

E63.2450

**HIV PREVENTION & COUNSELING:
PSYCHOEDUCATIONAL PERSPECTIVES**

London, UK

Professor Perry N. Halkitis, Ph.D., M.S.

Daniel Siconolfi, MPH

Intersession, 2009

January 5-16, 2009

10AM-1PM (unless noted)

CLASS LOCATION:

Birkbeck College, Malet Street, Room 405

RESIDENCE LOCATION: Nido, Kings Cross, 200 Pentonville Road, Islington, N1 9JP

COURSE OVERVIEW & OBJECTIVES:

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 primary and secondary prevention and counseling. Students will consider the HIV/AIDS epidemic as it is manifested in the United States and Western Europe across all developmental stages for those affected by, infected with, or at risk for HIV. The course utilizes a biopsychosocial framework and emphasizes the relation between theory and practice. Students will consider the response to the HIV epidemic in the United Kingdom and the United States from a cross-cultural perspective.

As HIV prevention efforts in the United Kingdom are among the best in the world, students will participate in on-site visits to local AIDS service organizations in London serving those affected by the disease. Local area experts will provide guest lectures on the issues of prevention and counseling as they are undertaken in the United Kingdom. Students will conduct work within the community itself, and consider how the UK and the USA have responded to the HIV epidemic over the last 25 years.

By the conclusion of this course students will:

1. Understand the history, context, biology, and epidemiology of the HIV/AIDS epidemic in the Western world;
2. Consider the life experiences of people living with and affected by HIV/AIDS from a biopsychosocial perspective and across the lifespan;
3. Understand the 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. Consider appropriate counseling strategies for those affected by the disease.

REQUIRED READINGS

Halkitis, P.N., Gomez, C., & Wolitski, R. (2005). *HIV + sex: The psychological and interpersonal dynamics of HIV-seropositive gay and bisexual men's relationships*. Washington DC: APA Publications.

Osborn, M.E. (1990). *The way we live now; American plays and the AIDS crisis*. New York: Theatre Communication Group

US Department of Health & Human Services (2005, October). *Glossary of HIV-AIDS related terms*, 5th ed. DHHS: Washington, DC. (Online)

Primary source journal readings (Online; listed by session)

EVALUATION:

Paper: History, Culture & the AIDS Trajectory	20 points
Presentation: <i>HIV+ Sex</i>	15 points
Readings & Reflections (5 Reflections)	30 points
Paper: Cross Cultural and Theoretical Analysis of Prevention Materials	25 points
Class Participation/Forum	<u>10 points</u>
	100 points

94-100: A	90-93: A-	88-89: B+	84-87: B	80-83: B-	78-79: C+	74-77: C	70-73: C-	64-69: D	< 64: F
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COURSE OUTLINE & READINGS:

PRE-SESSION IN NYC: 12/1/08 (Monday) (7:00PM-8:30PM; Waverly Building 431)

Readings:

- Altman, L.A. (1981, 3 July). Rare cancer seen in 41 homosexuals. *The New York Times*.
- Centers for Disease Control & Prevention (1981, June 5). Pneumocystis pneumonia--Los Angeles. *Morbidity & Mortality Weekly Report*, pp. 250-252.
- Fauci, A.S. (2008). 25 years of HIV. *Nature*, 453, 289-290.
- Halkitis, P. N. (1989). AIDS education in schools. *Kappa Delta Pi Record*, 26, 53-54.
- Sember R., & Gere, D. (2006). "Let the record show...": Art activism and the AIDS epidemic. *American Journal of Public Health*, 96, 967-969.
- Stall, R. & Mills, T. (2006). A quarter century of AIDS. *American Journal of Public Health*, 96, 959-961.
- Osborn, M.E. (1990). *The way we live now: American plays and the AIDS crisis*. New York: Theatre Communication Group.

PRE-SESSION IN LONDON: 1/04/09 (Sunday) (6PM-730PM)

Group Outing: Orientation & Greetings; Nido (6PM-7:30PM)

SESSION 1: 1/05/09 (Monday)

History and Epidemiology of HIV/AIDS

Readings:

- Aberg, J.A. (2005). Women and HIV: An overview. *The PRN Notebook*, 10(2), 19-23.
- Fullilove, R.R. & The National Minority AIDS Council (2006). *African Americans, health disparities & HIV/AIDS*. National Minority AIDS Council, Washington, DC.
- Emlert, C.A. (2004). HIV/AIDS and aging: a diverse population of vulnerable adults. *Journal of Human Behavior in the Social Environment*, 9(4), 45-63.

Multimedia: PBS (2006), *Frontline: The Age of AIDS*;

Terrence Higgins Trust Website

Assignment Due: History, Culture & the AIDS Trajectory.

SESSION 2: 1/06/09 (Tuesday)

The Biology of HIV/AIDS & Considering HIV in a Biopsychosocial Perspective

Readings:

- Engel, G.L. (1977) The need for a new medical model: a challenge for biomedicine. *Science*, 196 (4286), 129-136.
- Borrell-Carrio, Suchman, & Epstein. (2004) The biopsychosocial model 25 years later: principles, practice, and scientific inquiry. *Annals of Family Medicine*, 2, 576-582.
- Marmor M., Jones K., Thomas S.M., Halkitis P.N., Vogler, M., & Tse, D.B. (2006). Resistance to HIV infection. *Journal of Urban Health*, 83(1), 5-17.

Multimedia: NOVA Online *Surviving AIDS: Viral Entry; Viral Gene Transfer; Viral Exit*

Guest Speaker: David Hiles, Sector Development Manager, Terrance Higgins Trust "Making it Count: A Biopsychosocial Approach to HIV Prevention"

SESSION 3: 1/07/09 (Wednesday)

Contextualizing HIV Prevention: Syndemics Theory, the Theory of Reasoned Action & Theory of Planned Behavior, and IMB (Wednesday)

- Albarracín, D., Johnson, B. T., Fishbein, M., & Muellerleile, P. A. (2001). Theories of reasoned action and planned behavior as models of condom use: A meta-analysis. *Psychological Bulletin*, 127(1), 142-161.
- Fisher, W.A., Williams, S.S., Fisher, J.D., and Malloy, T.E. (1999). Understanding AIDS risk behavior among sexually active urban adolescents: An empirical test of the information-motivation-behavioral skills model. *AIDS & Behavior*, 3, 13-23.
- Stall, R., et al. (2003). Association of co-occurring psychosocial health problems and increased vulnerability to HIV/AIDS among urban men who have sex with men. *American Journal of Public Health*, 93(6), 939-942.

Assignment Due: Reflection 1 based on Readings for Session 1 and 2

SESSION 4: 1/08/09 (Thursday) (10AM-3PM)

Sex & the Psychology of Risk-Taking

Readings:

- Guttmacher, S. Lieberman, L., Ward, D., Freudenberg, N., Rodosh, A. & Des Jarlais, D. (1997). Condom availability in New York City public schools: relationships to condom use and sexual behavior. *American Journal of Public Health*, 87(9), 1427-1433.
- Halkitis, P.N., Moeller, R.W., & Pollock, J. (2008). Sexual practices of gay, bisexual and other non-identified MSM attending New York City gyms: Patterns of serosorting, strategic positioning, and context selection. *Journal of Sex Research*, 45(3), 453-461.
- Pulerwitz, J., Amara, H., De Jong, W., Gortmake, S.L. & Rudd, R. (2002). Relationship power, condom use and HIV risk among women in the USA. *AIDS Care*, 14(6), 789-800.

Guest Speaker: Andrew La'Bray, CLASH
"HIV Prevention on the Community Level."

Class Activity: Scavenger Hunt for Prevention Materials

Assignment Due: Reflection 2 based on Readings from Session 3

Class Outing (7:00PM): La Cage Aux Folles, Playhouse Theatre, Northumberland Avenue, WC2N5DE

SESSION 5: 1/09/09 (Friday)

HIV+ Sex Class Presentation Work Day

Readings:

- Halkitis, P.N., Gomez, C., & Wolitski, R. (Eds.) (2005). *HIV + sex: The psychological and interpersonal dynamics of HIV-seropositive gay and bisexual men's relationships*. Washington DC: APA Publications.

SESSION 6: 1/12/09 (Monday)

Drug Abuse, Mental Health & HIV/AIDS (Monday)

Guest Speaker: Dr. Angela Byrne, Clinical Psychologist, University of East London
"HIV Prevention & Counseling: Mental Health Factors"

Assignment Due: HIV+ Sex Presentations

SESSION 7: 1/13/09 (Tuesday)

Drug Abuse, Mental Health & HIV/AIDS

Readings:

- Halkitis, P.N. Green, K. & Carragher, D. (2006). Methamphetamine use, sexual behavior and HIV seroconversion. *Journal of Gay and Lesbian Psychotherapy*, 10(3/4), 95-109.
- Scheyett A., Parker, S, Golin, C., White, B., Davis, C.P, & Wohl D. (2008). HIV-infected prison inmates: Depression and implications for release back to communities. *AIDS and Behavior* [Epub ahead of print]
- Walters, K. L., & Simoni, J. M. (1999). Trauma, substance use, and HIV risk among urban American Indian women. *Cultural Diversity & Ethnic Minority Psychology; Special Issue: HIV/AIDS and Ethnic Minority Women, Families, and Communities*, 5(3), 236-248.

Guest Speaker: Stephan Dais, CARAT Service Manager, HMP Pentonville
"Substance Abuse in U.K. Prisons and other Addicted Inmate Related Concerns"

SESSION 8: 1/14/09 (Wednesday)

Treatments for HIV/AIDS & the Psychology of Treatment Adherence

Readings:

Halkitis, P.N., Kutnick, A., Rosof, E., Slater, S., & Parsons, J.T. (2003). Adherence to HIV medications in a cohort of MSM: impact of 9/11. *Journal of Urban Health, 80*(1), 161-166.

Simoni, J.M., Frick, P.A., & Hunag, B. (2006). A longitudinal evaluation of a social support model for medication adherence among HIV-positive men and women on antiretroviral therapy. *Health Psychology, 25*(1), 74-81.

Multimedia: Corcoran, J. (2001). "Undetectable."

Healthline.Helathology.com *Why Adherence Matters for Antiretrovirals; Sticking to it: An HIV Patient discusses Adherence*

Assignment Due: Reflection 3 based on Readings from Sessions 4 and 7

SESSION 9: 1/15/09 (Thursday)

HIV/AIDS Counseling: Transtheoretical Model and Motivational Interviewing

Readings:

Harding, R., Dockrell, M.J.D., Dockrell, J., & Corrigan, B. (2001). Motivational interviewing for HIV risk reduction among gay men in commercial and public sex venues. *AIDS Care, 13*(4), 493-501.

Kupprat, S.A., Dayton, A.B., Gusclbauer, A., & Halkitis, P.N. (2009). Utilization of support group, substance use and mental health services among HIV-positive women in New York City. *AIDS Care*.(Epub ahead of print]

Lauby, J.L., Smith, P.J., Starrk, M., Person, B., & Adams, J. (2000). A community level prevention intervention for inner city women: results of the women and infants demonstration projects. *American Journal of Public Health, 90*(2), 216-222.

Assignment Due: Reflection 4 based on Readings from Session 8

Guest: Daniel Young, Study Abroad Office Steinhardt

SESSION 10: 1/16/09 (Friday)

HIV Prevention & Counseling in Action

Readings:

Open Society Institute (2007). *Improving outcomes: Blueprint for a national AIDS plan for the United States*. New York: Author.

Tinsley, B.J., Lees, N.B & Sumartojo, E. (2004). Child and adolescent HIV risk: familial and cultural perspectives. *Journal of Family Psychology, 18*(1), 208-224.

Site Visit: Silvia Petretti, *Community Development Manager, with Sophie Strachan and Stella Gwimbi, Positively Women (347-349 City Road, London, EC1)*. "The Life Experiences of HIV-positive Women."

Assignment Due: Reflection 5 based on Readings from Session 9

ASSIGNMENTS:

Paper: History, Culture & the AIDS Trajectory

Prior to arriving in London you should have read *The way we live now: American plays and the AIDS crisis*, edited by M.E. Osborn, as well as all of the primary source articles listed under **PRE-SESSION IN NYC**. The Osborn book was published in 1990, and thus these plays and the primary sources consider the first decade of the HIV/AIDS epidemic. After you have read these, identify 3 sources in the popular media (newspapers, magazines, films, plays etc.) produced during the last two years which describe, depict, or consider an aspect of the epidemic as it exists today. Based on both sets of readings, evaluate the state of HIV in the United States then and now. Write an essay of 1,000-1,500 words with the following elements: (1) a description based on these readings of the psychological, medical, and/or socio-cultural conditions of the HIV epidemic in the United States in the first decade of the disease; (2) a description based on your 3 identified sources of the psychological, medical, and/or socio-cultural conditions of the HIV epidemic in the United States today as we enter the third decade of the disease; (3) the extent to which the AIDS trajectory from 1981 to 2008 has changed with consideration of how the situation has improved, worsened, and/or remained the same; and (4) what you hope to learn in this class which will inform your profession and your work such that the future holds greater promise with regard to HIV/AIDS. Please provide APA formatted references for all the work that you cite. This assignment is due on Monday January 5th, and is worth 20 points. There is a 3-point deduction for each day late.

Presentation: *HIV+ Sex* (Halkitis, Gomez & Wolitksi, 2005)

You will read the entire volume *HIV+ Sex* and then you will be assigned as groups of 4 to analyze and present the findings. Your presentation should be 15 minutes, be prepared in *Powerpoint*, and should focus on the following elements: (1) the major findings of the volume, (2) how these findings can be translated to effective prevention; and (3) how these findings speak to counseling individuals affected by or infected with HIV. You will be evaluated on your ability to present the salient ideas and apply them to the development of prevention and counseling strategies, as well as the effectiveness of your presentation, and ability to answer questions about your presentation from the class. On the day of the assignment you should provide one hard copy of the presentation and you should have **both** (1) emailed your presentation to Daniel Siconolfi (des245@nyu.edu) by 9AM **AND** you should bring your presentation to class on a flash drive. The assignment is worth 15 points and is due Monday January 12th. Assignments will not be accepted late.

Readings & Reflections

After each class, you are to complete the assigned readings, which relate to the topics of the day, and write a reflection paper. Your reflection should be between 500 and 750 words. This assignment should be a chance to think deeply and scientifically about some of these issues, perhaps for the first time. The reflections should include (a) your reaction to the piece and (b) how the subject matter of the articles speaks to your domain of study—psychology, education, public health, public policy, nursing etc. Please be specific in your reflection by referencing elements of the articles you have read. There are 5 reflections, and each assignment is worth 6 points, for a total of 30 points. Assignments must be turned in at the beginning of class the following day. There is a 1-point deduction for each day late.

Paper: Cross Cultural and Theoretical Analysis of Prevention Materials

In this cross-cultural activity, you are first to identify one educational prevention material (e.g., brochure, poster, flyers, etc.) targeting the HIV epidemic in London. When you return to New York City, please identify a comparable item. Then in a paper of no more than 1,000 words, write a comparative essay with the following components: (1) describe the materials found at each site and identify the topic/issue/behavior the materials are trying to address, and the population targeted by the materials; (2) the theoretical orientation used in each item (i.e., which theory informs the work), and how the theory is evidenced in each item; (3) address how these materials provide a potential solution that makes sense from a psycho-educational/theoretical perspective; (4) evaluate the effectiveness of each in relation to the other. Specifically, evaluate the materials in terms of content, style, clarity, accuracy, and sound theoretical underpinnings. This assignment is due by noon on Monday February 16th, 2009 and should be delivered to the receptionist in the Steinhardt Office of Research (Pless Hall 5th Floor). The assignment is worth 25 points. There is a 3-point deduction for each day late.

Class Participation

You are expected to attend all classes, site visits, complete all the readings, and be actively engaged in the classroom activities and discussions. This course will rely heavily upon class participation. You will also be asked to participate in a group forum on “Choice and Identity” with all the other classes at the intersession. Steinhardt Study Abroad graduate classes include opportunities to break out of our “home” discipline by physically moving away from New York City and by intellectually and actively engaging with those studying other topics. For this cross-disciplinary session, we join the other three NYU intersession classes: Global Music Management, and Visual Culture. Together the four different classes will meet as a group to consider issues of identity and choice and how these topics relate to both the course of study in London as well as your discipline of study. For example, opening questions are likely to be: What have you discussed in your class here at NYU in London that relates to choice and identity? How does choice and identity affect your profession? Class participation is worth 10 points.

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.