

- Course Title:** *Public Health Aspects of HIV Prevention and Care*
- Course Number:** *UGPH 0648*
- Course Pre-requisite:** *PHCO 0505 Social & Behavioral Health Sciences*
- Course Location:** *SPH Newark, Room 1023*
- Course Date & Time:** *Fridays, 3–5 PM EST*
- Course Instructor:** *Caleb LoSchiavo, MPH, PhD Candidate, Rutgers School of Public Health; Contact: caleb.loschiavo@rutgers.edu*
- Office Hours:** *Fridays 5–6 PM EST, or by appointment*
- Course Assistant:** *N/A*
- Course Website:** [Canvas](https://rutgers.instructure.com/courses/227936): <https://rutgers.instructure.com/courses/227936>
- Optional Course Text:** *Whiteside, A. (2017). HIV & AIDS: A very short introduction (2nd edition). Oxford University Press. (Paperback available from OUP for \$11.95, eBook available through Amazon Kindle for \$7.49)*

Additional/Supplemental Readings/Resources: *Additional readings will be posted in Canvas modules*

Course Description: Students will consider the evolution of the HIV epidemic in the United States throughout the last four decades using a public health lens and with consideration to population-based health promotion strategies. Students will learn about the history of the disease in the U.S. and within a global context, the biomedical aspects of the disease including HIV testing and treatment, the epidemiology of the disease, the socio-bio-behavioral drivers of the disease, and HIV/AIDS public health policies and calls to action. Students will examine, analyze, apply, and evaluate theoretical paradigms and research, drawn from public health and interrelated disciplines with regard to HIV prevention, treatment, and care as it is manifested in and across all segments of the population. The course utilizes a biopsychosocial framework for understanding illness and health promotion and emphasizes theory-based HIV prevention and care. The course uses an experiential learning approach; students engage with local AIDS service organizations, health care facilities, and thought leaders, all with an eye to bring an end to the AIDS epidemic.

Selected Concentration Competencies Addressed: Each Concentration identifies competencies for each degree offered. The competencies addressed in this course for the LGBTQ Health MPH include:

- Understand the origins, causes and manifestations of health disparities among LGBTQ populations;
- Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in specific LGBTQ populations and communities;
- Synthesize the existing literature to identify relevant health problems, policies, programs or gaps in the research to identify research agendas and questions that when addressed will contribute to the improvement of LGBTQ health;
- Design research for diverse LGBTQ populations that address identified relevant health problems; and
- Demonstrate advocacy techniques to improve the health of LGBTQ populations.

Please visit the Concentration webpages on the School of Public Health's website at sph.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.

Course Objectives: By the completion of this course, students will be able to:

- Describe the history, epidemiology and the evolution of the HIV/AIDS epidemic in the U.S;
- Delineate the biological basis of HIV and in relation to HIV treatment and care;
- Discuss the life experiences of people living with and affected by HIV/AIDS in the U.S.;
- Identify biological, behavioral, psychosocial, and structural factors that place people at risk for contracting HIV and that limit the effectiveness of both prevention and care;
- Evaluate the effectiveness and health promotion strategies to address HIV disease throughout the course of the epidemic;
- Apply the tenets of theoretical paradigms to analyze, evaluate, and communicate HIV prevention strategies; and
- Appraise public health policies that have been developed throughout the course of the epidemic.

Course Policies and Expectations

- Class discussion, both during synchronous class sessions and in online discussion boards, is a key component of the learning experience and of grades. Active participation may look different for each student, but is essential nonetheless, and will require (at minimum) completing the course readings and attending class sessions. Participation may include asking and answering questions, engaging in breakout group discussions, and being present, attentive, and respectful during lectures and discussions.
- It is strongly encouraged to attend all classes and arrive on time, in order for us all to have the best possible learning experience. However, everyone may miss class occasionally for personal reasons. I encourage you to let me know in advance about any absences. Repeated issues with attendance and lateness will impact your participation grade.
- You are expected to complete the required readings prior to class. If you are consistently not completing the readings, your participation grade may be reduced.
- All assignments should be completed on time, based on the due dates listed below. Late assignments may be accepted *if* you contact me prior to the deadline to discuss and arrange a new due date.
- This course will strictly adhere to the School of Public Health Honor Code, as described at the end of the syllabus. You are always welcome to contact me with any questions or concerns regarding plagiarism and academic integrity. I have included additional resources on this on our Canvas page.
- I am always available over email to answer any questions you may have regarding the course and am happy to find time outside of class to set up individual office hour meetings. You can expect me to respond to your emails within 24 hours, excluding weekends/holidays.
- While our class is taking place in person this semester, there may be an occasional need to use remote instruction (e.g., if I am sick or travelling for a conference). You will be notified as early as possible and provided with Zoom information if we will need to meet remotely. Additionally, all classes will be posted and recorded for students who missed class or just want to review certain lectures. When meeting remotely, please respect the following Zoom-specific guidelines:
 - General: Log into Zoom using your Rutgers account prior to the start of class. You are welcome to edit your Zoom name to use a different name than what is in the Rutgers system, but please keep your last name so I can track attendance and ensure we are not visited by any uninvited guests.
 - Video: You are encouraged to be present on camera, but it is not a requirement. If you have privacy concerns, you may use an appropriate virtual background.
 - Audio: Please mute your microphone when you are not talking. If you have headphones with a built-in microphone, I strongly suggest using those, as they improve audio quality and prevent reverberation and other audio issues.

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- **Chat:** Please be respectful and stay on topic with the course. The chat can be used to ask and answer questions or for other purposes as directed by the instructor. Questions may be asked publicly or privately to the instructor through direct messaging.
- **Hybrid classes:** Hybrid attendance will not be standard this semester, unless a student requires an accommodation (short-term or semester-long) for remote attendance. This policy is to ensure that students have an equitable classroom experience, as my 5+ semesters of remote and hybrid teaching have proven that I am not able to adequately attend to both in-person and remote students' needs during lectures and discussions. For students unable to attend an in-person session, all sessions will be recorded on Zoom and available for viewing on Canvas.
- Finally, the syllabus is a fluid document and is subject to changes throughout the semester, particularly based on availability of guest speakers or for other reasons. Any changes will be announced through Canvas, so be sure to pay attention to those course emails. You will be responsible for adhering to any changes in due dates, readings, or other requirements.

Course Requirements and Grading: ASSIGNMENTS

1. **Paper: History and the AIDS Trajectory:** Read the articles listed under Sessions 1-2 (available on Canvas). In addition, identify and read three articles in scientific or popular media (from the last two years) that consider aspects of the epidemic today. Based on these readings, evaluate the state of the HIV/AIDS epidemic in the U.S. then and now. Write an essay of 1,000-1,250 words with the following elements:
 - a. State of the HIV epidemic in the first decade of the disease.
 - b. State of the HIV epidemic today as we enter the fifth decade of the disease
 - c. Extent to which the AIDS trajectory from 1981 to 2021 has changed with consideration of how the situation has improved, worsened, and/or remained the same
 - d. What you want to learn in this class and how it will inform your profession and your work

Note: Provide AMA formatted references and citations in all of your papers. Use of section headings for the different elements is strongly encouraged.

Due date: January 29, 11:59PM EST

2. **Reflections (3):** Each student will be responsible for writing three (3) brief reflection essays (400–500 words) based on course readings. Essays must be appropriately cited and referenced using AMA formatting.
 - a. Essay 1: Based on the readings of Session 4, summarize the epidemiology of HIV in the United States and New Jersey during the last decade and projections for the next decade.
 - b. Essay 2: With reference to the assigned readings and class materials for Session 10-11, describe the most the salient themes that must be considered in addressing HIV prevention in sexual and gender minority populations, racial/ethnic minority populations, and women.
 - c. Essay 3: Based on the assigned readings and class materials for Session 12, summarize the unmet needs and challenges faced in healthcare delivery with regard to an aging population of people living with HIV.

Due dates: Essay 1: February 12, 11:59PM EST
Essay 2: April 9, 11:59PM EST
Essay 3: April 16, 11:59PM EST

3. **Presentation: Public Service Announcement and Infographic:** Students will work in assigned pairs to create 60-second public service announcements (PSAs) for an assigned biomedical HIV prevention strategy (e.g., PrEP, PEP, condoms, TasP). Students are encouraged to be creative

in developing their PSA (e.g., visual aids, video, audio, etc.), but all PSAs must include the most pertinent information for the prevention strategy being discussed, specifically tailored for the intervention's target population. Students will also create an infographic to accompany their PSA. The infographic can be incorporated into the PSA or can be an accompanying promotional material. The infographic can be created using Microsoft PowerPoint, Canva, Photoshop, or other programs. The final infographic must be available in PDF, PPT, or image (JPG, PNG) file format, in order to be screen-shared during final presentations. Examples of effective infographics will be available on the Canvas page.

Due date: May 5, 2:30PM EST

4. **Annotated Bibliography:** Based on the assigned final project topic, each group will construct an annotated bibliography. Each group should identify 10 articles that relate to their topic and, for each, provide a correct citation (e.g., in APA or AMA format) with a brief description of the article, its findings, any limitations or critiques, and how it relates to your project. Sources must be peer-reviewed publications, and ideally should be published within the past 10 years.

Due: April 2, 11:59PM EST

5. **Paper: Critical Appraisal of HIV Prevention Strategy:** Select a research article that tests an HIV behavioral, biomedical, bio-behavioral or socio-ecological prevention strategy and critically appraise the strategy and methodology to test the strategy. You are to critically consider the prevention that is being proposed and the research methods that are used to test the prevention strategy? Write an essay of no more than 1,000 words with the following elements:

- a. Title of the research article and full reference cited (attach a PDF with submission)
- b. The HIV Prevention Strategy
 - i. Description of the HIV prevention strategy; what is the "target" of the strategy?
 - ii. Identify the type of intervention—behavioral, biomedical, bio-behavioral, etc.?
 - iii. Target population of the HIV prevention strategy
 - iv. Theoretical underpinnings of the HIV prevention strategy
- c. Testing of the HIV Prevention Strategy
 - i. Research methodology used to evaluate the prevention strategy and the appropriateness and rigor of the methodology
 - ii. Results of the study and implications for the effectiveness of the prevention strategy
 - iii. Limitations of the research and further research that should be conducted informed by the findings
 - iv. Implications of the findings for HIV prevention practice
- d. Evaluation of the HIV Prevention Strategy
 - i. Effectiveness of the prevention strategy; is it worth the investment?
 - ii. Innovation of the HIV prevention strategy; does it add anything new?
 - iii. Practicality of the HIV prevention strategy; can it be easily implemented in the community?
 - iv. Overall recommendation regarding strategy uptake

Due: March 10, 11:59PM EST

6. **Attendance and Participation:** **Attendance** is a requirement of the course. While recordings of each class session will be uploaded to Canvas, this should not be seen as a reason to not need to attend class. Each student will be allowed one (1) unexcused absence during the semester, with no excuse or notification needed, and other excused absences are allowed as necessary and with notice (i.e., please email me!). Repeated absences and/or lateness will result in a reduced grade. **Active participation** in class is essential to learning the material and contributing to us all learning from each other. Participation includes attending class, arriving on time, active

COMPETENCIES

Competency	Course Objective(s)	Lesson(s)	Assessment(s)
1. Understand the importance and use of public health policy in health behavior change and health promotion;	5, 7	1, 2, 5–14	1, 2, 4, 6
2. Use various techniques to conduct needs assessments of diverse populations;	1, 3, 4, 5, 7	4, 8, 10–12	2
3. Utilize health behavior theories and models for understanding health behaviors;	2, 4, 5, 6	8, 9, 14	2, 3, 5, 6
4. Design, implement, conduct, and evaluate health education/ promotion programs in diverse settings;	3, 4, 5, 6	5–8	2, 3, 4, 5, 6
5. Develop and critique health education materials, methods, and programs; and	1, 2, 3, 4, 5, 6	5–12	3, 4, 5, 6
6. Understand public health research as it pertains to the principles of behavioral science research.	1–7	1–15	1–6

GRADING

Assignment Grades

Paper: History and the AIDS Trajectory	15 pts
Reflection Essays (3 x 10 pts each)	30 pts
Paper: Critical Appraisal of HIV Prevention Strategy	20 pts
Annotated Bibliography	10 pts
Prevention PSA and Infographic	20 pts
Participation	5 pts
Total	100 pts

Grading Policy

94 – 100	A
90 – <94	A-
87 – <90	B+
84 – <87	B
80 – <84	B-
77 – <80	C+
70 – <77	C
<70	F

Course Schedule:

Notes: All required readings and Online30 requirements will be available in each week's module on the course Canvas site. All listed due dates are in Eastern Time. The order of lectures (and thus, readings and assignment due dates) is subject to change based on guest speaker availability.

Week	Date	Topics	Deadlines
1	Jan 20	Introductions & The AIDS Trajectory	
2	Jan 27	The History of HIV and AIDS	Paper 1 due 1/29
3	Feb 3	The Biology of HIV/AIDS	
4	Feb 10	The Epidemiology of HIV/AIDS	Essay 1 due 2/12
5	Feb 17	PrEP, PEP, and HIV Prevention	
6	Feb 24	HIV Treatment and Care	
7	Mar 3	Theoretical Frameworks for HIV Prevention	
8	Mar 10	[TBD]	Paper 2 due 3/10
	Mar 17	No Class – Spring Break	
9	Mar 24	Mental Health, Substance Use, and HIV/AIDS	
10	Mar 31	Sexuality, Gender, and HIV/AIDS	Annotated Bib due 4/2

11	Apr 7	Race, Ethnicity, and HIV/AIDS	Essay 2 due 4/9
12	Apr 14	HIV and Aging	Essay 3 due 4/16
13	Apr 21	HIV Policy and Politics	
14	Apr 28	Future Directions in HIV Prevention	
15	May 5	In-Class Presentations	Presentations due 5/5, 2:30PM

Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions

Student Well-Being: The School of Public Health recognizes that students may experience stressors or challenges that can impact both their academic experience and their personal well-being. If the source of your stressors or challenges is academic, students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student's situation. For personal concerns or if additional support is needed, students may reach out to the [Office of Student Affairs](#) or any of the appropriate referral resources listed on the [SPH Student Connect](#) Canvas page.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic,

please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

Overview of School Policies: Academic and non-academic policies and procedures, such as Auditing a Course, Retaking Courses, Grade Grievance and others that cover registration, courses and grading, academic standing and progress, student rights and responsibilities, graduation and more may be found under [Policies](#) on the School of Public Health website. Below are select specific policies; however, students are responsible for keeping informed about academic and non-academic policies and procedures beyond those noted on this syllabus.

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems: When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/academic-calendar.html