office.

Accessibility at UNC Chapel Hill

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information or email ars@unc.edu.

Community Standards in Our Course and Mask Use

There will be no in-person interactions during this online asynchronous course. If you would like to learn more about UNC community standards, additional information can be found at Carolina Together.

Norms about Eating or Drinking

There will be no in-person interactions during this online asynchronous course.

Counseling and Psychological Services at UNC Chapel Hill

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to the CAPS website, call them at 919-966-3658, or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

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. To ensure an effective Honor System at UNC, in this course students are expected to:

- 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.
- Learn and apply 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.
- Students may use materials they wrote for other courses, but only if the student themselves produced the work.
- For homework, students may verbally discuss approaches to the problems but each student should independently write up the answer and verify solutions.
- For take-home tests, students must work completely independently without communicating with other students, tutors, or anyone else about any material related to the test questions. The test is 'open book' and 'open notes.'
- When requested, sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.
- 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.

If you have any questions about your rights and responsibilities, please consult the Office of Student Conduct or review the following resources: Honor System; Honor System module; UNC Library's plagiarism tutorial; UNC Writing Center's handout on plagiarism.

- Honor Code
  https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf
- Honor System
  https://studentconduct.unc.edu/honor-system
- Student Rights and Responsibilities
  https://studentconduct.unc.edu/students/rights-responsibilites
- Honor system module
  https://studentconduct.unc.edu/students/honor-system-module
- UNC Library's plagiarism tutorial
  https://guides.lib.unc.edu/plagiarism
- UNC Writing Center's handout on plagiarism
  https://writingcenter.unc.edu/tips-and-tools/plagiarism/

Inclusive Excellence
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 course, we practice the Gillings School's commitment to inclusion, diversity, and equity in the following ways:
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.
- Treat all members of the Gillings community (students, faculty, and staff) as human persons of equal worth who deserve dignity and respect, even in moments of conflict and disagreement.
- Contribute to creating a welcoming and inclusive classroom environment, where all are able to learn and grow from one another.
- Acknowledge and respect the diversity of experiences that others bring to the classroom and the ways in which this richness enhances everyone's learning
- Strive to maintain a spirit of curiosity and generosity, particularly in the face of new and/or seemingly contradictory information and perspectives Encourage and solicit feedback from students to continually improve inclusive practices.

For more information about how we are practicing inclusive excellence at the Gillings School, visit the following webpages: Inclusive Excellence, Inclusive Excellence Action Plan, Minority Health Conference, and National Health Equity Research Webcast.

Additional campus resources include: the [LGBTQ Center](#); [Non-Discrimination Policies at UNC Chapel Hill](#); [Ombuds](#); and [Prohibited Discrimination, Harassment, and Related Misconduct at UNC Chapel Hill](#).

Land Acknowledgement
Please read The Gillings School's [Land Acknowledgement](#).

Student Feedback and Equity Concerns
The Gillings School has in place a [mechanism for students to provide feedback](#), including specifically equity concerns and bias-related issues. You can use this form to describe feedback, both positive and negative, about anything including issues related to your experience as a student at Gillings, administrative processes, and classroom activities. This form will also allow you to specifically describe incidents in which racial or other equity-related bias, or microaggressions, occurred. You may submit this form anonymously. However, for us to follow up and provide the necessary support, we encourage you to include your contact information. For further information, please visit the [Student Feedback and Equity Concerns FAQ](#).
Please note that this form does not take the place of any University process or policy. If you would like to report an incident under the University's policy on [Prohibited Discrimination, Harassment, and Related Misconduct including Sexual and Gender Based Harassment, Sexual Violence, Interpersonal Violence, and Stalking](#), please visit [Safe At UNC](#) or the [Equal Opportunity and Compliance Office](#) (EOC) for additional information, including resources, contact, and reporting options.

Technical support
The best way to help prevent technical issues from causing problems for assignments and quizzes is to submit them at least 24-36 hours before the due date and time. Your instructors cannot resolve technical issues, but it's important to notify them if you are experiencing issues. If you have problems submitting an assignment or taking a quiz in Canvas, immediately do the following:
1. Contact the UNC Information Technology Services (ITS) department with the time you attempted to do your course action and what the course action was.
2. Email your instructors with the information you sent to ITS and what time you sent the information.

The 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 (4357), or by [online help request](#), or by [UNC Live Chat](#).

The PUBH 725-01W-Summer I course will use Sakai. We will also rely on the use of Zoom Remote Conferencing technology ion case of appointments or check-in on the students' progress/challenges. You can access Sakai at https://sakai.unc.edu.

Additional links:
- o VoiceThread FAQ: https://help.unc.edu/help/voicethread-faq/
- o Zoom Remote Conferencing Overview: https://uncsph.zoom.us/

Title IX at UNC Chapel Hill
Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitations, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator ([Adrienne Allison](#)), [Report and Response Coordinators in the Equal Opportunity and Compliance Office](#), Counseling and

Psychological Services (confidential), or the [Gender Violence Services Coordinators](#) (confidential) to discuss your specific needs. Additional resources are available at the ["Safe at UNC" website](#).

Additional Resources and Policies

The Gillings School of Global Public Health Diversity Statement

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.

For more information about how we are practicing inclusive excellence at the Gillings School, visit our *Diversity and Inclusion* webpages:

- Diversity and Inclusion:
  https://sph.unc.edu/resource-pages/diversity/
- Gillings Equal Opportunity Statement:
  https://sph.unc.edu/resource-pages/gillings-equal-opportunity-statement/
- Diversity and Inclusion Planning:
  https://sph.unc.edu/resource-pages/diversity-inclusion-task-force/
- Our Journey to Inclusive Excellence:
  https://sph.unc.edu/diversity/our-journey-to-inclusive-excellence/
- Diversity Outreach, Recruitment, and Programs:
  https://sph.unc.edu/students/diversity-outreach-recruitment-and-programs/
- A Message from the Dean on Inclusive Excellence:
  https://sph.unc.edu/resource-pages/diversity-welcome/
- A Legacy of Diversity and Inclusion:
  https://sph.unc.edu/resource-pages/diversity-timeline/
- Minority Health Project:
  https://sph.unc.edu/mhp/minority-health-project-home/
- Minority Student Caucus:
  https://sph.unc.edu/students/minority-student-caucus/
- Minority Health Conference:
  http://minorityhealth.web.unc.edu/
- National Health Equity Research Webcast:
  https://sph.unc.edu/mhp/nat-health-equity-research-webcast/

Campus Policies and Resources

UNC Non-Discrimination Policies:
https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/

Prohibited Discrimination, Harassment, and Related Misconduct at UNC:
https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct