APSY-GE 2450
HIV Prevention and Counseling: Psychoeducational Perspectives
Intersession 2013
January 7 - 18

COURSE INFORMATION

Instructor: Perry N. Halkitis, Ph.D., M.S.
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Instructor: Rafael E. Pérez Figueroa, M.D., M.P.H.
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Location
Classes: NYU London, 6 Bedford Square, London, WC1B 3RA
Residence: Byron Court, 26 Mecklenburgh Square, London, WC1N 2AF

COURSE DESCRIPTION

Students will examine, analyze, apply, and evaluate theoretical paradigms and research, drawn from the disciplines of, psychology, public health, and education as well as artistic/media reactions in relation to HIV prevention and counseling. Students will consider the HIV/AIDS epidemic as it is manifested in the United States (U.S.) and the United Kingdom (U.K.) across all developmental stages for those affected by, infected with, or at risk for HIV transmission. The course utilizes a biopsychosocial framework that emphasizes on theory-based HIV prevention and practice. Students will consider the response to the HIV epidemic in the U.K. and the U.S. from a cross-cultural perspective.

Students will participate in on-site visits to local AIDS service organizations in London serving those affected by the disease. Local experts in London will provide guest lectures on the issues of prevention and counseling as they are undertaken in the U.K. and will consider these efforts with regard to the National Health System (NHS). Students will conduct work with and within the community itself, and consider how the U.K. and the U.S. have responded to the HIV epidemic over the last 30 years.

COURSE OBJECTIVES

By the end of this course students will be able to:
1. Understand the history, context, biology, and epidemiology of the HIV/AIDS epidemic in the U.S. and the U.K.
2. Understand the life experiences of people living with and affected by HIV/AIDS from a biopsychosocial perspective and across the lifespan.
3. Examine different factors that place people at risk for contracting HIV, including the synergies of mental health, substance use, and sexual behavior.
4. Apply theoretical paradigms to analyze HIV prevention efforts.
5. Understand appropriate counseling strategies for those affected by the disease.
6. Consider how HIV prevention and counseling in the U.K. is realized within the NHS.

REQUIRED BOOKS


Note: All other readings are on Blackboard and are required unless otherwise indicated.
COURSE REQUIREMENTS

1. Students are expected to attend and actively participate in all lectures and activities of this course. If you cannot attend a certain lecture or activity, it is your responsibility to notify the instructors. All other absences will be considered unexcused and will impact the final grade.

2. Students are expected to come to class on time to prevent disrupting the lecture and classroom activities.

3. Complete all assigned reading prior to class.

4. This course will strictly adhere to NYU policies on plagiarism and academic integrity. (See the attached policy statement at the end of this syllabus)

5. Complete all assignments, due dates are noted below. Assignments are to be handed in a hard copy – late homework will not be accepted.

6. 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 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:
   b. State of the HIV epidemic in the U.S. today as we enter the third decade of the disease.
   c. Extent to which the AIDS trajectory from 1981 to 2013 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?
   Due date: Hard copy handed in on January 7, 2013.

7. Post (2) and Comment (1): Each student will be responsible for writing 2 brief reflections during our time in London and at least 1 comment about the in-class discussions.
   a. Post 1: Summarize in 250-500 words the difference in HIV related health care services in the U.S. vs. the U.K.
   b. Post 2: Summarize in 250-500 words the main findings of any of the readings assigned and discuss how this informs HIV prevention or care programming.
   c. Comment: Briefly in less than 250 words comment on any issue that you found intriguing or interesting during our in class discussions, guest lecture, and site visits.
   Due dates Posts: Post 1, Thursday January 10, 06:00 pm (on Blackboard); post 2, Thursday January 17, 06:00 pm (on Blackboard).
   Due date Comment: post 1 comment (on Blackboard) about any of the in class discussions before January 17, 06:00 pm.

8. HIV+ Sex: Read the entire volume of the book HIV+ Sex. 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:
   a. Major findings of the volume.
   b. Implications for effective HIV prevention.
   c. How this knowledge can be applied in counseling and/or public health practice?
   Presentation: January 16, 2013.

9. Critical appraisal: a critical appraisal is a systematic process to identify the strengths and weaknesses of a research article (review the folder title “critical appraisal” in the blackboard). Select a research article addressing a HIV prevention intervention and critically appraise the article. Write an essay of no more than 1,000 words with the following elements:
   a. Title of the research article and full reference (attach a hard copy of the article).
   b. Relevance of the research questions.
   c. Innovation of the HIV prevention intervention; does it add anything new?
   d. Appropriateness of the study design for the research questions.
   e. Methodology of the intervention and theoretical framework.

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f. Appropriateness of the analysis performed.
g. Study main results and whether or not these results justify the conclusions of the article.
h. Implications of the findings for HIV prevention practice.
i. Limitations and further research that should be conducted informed by the findings.

Due date: February 4, 2013, by 06:00 pm (post to Blackboard).

10. Cross cultural and theoretical analysis of HIV prevention strategies: Identify two comparable HIV prevention strategies in the U.K. and the U.S. Write a comparative essay (1000 words) with the following components:
   a. Describe the HIV prevention strategy at each country and identify the topic/issue/behavior the intervention is trying to address, and the population targeted.
   b. Theoretical orientation used in each strategy (i.e., which theory informs the work) and how the theory is evidenced in the activities
   c. Evaluate the effectiveness of each in relation to the other.

Due date: February 25, 2013, by 06:00 pm (post to Blackboard)

Note: provide APA or AMA formatted references and citations in all your papers.

**COURSE OUTLINE**

1. Pre-session in NY

2. History of HIV/AIDS; biopsychosocial perspective; the National Health System (January 7)
   Note: Read all the information about the National Health System (NHS) in the U.K. and compare with the U.S. Review the following websites:
   NHS (2011). *About the NHS.* [http://www.nhs.uk/NHSEngland/thenhs/about/Pages/overview.aspx](http://www.nhs.uk/NHSEngland/thenhs/about/Pages/overview.aspx)
   AVERT. (2012). *Treatment and Care for HIV & AIDS in the United States of America.* [http://www.avert.org/aids-treatment-america.htm#contentTable0](http://www.avert.org/aids-treatment-america.htm#contentTable0)

3. The biology and epidemiology of HIV/AIDS (January 8)
4. Theoretical frameworks for HIV prevention (January 9)

5. Substance use, mental health, and HIV/AIDS (January 10)

6. Sexual risk and HIV/AIDS (January 14)
   Pulerwitz, J., Amara, H., De Jomg, W., Gottmake, S.L. & Rudd, R. (2002). Relationship power, condom use and HIV risk among women in the USA. AIDS Care, 14(6), 789-800.

7. HIV treatments and adherence (January 15)

8. Race, ethnicity, and HIV/AIDS (January 16)

Presentation:
9. Future directions in HIV prevention; biomedical Interventions to prevent HIV/AIDS (January 18)


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**GRADING**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Paper: history, culture, and the HIV/AIDS trajectory</td>
<td>20 pts</td>
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<tr>
<td>Post (2) and comment (1)</td>
<td>15 pts</td>
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<tr>
<td>Presentation: HIV+ sex</td>
<td>15 pts</td>
</tr>
<tr>
<td>Critical appraisal</td>
<td>20 pts</td>
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<tr>
<td>Final paper: HIV issues in the U.S. and the U.K.</td>
<td>20 pts</td>
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<tr>
<td>Class participation</td>
<td>10 pts</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 pts</strong></td>
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Students are reminded 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. New York University encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement without degrading, abusing, harassing, or silencing others. The teachers for this course are committed to maintaining an environment that opens doors, opens hearts, and opens minds.
STATEMENT ON ACADEMIC INTEGRITY
“Your degree should represent genuine learning”

The relationship between students and faculty is the keystone of the educational experience in The Steinhardt School of Education at New York University. This relationship takes an honor code for granted. Mutual trust, respect and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A University education aims not only to produce high quality scholars, but also to cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do, from taking exams, making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:
• Cheat on an exam
• Submit the same work for two different courses without prior permission from your professors
• Receive help on a take-home examination that calls for independent work
• Plagiarize

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials that are not your original work. You plagiarize when, without proper attribution, you do any of the following:
• Copy verbatim from a book, an article or other media
• Download documents from the Internet
• Purchase documents
• Report from other’s oral work
• Paraphrase or restate someone else’s facts, analysis and/or conclusions
• Copy directly from a classmate or allow a classmate to copy from you

Your professors are responsible for helping you to understand other people’s ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your own thinking. You should know what constitutes good and honest scholarship, style guide preferences, and formats for assignments for each of your courses. Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.

Through reading, writing and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.

Avoiding Academic Dishonesty
• Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.
• Learn proper forms of citation. Always check with your professors of record for their preferred style guides. Directly copies material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another’s work need to be acknowledged.
• Always proofread your finished work to be sure that quotation marks or footnotes or other references were not inadvertently omitted. Know the source of each citation.
• Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that work you have already completed satisfies the requirements of another assignment.
• Save your notes and drafts of your papers as evidence of your original work.

Disciplinary Sanctions
When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action is as follows:

• The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
• If the Professor confirms that violation(s), he/she, in consultation with the Program Director and Department Chair may take any of the following actions:
  _ Allow the student to redo the assignment
  _ Lower the grade for the work in question
  _ Assign a grade of F for the work in question
  _ Assign a grade of F for the course
  _ Recommend dismissal

Once an action(s) is taken, the Professor will inform the Program Director and Department Chair, and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Student Services and Public Affairs, as a final step. Copies of the letter will be sent to the Department Chair for his/her confidential student file and the Associate Dean for Student Services and Public Affairs. The student has the right to appeal the action taken in accordance with the School’s Student Complaint Procedure as outlined in The Steinhardt School of Education Student Handbook.

When dismissal is recommended, that recommendation will be forwarded to the Associate Dean for Student Services and Public Affairs, who will convene all parties involved. An appeal of the decision at this step is submitted in writing to the Vice Dean, including full documentation to support the appeal.

*The Steinhardt School of Education Statement on Academic Integrity is consistent with New York University Policy on Student Conduct, published in the NYU Student Guide.