

Course Title: Public Health Aspects of HIV Prevention and Care

Course Number: UGPH 0648

Course Pre- and Co-requisite(s): None

Course Location: London, United Kingdom

Course Date & Time: Spring, 2024

Course Instructor:

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Perry Halkitis, PhD, MS, MPH, (he/him); Dean, Rutgers School of Public Health; Hunterdon Professor of Public Health & Health Equity; Distinguished Professor of Biostatistics & Epidemiology and Urban-Global Public Health; Director, Center for Health, Identity, Behavior & Prevention Studies (CHIBPS); Email: perry.halkitis@sph.rutgers.edu; Tel: 732-235-9700; Twitter: @DeanPNHalkitis

Office Hours: By appointment only

Course Assistant: TBD

Course Website: TBD

Required Course Text and Readings:

Halkitis, P.N. (2013). *The AIDS generation: stories of survival and resilience*. New York: Oxford University Press.

Howe, M. & Klein, M. (1995). *In the company of my solitude; American writings from the AIDS pandemic*. New York: Persea Books.

Additional/Supplemental Readings/Resources: Additional readings required for this course include academic journal articles, book chapters, newspaper articles, and other sources. These readings will be made available through the Canvas shell.

Course Description: Students will consider the evolution of the HIV/AIDS epidemics in the United States (US) and the United Kingdom (UK) health systems using a public health lens and with consideration to population-based health promotion strategies. Students will learn about the history of HIV/AIDS as manifested in the US and the UK; biomedical aspects of the disease including HIV testing and treatment; epidemiological, social, and behavioral factors associated with HIV/AIDS; as well as 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. The course utilizes a biopsychosocial framework that emphasizes on evidence-supported HIV prevention and care. The course uses an experiential learning approach. Students will engage with AIDS service organizations in London and New Jersey, health care facilities, and guest speakers, all with an eye to bring an end to the HIV/AIDS pandemic.

Selected Concentration Competencies Addressed: This course addresses the following competencies.

Social and Behavioral Health Sciences:

1. Understand the importance and use of public health policy in health behavior change and health promotion.
2. Use various techniques to conduct needs assessments of diverse populations.
3. Utilize health behavior theories and models for understanding health behaviors.
4. Design, implement, conduct, and evaluate health education/promotion programs in diverse settings.
5. Develop and critique health education materials, methods, and programs.
6. Understand public health research as it pertains to the principles of behavioral science research.

LGBTQ Health:

1. Describe the concept of gender, sex, gender identity, and sexual orientation as it is situated across culture, history, legal, medicine, and the political context.
2. Understand the origins, causes, and manifestations of health disparities among LGBTQ Populations.
3. 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.
4. 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.
5. Design research for diverse LGBTQ populations that address identified relevant health problem. 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:

1. Describe the history, epidemiology, and evolution of the HIV/AIDS epidemics in the US and the UK.
2. Delineate the biological basis of HIV/AIDS in relation to treatment and care.
3. Discuss the life experiences of people living with and affected by HIV/AIDS in the US and the UK.
4. Identify behavioral, psychosocial, and structural factors that place people at risk for contracting HIV and that limit the effectiveness of both prevention and care.
5. Evaluate the effectiveness of health promotion strategies to address HIV disease throughout the course of the epidemic.
6. Apply the tenets of theoretical paradigms to analyze, evaluate, and communicate HIV prevention strategies.
7. Appraise public health policies developed throughout the course of the HIV/AIDS epidemic.

Course Requirements and Grading:

Participation: Students are expected to demonstrate evidence of preparation by engaging in discussions, raising questions, writing reflections, and participating in exchanges that are relevant and related to the readings, lectures, and course assignments. Online participation through Canvas will be considered as evidence of participation. The course is designed to be participatory in nature, which requires that students as well as the instructor are prepared. The combination of required readings, instructor presentations, facilitated exercises, site visits, guest lectures, as well as other activities are intended to stimulate collective inquiry during the class meetings.

Attendance: Students are expected to attend all sections and to complete activities of this course. If attendance to a certain section or activity is not possible, it is the student responsibility to notify the instructor and get acquainted about the content discussed that day. Absences will impact the final grade. Absences due to major religious holidays must be communicated to the instructor ahead of time.

History, culture, and the AIDS trajectory: Read the book “In the Company of my Solitude” and the articles listed under pre-session in NYC. In addition, identify and read three articles in scientific or popular media (in the last two years) that consider aspects of the HIV/AIDS epidemic today. Based on these readings, evaluate the state of the HIV/AIDS epidemic then and now. Write an essay of 1,000-1,250 words with the following elements: 1) state of the HIV/AIDS epidemic in the US in the first decade of the disease; 2) state of the HIV/AIDS epidemic in the US today as we enter the fifth decade of the disease; 3) extent to which the AIDS trajectory from 1981 to 2024 has changed with consideration of how the situation has improved, worsened, and/or remained the same; 4) what you want to learn in this class and how it will inform your profession and work?
Due date: 1/1/24.

Online reflections: Throughout the course students are expected to write 4 short reflections. The purpose of these assignments is to stimulate critical thinking in relation to the course topics. Timely completion will be considered as part of your grade. Due days, time, and specific instructions for each assignment will be detailed on the Canvas website.
Due dates: 1/3/24, 1/5/24, 1/9/24, and 1/12/24.

HIV+ sex presentation: Read the entire volume of the book The AIDS Generation. You will be assigned in groups to analyze and present the findings (15 minutes each group). Groups will be evaluated on their ability to present salient ideas, respond to questions from the class, and effectiveness of the presentation. The presentation should focus on the following elements: 1) major findings of the volume; 2) implications for effective HIV prevention; 3) how this knowledge can be applied in public health practice and or healthcare?
Due date: 1/11/24.

Critical appraisal: a critical appraisal is a systematic process to identify the strengths and weaknesses of research articles. Select 3 research articles addressing HIV prevention interventions in an area of interest and critically appraise the articles. Write an essay of no more than 1,000 words with the following elements: 1) title and full references of the articles; 2) relevance of the research questions; 3) innovation of the HIV prevention interventions; do they add anything new; 4) appropriateness of the study designs for the research questions; 5) methodology of the interventions and theoretical frameworks; 6) appropriateness of the analyses performed; 7) studies main results and whether the results justify the conclusions of the articles; 8) implications of the findings for HIV prevention; 9) limitations and further research that should be conducted.

Due date: 2/1/24.

Course structure: This course involves interactive lectures guided by the instructors, facilitated discussions, online activities, group exercises, site visits, guest lectures, and group outings. Everyone in the course is expected to work towards maintaining an appropriate learning environment. All are expected to maintain a professional, respectful, and courteous approach to all course interactions.

Course spirit: Students are reminded that free expression in an academic community is essential to the mission of providing the highest caliber of education possible. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. This course will encourage civil discourse, appropriate and science-based use of evidence, reasoned thought, sustained discussion, and constructive engagement without degrading, abusing, harassing, or silencing others. The instructors are committed to maintaining an environment that opens doors, hearts, and minds.

Ownership: Students are expected to take an active role. Students' contributions will greatly enhance the course.

Class behavior: Students are expected to be courteous to classmates and the instructors. Racist, sexist, homophobic, or otherwise offensive comments will not be tolerated at any time.

Writing: Writing skills are essential for public and mental health professional. Written assignments should be an opportunity for strengthening skills in public and mental health communication. Students must ensure that their written work is free from misspellings, typos, and major grammatical errors. In addition, students are expected to appropriately cite all references used in presentations and/or written materials, including images. Written work should be clearly organized and reasonably well written.

Assigned readings: Course readings have been selected to build a foundation on which class sessions and lectures are based. As such, to promote in-class learning it is necessary to keep up with the readings that are assigned each week. Articles and other materials posted in the Canvas website are required unless otherwise indicated.

Name and identity: This course will honor, reaffirm, and celebrate your request to address you by an alternate name or gender pronoun. Please advise of these needs early in the semester so that we can make appropriate changes to our records.

Disability: In this course we are committed to the full inclusion of students with disabilities in all curricular and co-curricular activities. Please discuss your needs and expected accommodations with the instructor.

Student grades will be based on:

Class participation and attendance 10%
History, culture, and the AIDS trajectory (Due: 1/1/24) 20%
Online reflections (Due: 1/3/24; 1/5/24; 1/9/24; 1/12/24) 20%
HIV+ sex presentation (Due: 1/11/24) 20%
Critical appraisal (Due: 2/1/24) 30%

The course grade will be determined using the following letter system. Grades are A, A-, B+, B, B-, C+, C, and F.

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:

Specific content associated with each session including required readings, multimedia resources, exercises, and other instructional documents will be outlined in the course website.

Day	Session	Readings	Assignment
New Jersey, US			
December, 2023	Pre-departure orientation Office of global programs		
December, 2023			
London, UK			
Monday January 1, 2024	Students' arrival to London, UK Check-in: TBD	Altman, L.A. (1981, 3 July). Rare cancer seen in 41 homosexuals. <i>The New York Times</i> . Armstrong, W. (2010, September). St. Vincent's remembers. <i>OUT</i> , 197, pp. 90-96, 148. Centers for Disease Control & Prevention (1981, June 5). Pneumocystis pneumonia--Los Angeles. <i>Morbidity & Mortality Weekly Report</i> , pp. 250-252.	History, culture, and the AIDS trajectory
Tuesday January 2, 2024	Walking tour: Bloomsbury, London Welcome reception The Ship Tavern	Ten Reasons why Bloomsbury London is the coolest place in London. Access from: https://www.london.ac.uk/venues/blog/10-reasons-why-bloomsbury-london-coolest-place-london	
Wednesday January 3, 2024	2. The history of HIV 3. The biology of HIV 4. The epidemiology of HIV in the US and the UK Guest lecture: Dr. Will Nutland (Title)	HIV & AIDS: signs, symptoms, transmission, causes & pathology. Accessed from: https://www.youtube.com/watch?v=5g1ijpBI6Dk CDC. Diagnoses of HIV infection in the United States and dependent areas, 2020. <i>HIV Surveillance Report</i> 2022;33. CDC. Monitoring selected national HIV prevention and care objectives by using HIV surveillance data—United States and 6 dependent areas, 2020. <i>HIV Surveillance Supplemental Report</i> 2022;27(3).	Reflection 1
Thursday January 4, 2024	5. Theoretical frameworks for HIV prevention Site visit: Terrance Higgins Trust Walking tour The City of London	Centers for Disease Control and Prevention. Establishing a holistic framework to reduce inequities in HIV, viral hepatitis, STDs, and tuberculosis in the United States. (2010, October) Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. http://www.cdc.gov/socialdeterminants/docs/SDHWhite-Paper-2010.pdf Engel, G.L. (1977) The need for a new medical model: a challenge for biomedicine. <i>Science</i> , 196 (4286), 129-136. Singer, M.C., Erickson, P.L., Badiane, L., Diaz, R., Ortiz, D., Abraham, T., Nicolaysen, A.M. (2006). Syndemics,	

		sex and the city: understanding sexually transmitted diseases in social and cultural context. <i>Social Science and Medicine</i> , 63(8), 2010-2021.	
		Stall, R., Friedman, M., & Catania, J. A. (2008). Interacting epidemics and gay men's health: A theory of syndemic production among urban gay men. In Richard J. Wolitski, Ron Stall, and Ronald O. Valdiserri (Eds.), <i>Unequal opportunity: Health disparities affecting gay and bisexual men in the United States</i> (pp.251-274). Oxford: Oxford University Press.	
Friday January 5, 2024	Site visit: The Bloomsbury Clinic 6. Aging and HIV/AIDS Guest lecture: Dr. Mackey Friedman (Title)	Bhavan KP, Kampalath VN, Overton ET. The aging of the HIV epidemic. <i>Curr HIV/AIDS Rep</i> . 2008 Aug;5(3):150-8. doi: 10.1007/s11904-008-0023-3. PMID: 18627664. The Lancet Hiv. Preparing for an ageing HIV epidemic. <i>Lancet HIV</i> . 2017 Jul;4(7):e277. doi: 10.1016/S2352-3018(17)30114-5. PMID: 28668182. DeMarco RF, Brennan-Ing M, Sprague C, Brown SM. Ageism, Aging and HIV: Community Responses to Prevention, Treatment, Care and Support. <i>Interdiscip Top Gerontol Geriatr</i> . 2017;42:234-239. doi: 10.1159/000448567. Epub 2016 Nov 22. PMID: 27875836.	Reflection 2
Monday January 8, 2024	7. Health inequities and HIV/AIDS Guest lecture: Marc Thompson (Title) Site visit: Positively UK Walking tour: Elephant and Castle	Millett, G.A., Peterson, J.L., Flores, S.A., Hart, T.A., Jeffries, W.L. 4th, Wilson, P.A., Rourke, S.B., Heilig, C.M., Elford, J., Fenton, K.A., Remis, R.S. (2012) Comparisons of disparities and risks of HIV infection in black and other men who have sex with men in Canada, UK, and USA: a meta-analysis. <i>Lancet</i> , 380(9839):341-8. Epub 2012 Jul 20. Review. Organista, K.C., Carrillo, H., Ayala, G. (2004) HIV prevention with Mexican migrants: review, critique, and recommendations. <i>Journal of Acquired Immune Deficiency Syndrome</i> , 1;37Suppl 4:S227-39. Review. Jarlais DC, Cooper HL, Bramson H, Deren S, Hatzakis A, Hagan H. Racial and ethnic disparities and implications for the prevention of HIV among persons who inject drugs. <i>Curr Opin HIV AIDS</i> . 2012 Jul;7(4):354-61. doi: 10.1097/COH.0b013e328353d990. PMID: 22498481.	
Tuesday January 9, 2024	Site visit: Embrace UK		Reflection 3
Wednesday January 10, 2024	9. Sexual risk and HIV/AIDS 10. Mental health and HIV/AIDS Guest lecture: Angela Byrne (Title)	Pulerwitz, J., Amara, H., De Jomg, W., Gortmake, S.L. & Rudd, R. (2002). Relationship power, condom use and HIV risk among women in the USA. <i>AIDS Care</i> , 14(6), 789-800. Halkitis, P.N. Brockwell, S., Siconolfi, D., Sussman, R., Moeller, R.W., Mourgues, P.J., Cutler, B., & Sweeney, M.M. (2011). Sexual behaviors of adolescent, emergent and young adult MSM ages 13-29 in New York City. <i>Journal of Acquired Immune Deficiency Syndromes</i> ,	

	Site visit: Prepster	56(3), 285-291. Kalichman, S.C., Heckman, T. Kochman, A. Sikkema, K. Bergholte, J, (2000). Depression and thoughts of suicide among middle-aged and older persons living with HIV-AIDS. <i>Psychiatric Services</i> , 51, 903-907	
Thursday January 11, 2024	Students' presentations Class outing: Soho		Group Presentation
Friday January 12, 2024	11. Future directions in HIV prevention Closing reception: Afternoon Tea The British Museum	Fauci AS, Redfield RR, Sigounas G, Weahkee MD, Giroir BP. Ending the HIV Epidemic: A Plan for the United States. <i>JAMA</i> . 2019 Mar 5;321(9):844-845. doi: 10.1001/jama.2019.1343. PMID: 30730529. About Ending the HIV Epidemic in the US. Accessed from: https://www.hiv.gov/federal-response/ending-the-hiv-epidemic/overview	Reflection 4
Saturday January 13, 2024	Students' departure Check-out: TBD		
New Jersey, US			
January 31, 2024	Site visit: Hyacinth AIDS Foundation	Jaiswal J, Dunlap K, Griffin M, Cox A, Singer SN, Hascher K, LoSchiavo C, Walters SM, Mumba M. Pre-exposure prophylaxis awareness, acceptability and potential stigma among medical and non-medical clinic staff in methadone treatment settings in northern New Jersey: The key role of non-medical staff in enhancing HIV prevention. <i>J Subst Abuse Treat</i> . 2021 Oct;129:108371. PMID: 34080542.	
February 1, 2024			Critical Appraisal

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.

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](#).

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

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