



# PUBH 6010, SECTION 1

Public Health Approaches to HIV/AIDS

Fall/2019

## COURSE & CONTACT INFORMATION

**Credits:** 3

**Meeting Day(s):** Tuesday and Thursday

**Meeting Time:** Tuesday/Thursday, 9:05-9:55am. Tuesday, 10:10-11:00am

**Meeting Place:** [Phillips-Wangenstn Bldg 2-470](#) and [Moos Tower 2-102](#)

**Instructor:** B. R. Simon Rosser, PhD, MPH, LP

**Email:** [rosser@umn.edu](mailto:rosser@umn.edu)

**Office Phone:** 612-624-0358

**Fax:** 612-624-0315

**Office Hours:** Tuesday 1:00-2:00 pm or by appointment

**Office Location:** West Bank Office Building (<http://www.sph.umn.edu/epi/about/directions.asp>), 1300 South Second Street (check in at 3rd floor desk)

## COURSE DESCRIPTION

The purpose of this graduate level course is to learn about the epidemiology and biology of HIV/AIDS and the community response to the epidemic, with an emphasis on translating scientific findings into primary (preventing HIV infection in those who are uninfected) and secondary (preventing development of HIV disease in those who are HIV-infected) prevention practices. We will explore the social, medical, and political correlates and consequences of the HIV epidemic through in class discussions, assigned readings, and guest lectures. The lecture portion of this course is taught in conjunction with PUBH3010 (Tuesdays and Thursdays, 9:05-9:55am) with an additional graduate seminar held Thursday 10:10am - 11:00am. The graduate seminar comprises student based presentations of critical topics.

## COURSE PREREQUISITES

None

## COURSE GOALS & OBJECTIVES

Learning objectives for this course include a greater appreciation and understanding of:

- The defining criteria for HIV infection and AIDS
- The local, national, and global epidemiology of HIV/AIDS
- The pathogenesis and natural history of HIV infection and disease
- Modes of HIV transmission
- Strategies to prevent HIV infection
- Strategies to prevent HIV disease progression
- The global response to HIV/AIDS
- The scientific bases of HIV prevention

## METHODS OF INSTRUCTION AND WORK EXPECTATIONS

### Course Workload Expectations

Because the assignments are designed to build skills and mentored experience in presentations and teaching, students should be prepared to prepare a seminar, teach a lecture topic, and facilitate and evaluate student assignments. This is a 3 credit course and, therefore, students can expect to spend approximately 9 hours per week outside of class preparing for class discussions, assignments, quizzes, and exams.

### Learning Community

Methods of instruction include lectures, in-class discussions, a weekly seminar and course readings. In addition, public health practitioners, experts, and researchers working in the field of HIV/AIDS will be invited to give presentations that address concepts discussed in class. A panel of persons living with HIV/AIDS will discuss HIV/AIDS from their own perspective. Students are expected to attend class, seminars, complete reading assignments, participate in class discussions, complete homework on time, and contribute to an atmosphere of curiosity and learning.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

## COURSE TEXT & READINGS

Readings and handouts, including scientific studies and other articles from peer-review journals and other public health publications will be assigned during the course. Links to *some* assigned readings will be posted on the course web site (<https://moodle.umn.edu/course/view.php?id=20358>), which students are expected to check on a weekly basis or distributed by student presenters at least one week before their presentation. **If you have problems accessing the course website, please contact the teaching assistant by 12:00 p.m. (noon) on Friday since he may not be available to assist you on weekends.**

This course uses journal articles, which are available via the University Libraries' E-Reserves and will be linked from the course site. It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available at <https://www.lib.umn.edu/pim/citation>.

## COURSE OUTLINE/WEEKLY SCHEDULE

Week	Topic	Readings	Activities/Assignments
<b>Week 1</b> <b>9/03/19-</b> <b>9/5/19</b>	Introductions and the History of HIV/AIDS	<p><u>Required Viewing (for Monday's class discussion):</u> Watch "The Age of AIDS" at: <a href="http://www.pbs.org/wgbh/pages/frontline/aids/">http://www.pbs.org/wgbh/pages/frontline/aids/</a></p> <p><u>Required Readings</u> CDC. Kaposi's sarcoma and Pneumocystis pneumonia among homosexual men--New York City and California. <i>MMWR</i> 1981;30:305-8.</p> <p><u>Optional Additional Reading</u> Koop, C. E. The Early Days of AIDS, As I Remember Them. <i>Annals of the Forum for Collaborative HIV Research</i>.</p>	<p><b>9:05-9:55am:</b> Syllabus Overview and Introduction to the History of HIV/AIDS</p> <p><b>10:10-11:00pm:</b> 6010 <i>Introductions, syllabus review, review of major assignments</i></p> <p><b>9:05-9:55am:</b> History of the HIV/AIDS Epidemic (Class discussion of "The Age of AIDS") (Come to class having watched the video and ready to discuss)</p>
<b>Week 2</b> <b>9/10/19-</b> <b>9/12/19</b>	History of the HIV/AIDS Epidemic (key facts Simon) Introduction to HIV Biology and Transmission	<p><u>Optional Additional Readings</u> Dosekun, O. &amp; Fox, J. (2010). An overview of the relative risks of different sexual behaviors on HIV transmission. <i>Current Opinion in HIV &amp; AIDS</i>, 5(4): 291-297.</p> <p>Fact sheet: US Department of Health &amp; Human Services (2017). How do you get HIV or AIDS? At: <a href="https://www.aids.gov/hiv-aids-basics/hiv-aids-101/how-you-get-hiv-aids/">https://www.aids.gov/hiv-aids-basics/hiv-aids-101/how-you-get-hiv-aids/</a></p>	<p><b>9:05am - 9:55am:</b> This class summarizes a timeline and 5 key stages of the pandemic from its inception to now.</p> <p><b>10:00-11:00pm:</b> <i>Syllabus Development &amp; Teaching</i></p>

		Fact sheet: Centers for Disease Control and Prevention (2017). Oral Sex and HIV Risk. At: <a href="http://www.cdc.gov/hiv/risk/oralsex.html">http://www.cdc.gov/hiv/risk/oralsex.html</a>	<p><i>Schedule and assignments (Simon and Class).</i></p> <p><b>9:05am - 9:55am:</b> HIV transmission and correlates of transmission <i>Lecture (Simon)</i></p>
<p><b>Week 3</b> <b>9/17/19-9/19/19</b></p>	<p>Introduction to HIV Biology and Transmission</p> <p>Epidemiology of HIV – National and Local Primary Prevention</p>	<p><u>Required Readings:</u> Lifson, A. (2015-2020). “Assessment of a community support worker intervention for PLWH in rural Ethiopia”</p> <p><u>Optional Additional Readings:</u> Fan, Conner, Villarreal (2004). AIDS: Science and Society (4th ed.), Chapters 3-5. Pages 15-81:</p> <p><u>Optional Reference Reading:</u> Centers for Disease Control and Prevention. <i>HIV Surveillance Report, 2018</i>; vol. 29. <a href="http://www.cdc.gov/hiv/library/reports/surveillance">http://www.cdc.gov/hiv/library/reports/surveillance</a>. Published November 2018</p>	<p><b>9:05am - 9:55am:</b> The Biology of HIV/AIDS (Guest Speaker: <b>Alan Lifson</b>, M.D.)</p> <p><b>10:10-11:00pm:</b> <i>Meet the Experts 1. Alan Lifson, MD</i> Prior to class, the students will read Dr. Lifson’s NIH grant application, “Assessment of a community support worker intervention for PLWH in rural Ethiopia.” Students should come to class ready to ask questions about this study.</p> <p><b>9:05am - 9:55am:</b> HIV Surveillance and contact tracing in Minnesota (Guest Speakers: <b>Jared Shenk</b> Minnesota Department of Health)</p> <p>This guest lecture focuses on how data are collected at the local level, what MDH does with them, and how and what data becomes part of the national data base. It also reviews the latest epidemiological data at the state level.</p>
<p><b>Week 4</b> <b>9/24/19-9/26/19</b></p>	<p>The Epidemiology of HIV/AIDS in the United States. (Simon)</p>	<p><u>Required Reading</u> Denning, P. and DiNenno, E. (2019) Communities in Crisis: Is there a generalized HIV epidemic in impoverished urban areas of the United States? At: <a href="https://www.cdc.gov/hiv/group/poverty.html">https://www.cdc.gov/hiv/group/poverty.html</a></p> <p><u>Optional Reference Reading:</u> Centers for Disease Control and Prevention. <i>HIV Surveillance Report, 2018</i>; vol. 29. <a href="http://www.cdc.gov/hiv/library/reports/surveillance">http://www.cdc.gov/hiv/library/reports/surveillance</a>. Published November 2018</p>	<p><b>9:05am - 9:55am:</b> The Epidemiology of HIV/AIDS in the United States</p> <p><b>10:10-11:00pm:</b> <i>Meet the expert 2. Dr. Michael Ross</i> to discuss his research in Tanzania</p> <p><b>9:05am - 9:55am:</b> The Epidemiology of HIV/AIDS in the United States (cont.).</p> <p>This interactive lecture reviews the CDC data on HIV in the US. Students will gain experience interpreting prevalence, incidence and mortality data on HIV/AIDS in the US</p>
<p><b>Week 5</b> <b>10/1/19-10/3/19</b></p>	<p>Epidemiology of HIV/AIDS Global and National Epidemiology of HIV –Global and National</p>	<p><u>Optional Additional Readings:</u> Fact Sheet: Kaiser Family Foundation (January 28, 2018) The Global HIV/AIDS Epidemic. <a href="http://kff.org/global-health-policy/fact-sheet/the-global-hiv-aids-epidemic">http://kff.org/global-health-policy/fact-sheet/the-global-hiv-aids-epidemic</a></p>	<p><b>9:05am - 9:55am:</b> Epidemiology -Global HIV/AIDS Pandemic (Simon)</p> <p><b>10:10-11:00pm:</b> <i>Meet the Experts 3: Dr. Kumi Smith, PhD</i> (to be confirmed). Prior</p>

		<p>Penazzato, M., Irvine, C., Vicari, M., Essajee, S.M., Sharma, A., Puthanakit, T., Abrams, E.J. and Doherty, M., 2018. A global research agenda for pediatric HIV. <i>Journal of acquired immune deficiency syndromes</i>, 78(1), p.S10-S15</p>	<p><i>to class, the students will read Dr. Smith's NIH grant application focused on HIV/AIDS in China. Students should come to class ready to ask questions about this study.</i></p> <p><b>9:05am - 9:55am:</b> Epidemiology - Global HIV/AIDS Pandemic (cont.)</p>
<p><b>Week 6</b> <b>10/8/19-</b> <b>10/10/19</b></p>	<p>Targeted prevention to high risk populations</p>	<p><u>Required Readings</u> Centers for Disease Control and Promotion (CDC) (2019). HIV and African Americans Fact Sheet <a href="https://www.cdc.gov/hiv/group/raciaethnic/africanamericans/index.html">https://www.cdc.gov/hiv/group/raciaethnic/africanamericans/index.html</a></p> <p>Centers for Disease Control and Promotion (CDC) (2019). HIV and Gay and Bisexual Men Fact Sheet. <a href="https://www.cdc.gov/hiv/group/msm/index.html">https://www.cdc.gov/hiv/group/msm/index.html</a></p> <p><u>Optional Additional Readings:</u> Coates, T. J. (2013). An Expanded Behavioral Paradigm for Prevention and Treatment of HIV-1 Infection. <i>JAIDS Journal of Acquired Immune Deficiency Syndromes</i>, 63, S179-S182.</p> <p><u>Required Readings:</u> Centers for Disease Control and Promotion (CDC) (2019). HIV Among People who Inject Drugs Fact Sheet. <a href="https://www.cdc.gov/hiv/group/hiv-idu.html">https://www.cdc.gov/hiv/group/hiv-idu.html</a></p> <p><u>6010 Required Readings</u> Young S, <u>Leshabari SC</u>, Arkfeid C, Singler J, Dantzer E, Israel-Ballard K, Mashio C, Maternowska C, Chanty C. Barriers and promoters of home-based pasteurization of breastmilk among HIV-infected mothers in greater Dar es Salaam, Tanzania. <i>Breastfeed Med</i> 2013;8(3):321-6. [PMCID: PMC4932788]</p> <p><u>Leshabari S</u>, Blystad A, Moland K. Difficult choices: infant feeding experiences among HIV-positive mothers in northern Tanzania. <i>SAHARA J</i> 2007;4(1):544-55.</p> <p><u>Leshabari S</u>, Koniz-Booher P, Burkhalter B, Hoffman M, Jennings L. Testing a PMTCT infant feeding counseling programme in Tanzania. Operations Research Results. Published for the U.S. Agency for International Development (USAID) by QAP/URC 2007.</p>	<p><b>9:05am - 9:55am:</b> Prevention basics – Theory and Practice (Simon)</p> <p>This lecture will focus on principles of primary, secondary and tertiary prevention while highlight key theories driving HIV prevention practice.</p> <p><b>10:10-11:00pm:</b> <i>Meet the Experts 4: Dr. Sebalda Leshabari, PhD (to be confirmed) is an expert in breastfeeding decisions among HIV-positive mothers in Tanzania. Students should read her work on how HIV-positive mothers make breastfeeding decisions and then her work translating this into prevention of mother to child transmission.</i></p> <p><b>9:05am - 9:55am:</b> Preventing sexual transmission through condom promotion (<i>Guest presenter: William C. Grier</i>)</p> <p><b>William Grier</b> is a counsellor at Minnesota's largest HIV/STI testing site, the <i>Red Door</i> where he prevents primary infection through condom promotion.</p>
<p><b>Week 7</b> <b>10/15/19-</b> <b>10/17/19</b></p>	<p>Targeted prevention to high risk populations</p>	<p><u>Required Readings:</u> Centers for Disease Control and Promotion (CDC) (2019). HIV Among People who Inject Drugs Fact Sheet. <a href="https://www.cdc.gov/hiv/group/hiv-idu.html">https://www.cdc.gov/hiv/group/hiv-idu.html</a></p> <p><u>Optional Additional Readings</u> Centers for Disease Control and Prevention. HIV testing. At: <a href="https://www.cdc.gov/hiv/testing/index.html">https://www.cdc.gov/hiv/testing/index.html</a>. Accessed May, 2017.</p>	<p><b>9:05am - 9:55am:</b> Interventions with IDUs (<i>Guest Speaker: TBA, JustUs Health</i>)</p> <p>This presentation will focus on harm reduction approaches for injecting drug users both locally and nationally, including syringe exchange, and behavioral, biomedical and structural approaches to reducing overdose.</p>

			<p><b>10:10-11:00pm 6010</b> <i>Evaluation of Fact Sheets</i></p> <p><b>Fact sheets due today.</b> Facts sheets are to be loaded into a GoogleDocs document this week so students have a week to provide peer feedback to each other on how to improve each others' fact sheets</p> <p><b>9:05am - 9:55am:</b> HIV Testing demonstration, (<b>Raquelle Paulsen:</b> JustUs Health)</p>
<p><b>Week 8</b> <b>10/22/19-10/24/19</b></p>	<p>Interventions across the ecologic and prevention spectrum</p>	<p><u>Required Readings:</u> Baral, S., Logie, C. H., Grosso, A., Wirtz, A. L., &amp; Beyrer, C. (2013). Modified social ecological model: a tool to guide the assessment of the risks and risk contexts of HIV epidemics. <i>BMC Public Health</i>, 13(1),4821 .</p> <p><u>Optional Additional Readings:</u> Centers for Disease Prevention and Control (CDC). Sexually Transmitted Diseases Guidelines, 2010. HIV Infection: Detection, counseling and referral. <a href="http://www.cdc.gov/std/treatment/2010/hiv.htm">http://www.cdc.gov/std/treatment/2010/hiv.htm</a></p> <p>Trickett, E.J., Beehler, S., Deutsch, C. et al. (2011). Advancing the science of community-level interventions. <i>American Journal of Public Health</i>, 101(8), 1410-1419.</p> <p>Lombardo, A. P. &amp; Leger, Y.A. (2007). Thinking about "Think Again" in Canada: assessing a social marketing HIV/AIDS prevention campaign. <i>Journal of Health Communication</i>, 12: 377-397.</p> <p>Sullivan, P. S., Grey, J. A., &amp; Rosser, B. R. S. (2013). Emerging Technologies for HIV Prevention for MSM: What We have Learned, and Ways Forward. <i>JAIDS Journal of Acquired Immune Deficiency Syndromes</i>, 63, S102-S107</p>	<p><b>9:05am - 9:55am:</b> Lecture on HIV testing (Simon)</p> <p><b>10:10-11:00pm 6010 Student Research Presentation 1: Treatment as Prevention</b></p> <p><b>9:05am - 9:55am:</b> Intervention Strategies across the Ecological Continuum (Simon)</p> <p><i>Graduate Presentations during lecture</i></p> <p><i>Individual level – Social and sexual networks – Community level – Public Policy – HIV epidemic stage –</i></p>
<p><b>Week 9</b> <b>10/29/19-10/31/19</b></p>	<p>Midterm Exam Week</p>		<p><b>9:05am - 9:55am:</b> Midterm exam review</p> <p><b>10:10-11:00pm 6010 Student Research Presentation 2: Pre-exposure prophylaxis</b></p> <p><b>9:05am - 9:55am: MIDTERM EXAM</b></p>
<p><b>Week 10</b> <b>11/5/19-11/7/19</b></p>	<p>Medical, Psychological and Social Aspects of Living with HIV</p>	<p><u>Reading References for the Fact Sheet Assignment:</u> Center for Rural Health (2016) Communication Tools: Fact Sheets. At: <a href="https://ruralhealth.und.edu/communication/factsheets">https://ruralhealth.und.edu/communication/factsheets</a>.</p>	<p><b>9:05am - 9:55am:</b> Panel of persons living with HIV/AIDS.</p> <p>A panel of persons living with HIV/AIDS will present on their experience of living with this disease. In the first hour, panelists will introduce themselves and share a little of their experience living with HIV/AIDS, after which students will have the opportunity to ask questions.</p> <p><b>10:05 -11:00am: Panel continued.</b> To permit sufficient time for students to</p>

			<p>ask questions, an optional second hour is reserved today. Depending on the time the panel concludes, 6010 will meet to reflect on the panel.</p> <p><b>9:05am - 9:55am:</b> Fact Sheet presentations (<b>3010 Fact Sheets due today</b>).</p> <p>In today's class, 6010 students facilitate small group presentations and evaluate each student's fact sheets.</p>
<p><b>Week 11</b> 11/12/19- 11/14/19</p>	<p>HIV Treatment</p>	<p><u>Optional Additional Readings::</u> Hess, K. L., Hu, X., Lansky, A., Mermin, J., &amp; Hall, H. I. (2017). Lifetime risk of a diagnosis of HIV infection in the United States. <i>Annals of Epidemiology</i>.</p> <p>Horvath, K.J., Oakes, J. M., Rosser, B.R.S., Danilenko, G., Vezina, H., Amico, K.R., Williams, M.L., &amp; Simoni, J. (2013). Feasibility, acceptability and preliminary efficacy of an online peer-to-peer support ART adherence intervention. <i>AIDS and Behavior</i>, 17(6), 2031-44</p>	<p><b>9:05am - 9:55am:</b> HIV/AIDS Treatment - Medical Aspects of Treatment</p> <p><i>(Guest Speaker: <b>Brian Goodroad, DNP, RN, CNP</b>)</i></p> <p>Dr. Brian Goodroad is an RN who has specialized in treating HIV/AIDS patients at the <i>Positive Care Center</i> (HCMC, the state's largest and most diverse HIV clinic). This lecture will focus on secondary prevention, addressing such aspects as classes of HIV treatment medications, when to initiate and/or defer treatment, and a comprehensive approach to the health care of persons with HIV.</p> <p><b>10:00-11:00pm</b> 6010 Student Research Presentation 3: <i>Can we end the AIDS Epidemic using 90-90-90?</i></p> <p><i>6010 Readings: These will be set by the graduate student presenter to be distributed at the class at least one week before the seminar.</i></p> <p><b>9:05am - 9:55am:</b> The Challenge of Medication Adherence</p>
<p><b>Week 12</b> 11/19/19- 11/21/19</p>	<p>The Future of HIV Prevention, advances in research and treatment</p>		<p><b>9:05am - 9:55am:</b> Critical Research Studies in HIV/AIDS (Rosser)</p> <p><b>10:10-11:00pm</b> 6010 Student Research Presentation 4: <i>Open topic</i></p> <p><i>6010 Readings: These will be set by the graduate student presenter to be distributed at the class at least one week</i></p>

			<p><i>before the seminar.</i></p> <p><b>9:05am - 9:55am:</b> Critical Issues in HIV/AIDS – Biomedical Interventions &amp; the Future of HIV/ AIDS</p> <p>6010 graduate students guest lecture this class, with each student covering a biomedical development or area of HIV/AIDS research.</p> <p><i>Pre-exposure prophylaxis and long-lasting injectable – Sperm-washing – Circumcision – Vaginal microbicides – Rectal microbicides – HIV vaccines – HIV cure -</i></p>
<b>Week 13</b> <b>11/26/19-11/28/19</b>	Treatment and Prevention and Pre-exposure Prophylaxis		<p><b>9:05am - 9:55am:</b> Living with HIV and the HIV care continuum</p> <p>This class examines the HIV care continuum and data on ending the HIV epidemic. Note: This class will be held unless students vote otherwise. There will be no extra credit quiz this class. To facilitate students who may need to travel for Thanksgiving will be able to view an audio-lecture of this class.</p> <p><b>10:10-11:00pm:</b> <i>Review of teaching assignments:</i></p> <p><b>11/28/19 Thanksgiving (no class)</b></p>
<b>Week 14</b> <b>12/03/19-12/05/19</b>	HIV Policy, Advocacy, and legislative approaches to Ending HIV/AIDS  Exam Review and Evaluation	<p><u>Required Readings</u> Fauci AS, Redfield RR, Sigounas G, Weahkee MD, Giroir BP. Ending the HIV Epidemic: A Plan for the United States. <i>JAMA</i>. Published online February 07, 2019;321(9):844–845. doi:10.1001/jama.2019. 1343</p> <p>Executive Summary of the National HIV/AIDS Strategy for the United States:<a href="http://www.whitehouse.gov/sites/default/files/uploads/NHAS.pdf">http://www.whitehouse.gov/sites/default/files/uploads/NHAS.pdf</a></p> <p><u>Optional Additional Readings</u> Horvath, K.J., Meyer C., Rosser, B.R.S. (2017). Men who have sex with men who believe that their state has an HIV-specific criminal law report higher condomless anal sex than those who are unsure of the law in their state. <i>AIDS &amp; Behavior</i>, 21:51. doi.org/10.1007/s10461-016-1286-0</p> <p>Buris, S &amp; Cameron, E. (2008). The case against criminalization of HIV transmission. <i>Journal of the American Medical Association</i>, 300 (5), 578-581.</p>	<p><b>9:05am - 9:55am:</b> HIV/AIDS Advocacy and the National HIV Prevention Strategy (Simon)</p> <p><b>10:10-11:00pm.</b> 6010 Open topic</p> <p>6010 Readings: These will be set by the graduate student presenter to be distributed at the class at least one week before the seminar.</p> <p><b>9:05am - 9:55am:</b>Final Exam Review and Class Wrap-up</p>

<b>Week 15</b> <b>12/10/19</b>	Final Exam		<b>9:05am - 9:55am: FINAL EXAM</b>
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## SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at [www.sph.umn.edu/student-policies/](http://www.sph.umn.edu/student-policies/). Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

## EVALUATION & GRADING

*Seminar Presentation (30% of grade):*

Each student will present and lead an approximately 30 minute discussion on an HIV-related prevention topic. In weeks 1-2 of the semester, students will collectively design the curriculum for this course, focusing on identifying critical topics in HIV/AIDS research. Each student will identify and submit 2 scientific papers related to their chosen topic at least one week before their presentation for the class readings for that week. The first paper should be the seminal research paper on that topic (e.g., a primary research study establishing the effectiveness of an intervention, or the key research study that is widely quoted as the seminal article). Recognizing that some cutting edge topics may be at an earlier stage of discovery, if a seminal paper is not identified, the student(s) should meet with the instructor to identify the leading scientific paper(s) on this topic. While the second paper can also be a research-based study, the student is encouraged to choose a comparison paper examining some other aspect of the topic which, at the same time, will broaden the class's exposure to a range of research methods (e.g., a qualitative formative research paper, a meta-analysis, a policy implications paper, a phase IV-V dissemination and scale-up trial, a paper examining real world implementation, a review article, a critique against the intervention, or another study which found contrasting findings). For example, a student presenting on antiretroviral drugs to prevent HIV transmission through breastfeeding might choose a research article showing the efficacy of ART (e.g., Kilewo, C., Karlsson, K., Ngarina, M., Massawe, A., Lyamuya, E., Swai, A., ... & Biberfeld, G. (2009). Prevention of mother-to-child transmission of HIV-1 through breastfeeding by treating mothers with triple antiretroviral therapy in Dar es Salaam, Tanzania: the Mitra Plus study. *JAIDS Journal of Acquired Immune Deficiency Syndromes*, 52(3), 406-416.), and for their second article might choose a review of the field with recommendations (e.g., Mofenson, L. M. (2010). Antiretroviral drugs to prevent breastfeeding HIV transmission. *Antivir Ther*, 15(4), 537-53). Each student, aware that the class will have read both papers, will present a 10-15 minute powerpoint or similar presentation summarizing the relevant literature in the field (with a minimum of 12 research references), a very brief overview of the two chosen papers, a description of the intervention, target population, evidence for effectiveness, challenges implementing the intervention and possible future areas of research/adaptation. The format should be structured, professional (e.g., using title slides of "overview, introduction, study 1 methods and results; study 2 methods and results; discussion – key findings, limitations, real world implementation challenges; next steps in research), and following best practices, be interactive. In the second 10-15 minutes, the presenter will lead the class in a group discussion of the topic, including critiquing the strengths and weaknesses of the science, and implications for the field. The presenter should ensure that the presentation and discussion cover the content area, evaluate the quality of the science, and engage the class.

The quality of this presentation is expected to be that of a formal professional job interview or a master's dissertation defense. Grading for the seminar is based on (1) quality of the papers selected (e.g. were key papers identified and used), (2) the powerpoint presentation itself (e.g., organization, visual interest, reference citations, keeping to time), (3) oral presentation (e.g., clarity, content, interactivity), (4) discussion (e.g., engagement of audience, depth of critical discussion, depth of review of the science), and (5) approximately equal involvement of both students in the presentation. In addition to the grade, each student will receive individualized written feedback detailing the strengths and weaknesses of their teaching, together with skills to work on in future presentations.

The student is required to submit a copy of the PPT before or at the presentation to the instructor, so that the student can receive feedback on both the presentation and the powerpoint itself.

### *Lecture Experience (10%)*

Students will have two “mini-lecture” experiences. The first is a co-teaching experience in week 8, teach the HIV interventions along the ecological spectrum (not for credit). Topics for the behavioral and social interventions across the ecological spectrum include: 1. individual level interventions, 2. social and sexual networks, 3. community level interventions, 4. public policy interventions and 5. HIV epidemic stage. For this class, the presenters will introduce the level, critical define what is an intervention, provide an example of the intervention, and a brief summary slide detailing the known effectiveness of that intervention.

The second is in week 12 focused on biomedical interventions and where the latest research is taking us. In consultation with the instructor, each graduate will prepare 3-5 slides on a focused topic; present the content and answer questions (for up to 5 minutes maximum to the combined 3010/6010 class). The graduate is expected to review both the critical study(ies) on the effectiveness of this strategy under research conditions, for future prevention interventions where research is at in development, and where the intervention has been introduced, the implementation of the strategy under real world conditions. Mindful that the lecture is to both undergraduates and graduates, slides will introduce the topic providing definitions and visuals of the intervention (e.g., explain what circumcision is and how it works), detail the efficacy of the intervention in key research studies (e.g., that circumcision reduced risk by 60% in controlled trials with the appropriate reference on the slide) and detail real world implementation (e.g., national circumcision campaigns across Africa) with references as appropriate, students have a choice of presenting in two lectures.

Topics for the biomedical lecture include: 1. Male circumcision; 2. Vaccines; 3. Microbicides (vaginal and anal); 4. Post-exposure prophylaxis (PEP); 5. Pre-Exposure Prophylaxis (PrEP) long-lasting injectibles; 6. Sperm-washing, and 7. HIV cure. This assignment is graded on (1) accuracy of content – 2 points; (2) visual appeal of slides – 3 points; (3) in class presentation – 3 points; and class engagement (through discussion, Q&A, exercise) – 2 points.

### *HIV Fact Sheet (10%):*

Students will create a “fact sheet” based on a topic of their choice in the area of HIV. Fact sheets are a common and useful way practitioners and researchers communicate with each other in public health. Graduates will create a 1-2 page fact sheet on a topic, post it online and peer review each other’s fact sheets. Evaluation will focus on scientific accuracy, completeness/academic credibility, communication clarity, and layout and visual interest.

For more on how to write a fact sheet, see: Center for Rural Health (2016) Communication Tools: Fact Sheets. At: <https://ruralhealth.und.edu/communication/factsheets>. For examples of Fact Sheets and writing tips, see: Centers for Disease Control and Prevention (2016). Plain Writing at CDC. At: <http://www.cdc.gov/other/plainwriting.html>.

### *Evaluator exercise (5% of grade):*

Each graduate will serve as an evaluator of the 3010 students’ fact sheets. On the day the assignment is due, each graduate will facilitate a small group during which the undergraduate students present their fact sheets. As each student presents their fact sheet, the graduate is responsible for group management, time keeping, ensuring each student receives feedback from their peers, and assigning grade for the fact sheets.

### *Seminar participation (10% of grade):*

Ten percent of the overall grade will be assigned based upon class participation including in the seminars where the student is not the presenter and in the peer evaluation of the fact sheets. Marks will be awarded for attendance, in class discussion, insights and critiques of the research article, comments on the graduate’s fact sheets, and/or some combination of these factors. In addition, HIV/AIDS research is an area of rapid scientific discovery, where students are encouraged to bring media reports of HIV-related material to class and to follow list-serves focused on HIV prevention and related topics. Students are encouraged to discuss their observations on how key stake-holder groups – politicians, researchers, governments, persons living with HIV, high risk groups, activists and allies - approach HIV, and the similarities and differences in the underlying agendas of each of these stakeholders

### *Examinations (40% of grade):*

An in-class mid-term examination and a final examination will constitute 40% of your grade (20% for the midterm examination and 20% for the final examination). The exams will review your knowledge and understanding of material presented in the course up to the time of the exam (i.e., the midterm will cover material from the first half of the course and the final exam will cover course material from the full semester). The exams will consist of true/false and multiple choice questions. More information about the examinations will be provided during the exam review session in the week prior to the exam.

### *In-Class “Surprise” Quizzes (3-5% extra credit)*

Between three and five unannounced quizzes will be given throughout the semester (1% credit per quiz). The goals of the quizzes are to 1) encourage students to stay up-to-date on readings and lecture material and 2) to reward students for attending class lectures. If you miss (i.e., skip) class, you will be given 0 points for the quiz. If you are unable to attend a lecture because of unavoidable and/or unforeseen circumstances (e.g., a family emergency; illness), it is your responsibility to notify the teaching assistant as soon as possible to arrange an alternative time to make up the quiz. A missed quiz for a credible reason can be made up for a period of 2 weeks, after which you will receive a 0 on the quiz. Only 2 quizzes may be missed for credible reasons throughout the semester, after which 0 points will be given for missed quizzes. The instructor reserves the right to determine whether a given reason is credible for missing a quiz and whether documentation of a medical issue is required.

## Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
<p><b>Scholastic Dishonesty, Plagiarism, Cheating, etc.</b></p>	<p>You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see <a href="https://z.umn.edu/dishonesty">https://z.umn.edu/dishonesty</a></p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <a href="https://z.umn.edu/integrity">https://z.umn.edu/integrity</a>.</p> <p>If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (<a href="http://z.umn.edu/iuplagiarism">http://z.umn.edu/iuplagiarism</a>).</p>
<p><b>Late Assignments</b></p>	
<p><b>Attendance Requirements</b></p>	
<p><b>Extra Credit</b></p>	