



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

**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.

This course will focus on basic education about the virus, including scientific explanations and the demographics disproportionately affected. Also, 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.

At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

**Clock Hours / Continuing Education Units: 10**

### Learning Objectives:

- 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
- Develop new lessons that can be used in the classroom and professional development setting

**Course Requirements:** To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing 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 login 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.

### Course Outline:

Lesson Number	Lesson Description	Clock Hours
<b>1</b>	<b>Introductions and Overview:</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!	0.2 Hours
<b>2</b>	<b>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.	0.85 Hours
<b>3</b>	<b>Science Behind HIV</b> – Participants will read through different government and non-profit organizations’ information on human immunodeficiency virus, its transmission, its symptoms, and science being done.	0.85 Hours

4	<b>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.	0.85 Hours
5	<b>The Changing Face of Discrimination</b> – Participants will watch several videos on the changing face of stigma in HIV history and current news.	0.85 Hours
6	<b>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.	0.85 Hours
7	<b>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.	0.85 Hours
8	<b>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?	0.85 Hours
9	<b>Taking the Stigma Out of the Virus</b> - Participants will analyze several resources on the impact of sex positivity and comprehensive sex education in schools.	0.85 Hours
10	<b>Course Reflection:</b> In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	<b>Implementation Plan:</b> For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
<b>TOTAL HOURS</b>		10 Hours

**Student Requirements and Assessment:** No outside materials will be required for the completion of this course.

Participants will be assessed in three different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
<b>Critical Thinking</b>	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
<b>Assignment Specific Criteria</b>	Addresses all parts of the reflection	6
<b>Total Points Possible</b>		10

- Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan
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		Points
<b>Background Information</b>	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
<b>Lesson Plan</b>	<i>Engage</i> : Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain</i> : Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate</i> : Lesson effectively assesses participant understanding.	5
<b>Implementation</b>	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
<b>Total Points Possible</b>		26

**Grading Scale:**

100-80% (80-100 Points)	Pass
79%-Below (<80 points)	No Pass

**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 email [academy@iowasafeschools.org](mailto:academy@iowasafeschools.org) or call 515.381.0588.

**Professional Development:** Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.