



## Act Up! Fight AIDS! What Students Need to Know About HIV

**Number of Credits:** 1\*

**Course Instructors:** Mark Busch and Ric Tennenbaum

**Course Description:** The goal of this course is to provide educators with information about HIV/AIDS for the purpose of giving them better understandings about the history of the virus, the populations affected by it, and the impact it can have on students. HIV is a topic often glossed over in textbooks and sexual education curriculum, but it is an STI that deserves greater attention. The United States alone has over one million people currently living with HIV and many of them do not know it, and this does not exclude young adults. Twenty-five percent of new infections are found in young adults, which is likely due to an unawareness about the dangers of unprotected sex and a discomfort of talking about sex. Because young people look to authority figures to model their behavior, educators have a responsibility to provide a comprehensive sexual education.

The first week will focus on basic education about the virus, including scientific explanations and the demographics disproportionately affected. In the second week, educators will become more familiar with the social and scientific history of HIV. These lessons will all come with resources that the educators can then give to others to spread what they have learn. The last week of class will be focusing on what they as educators can do in order to lessen stigma and educate others culminating in having them create a plan of specific actions they will carry out in their classrooms

**Learning Objectives:** Upon completion of this course, students will be able to:

- Define key terminology related to HIV/AIDS and recall the basic science behind the virus
- Describe the demographic disparities of HIV/AIDS
- Compare and contrast the historical and current stigma associated with HIV/AIDS
- Analyze and differentiate the tactics used by key AIDS activists to implement social and scientific change
- Design and construct ways of integrating HIV education into the classroom to dismantle stigma

**Resources:** Texts are not required to purchase for the completion of this course.

Eaklor, V. (2011). **Queer American: A People's GLBT History of the United States.** ISBN-10: 1595586369

*This text provides a comprehensive outline of major points of GLBT history, including the Harlem Renaissance, and Stonewall riots. The text also provides a decade-by-decade outline of the issues surrounding the AIDS epidemic in the United States and how it affects GLBT people.*

Shilts, R. (2007). **And the Band Played On: Politics, People, and the AIDS Epidemic.** ISBN-10: 0312374631

*Through the lens of an investigative reporter, this text outlines how AIDS spread across the United States unchecked and ignored by major scientific, health, and political institutions. It also discusses how this denial of assistance resulted in a major political movement that provided voice to a marginalized group of people.*

**Course Requirements:** To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

**Getting Started**

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with log in instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

**Participation:**

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Attachment” option.
- You may work collaboratively and submit similar responses on all assignments except the Implementation Paper, which must be individually authored.

**INTASC Standards that are addressed in this course:**

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

**Check the Iowa Teaching Standards that are addressed in this course:**

X	1. Enhance Student Achievement		5. Monitoring Student Learning
	2. Content Knowledge	X	6. Classroom Management
X	3. Planning and Preparation	X	7. Professional Growth
X	4. Instructional Strategies		8. Professional Responsibilities

**Assignment List/Timeline:** This assignment list with estimated times for completion is meant to serve as a helpful checklist for you as a learner in completing all the assignments! This is a recommended amount of time to review all articles, webinars, videos, and other materials associated with each assignment. You may take longer or shorter to complete each assignment and times are only estimates based on past learners' experiences.

<b>Topic/Activity</b>	<b>In Class</b>	<b>Out of Class</b>
<b>Getting to Know the Class; Additional Readings:</b> Take the time to get to know the class layout, read over the Help Section, and review any other materials present in the class to get started. Take your time!		3 hours
<b><u>Week 1 - HIV 101</u></b>		
<b>Discussion: Introductions</b> – Participants will introduce themselves to their class and discuss what they hope to gain from the course.	1 hour	2 hours
<b>Learning: HIV/AIDS Terminology</b> – In this module, content will be focused around basic knowledge and terms that we will be using throughout the course. This will include introduction to ideas which will be described in detail later such as the drugs used now and populations disproportionately affected by the disease. They will be provided handouts which contain the vocabulary that we will be teaching for them to take notes on and then reference if they can't remember what a term is. They will be expected to go through the sources that we provide at a basic level to reiterate what we will be saying in class.	2 hour	2 hours
<b>Learning: Science Behind HIV</b> – Participants will read through different government and non-profit organizations' information on human immunodeficiency virus. They will discuss the transmission, symptoms, and science behind HIV. Participants will complete a short quiz to assess their understanding	1 hour	3 hours
<b>Discussion: HIV Does Not Discriminate</b> – This module will take a closer look at who exactly is affected by HIV. As it was once viewed as the "gay plague," the participants will quickly realize that HIV can affect anyone. Many of the sources shine a light on populations that are experiencing a high incidence rate of HIV. The discussion for this module will have the participants reflect on these disparities and your role in bridging the gap.	1 hours	3 hours
<b><u>Week 2 – HIV Yesterday and Today</u></b>		
<b>Discussion: The Changing Face of Discrimination</b> – Participants will watch several videos on the changing face of stigma in HIV history and current news. Stigma is an important part of HIV history that has a lasting impact on people with HIV. After this module, they will be discuss the differences in discrimination throughout history and the impact of stigma in schools across the United States.	1 hour	3 hours
<b>Discussion: Social Activism and Political Developments</b> – While new medications are ultimately what ended the AIDS crisis, the work of social activists are what spurred companies to produce them. Social activism during the AIDS crisis accomplished a lot over a short period of time and this week will focus on their major achievements and the key figures within these movements through documentaries and firsthand accounts. Participants will reflect on their learning in a discussion post.	2 hours	3 hours
<b>Learning: Research and Development</b> – In this module the participants will look at various medications available and the associated barriers to obtaining and taking these life-saving medications. There will be a short multiple-choice assessment to complete this module.	2 hours	3 hours
<b><u>Week 3 – PrEPping Your Classroom</u></b>		
<b>Discussion: PrEP and Prevent</b> – This module will focus on the prevention of HIV. Now that the participants have been exposed to the basics of HIV, going forward, how can they make an impact? Apart from best practice methods, like condom utilization and frequent testing, there are medications that can be used to help prevent HIV in at-risk individuals, PrEP and PEP, but there are associated barriers in receiving these medications. Utilizing these sources, the participants will get to examine what their firsthand role can be in preventing HIV and reflect on their findings in a discussion post.	1 hours	2 hours

<b>Discussion: Taking the Stigma Out of the Virus</b> - Participants will watch a Berkeley Ted Talk and read multiple articles on the impact of sex positivity and comprehensive sex education in schools. They will discuss the impact that current sex education has on students and how an inclusive, all-encompassing education can break the stigma of HIV/AIDS and fight the pandemic.	2 hours	3 hours
<b>Final: Implementation Plan</b> – The resources in this module are a combination of resources they can pass on to students, studies about how educators have affected rates of transmission and treatment of HIV, and what can specifically be done in classrooms to integrate this knowledge smoothly. Participants will submit a paper on how they will use the information they gained in the course in their educational setting. They will be asked to give specific examples of how they will work to improve the lives of their students or motivate their colleagues to do the same.	2 hours	3 hours
<b>Total Class Time</b>	<b>15 hours</b>	<b>30 hours</b>

**Coursework:** Participants can earn up to 75 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
6 Discussions (5 points each)	30
3 Quizzes (5 points each)	15
Final Implementation Plan/Paper	25
<b>Total</b>	<b>70</b>

#### Grading Scale – Graduate Credit

100-90% (70-63 points)	A
89-80% (62-56 points)	B
79-70% (55-49 points)	C
69-60% (48-42 points)	D
59%-Below (<42 points)	F

#### Grading Scale - License Renewal Credit

100-80% (70-56 points)	P
79%-Below (<55 points)	NP

**Student Requirements:** Students are required to:

- Participate in all discussion forums
- Complete all quizzes
- Complete a final implementation plan

**Americans with Disabilities Act:** If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

**Statement of Plagiarism:** Academic dishonesty results in failure of this course. Give credit where credit is due. Use the APA Publication Manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

## Grading Rubrics for Individual Activities

**Discussion Forums (30 points possible):** Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

<b>Grading Rubric for Discussion Forums</b>		
		<b>Points</b>
<b>Critical Thinking</b>	Makes connections to the other content and real-life that are supported by reference(s) and example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	1
<b>Participation (Responses to at least 2 peer posts)</b>	Responds to other posts (when available)	1
<b>Total Points Possible</b>		5

**Implementation Plan (25 points possible) -** The implementation plan is a critical part of this course. Participants must complete a one-page implementation plan. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the Implementation Plan, but additional details will be provided within the course.

<b>Grading Rubric for Implementation Plan</b>		
		<b>Points</b>
<b>Critical Thinking</b>	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	2
<b>Mechanics</b>	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
<b>Implementation</b>	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
<b>Total Points Possible</b>		25