

**THE UNIVERSITY OF ALABAMA AT BIRMINGHAM
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF SOCIAL WORK**

COURSE SYLLABUS

SW 653: SOCIAL WORK PRACTICE ALONG THE HIV CONTINUUM OF CARE

INSTRUCTOR INFORMATION

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DEPARTMENT OF SOCIAL WORK'S MISSION STATEMENT

The mission of the Clinical/Medical MSW program is to educate students for careers in specialized, competent, and evidence-informed practice that responds to the complex needs of people and community in the face of an increasingly interconnected world. The program will prepare graduates to become leaders who advance social justice and promote human rights for diverse, underserved, and vulnerable populations.

PROGRAM GOALS

The UAB Department of Social Work has developed the following goals that are derived from our mission. These goals reflect the values, ethics, and knowledge base of the social work profession and are linked to the purposes of the Educational Policy, Section 1.1.

1. To prepare students for specialized health and behavioral health social work practice in public and community settings;
2. To equip students with skills, knowledge, and values to lead efforts to eliminate health and economic disparities in an increasingly interconnected world; and
3. To promote the use of evidence in informing and evaluating social work practice.

CORE COMPETENCIES

The Council on Social Work Education (CSWE) mandates that each accredited graduate social work program address competencies and behavioral outcomes as outlined by the CSWE's Educational Policy and Accreditation Standards. These competencies and outcomes are available on the CSWE's website at: <http://www.cswe.org/File.aspx?id=79793>. The competencies and outcomes describe how an undergraduate social work curriculum should help students develop knowledge, skills, and values related to the social work profession.

Competency 1—Demonstrate Ethical and Professional Behavior.

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2—Engage Diversity and Difference in Practice.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including, but not limited to, age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3—Advance Human Rights and Social, Economic, and Environmental Justice.

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

Competency 4—Engage in Practice-informed Research and Research-informed Practice.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5—Engage in Policy Practice.

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the

history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels, and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6—Engage with Individuals, Families, Groups, Organizations, and Communities.

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7—Assess Individuals, Families, Groups, Organizations, and Communities.

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision making. Social workers:

- Collect and organize data and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8—Intervene with Individuals, Families, Groups, Organizations, and Communities.

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency

goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9—Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

COURSE DESCRIPTION

This course is designed to examine the field of HIV/AIDS and will acquaint students with the basic and most advanced facts about HIV/AIDS. It will take different approaches to introduce students to the impact of HIV infection and AIDS on the individual, family, society, and institutions that provide care and will sensitize students to the challenges that HIV/AIDS has generated in public health, social policy, and social service delivery. The course is especially framed by the HIV Continuum of Care which illustrates related social work HIV practice from prevention and testing to linkage to primary medical care, retention in care, and viral suppression. Social work students will have an opportunity to explore their own beliefs, values, and approaches to the issues regarding HIV/AIDS, in addition to the cultural, political, social, legal, ethical, spiritual, and public health issues and the perspectives of people living with HIV infection that are needed to inform practice and policy.

PREREQUISITES: SW 510, SW 610

CREDIT: 3 hours

COURSE OBJECTIVES

At the conclusion of this course, students are expected to be able to: (C2, C4, C6, C7, C8, C9)

1. Incorporate issues around working with diverse populations into prevention and treatment of persons affected by HIV. (C2)
2. Translate and implement evidence-based models of prevention and treatment to persons living with HIV. (C4).
3. Engage, assess, intervene and evaluate in evidence-based practice for persons living with HIV, including individuals, families, groups, organizations and communities. (C6, C7, C8, C9)

RELATIONSHIP TO SOCIAL WORK CURRICULUM

This course is an elective within the advanced curriculum in the health and behavioral health concentration. This course addresses the core competencies of engaging diversity and difference in practice; engaging, assessing, intervening, and evaluating practice with individuals, families, groups, organizations, and communities.

COURSE MATRIX

- Competency 2 Engage Diversity and Difference in Practice
- Competency 4 Engage in Practice-informed Research and Research-informed Practice
- Competency 6 Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

COMPETENCIES AND PRACTICE BEHAVIORS	Course Content/ Assignment	Dimensions
2. Engage Diversity and Difference in Practice		
<ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. 	Readings Reaction Papers	Knowledge Values Cognitive/ Affective Processes
<ul style="list-style-type: none"> • Present themselves as learners and engage clients and constituencies as experts of their own experiences. 	Readings Reaction Papers	Knowledge Values Cognitive/ Affective Processes
<ul style="list-style-type: none"> • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	Readings Reaction Papers	Knowledge Values Cognitive/ Affective Processes
4. Engage in Practice-informed Research and Research-informed Practice		
<ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research. 	Reaction Papers EB/EI Intervention Class Presentation	Values Cognitive/ Affective Processes Skill Cognitive/ Affective Processes
<ul style="list-style-type: none"> • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. 	Reaction Papers EB/EI Intervention Class Presentation	Values Cognitive/ Affective Processes Skill Cognitive/ Affective Processes
<ul style="list-style-type: none"> • Use and translate research evidence to inform and improve practice, policy, and service delivery. 	Reaction Papers EB/EI Intervention Class Presentation	Values Cognitive/ Affective Processes Skill Cognitive/ Affective Processes

6. Engage with Individuals, Families, Groups, Organizations, and Communities		
<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. 	Readings Guest Speakers EB/EI Intervention Class Presentation	Knowledge Knowledge Skill Cognitive/ Affective Processes
<ul style="list-style-type: none"> Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	Reaction Papers EB/EI Intervention Class Presentation	Values Cognitive/ Affective Processes Skill Cognitive/ Affective Processes
7. Assess Individuals, Families, Groups, Organizations, and Communities		
<ul style="list-style-type: none"> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. 	Readings Guest Speakers Reaction Papers EB/EI Intervention Class Presentation	Knowledge Knowledge Values Cognitive/ Affective Processes Skill Cognitive/ Affective Processes
<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies 	Readings Guest Speakers EB/EI Intervention Class Presentation	Knowledge Knowledge Skill Cognitive/ Affective Processes
<ul style="list-style-type: none"> Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. 	Readings Guest Speakers	Knowledge Knowledge
<ul style="list-style-type: none"> Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	EB/EI Intervention Class Presentation	Skill Cognitive/ Affective Processes
8. Intervene with Individuals, Families, Groups, Organizations, and Communities		
<ul style="list-style-type: none"> Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies 	EB/EI Intervention Class Presentation	Skill Cognitive/ Affective Processes
<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. 	Readings Guest Speakers EB/EI Intervention Class Presentation	Knowledge Knowledge Skill Cognitive/ Affective Processes

<ul style="list-style-type: none"> Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes 	Guest Speakers EB/EI Intervention Class Presentation	Knowledge Skill Cognitive/ Affective Processes
<ul style="list-style-type: none"> Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. 	Readings Guest Speakers	Knowledge Knowledge
<ul style="list-style-type: none"> Facilitate effective transitions and endings that advance mutually agreed-on goals. 	Readings Guest Speakers	Knowledge Knowledge
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
<ul style="list-style-type: none"> Select and use appropriate methods for evaluation of outcomes. 	EB/EI Intervention Class Presentation	Skill Cognitive/ Affective Processes
<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. 	Readings Guest Speakers EB/EI Intervention Class Presentation	Knowledge Knowledge Skill Cognitive/ Affective Processes
<ul style="list-style-type: none"> Critically analyze, monitor, and evaluate intervention and program processes and outcomes. 	EB/EI Intervention Class Presentation	Skill Cognitive/ Affective Processes
<ul style="list-style-type: none"> Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 	EB/EI Intervention Class Presentation	Skill Cognitive/ Affective Processes

TEXTBOOK(S)

Required Textbooks:

Poindexter, C.C. (Ed.). (2010). *Handbook of HIV and social work: Principles, practice, and populations*. Hoboken, NJ: John Wiley & Sons, Inc.

Saag, M. (2014). *Positive: One doctor's personal encounters with death, life, and the US healthcare system*. Austin, TX: Greenleaf Book Group Press.

DROP/ADD

This course follows UAB policy concerning drop/add and will adhere to the university date (7 business days after the first day of classes) being the last date to drop/add a course. Students registering late (after the first class meeting and until the last day of drop/add) will be able to make up all class items that have been missed. The last day to withdraw from this course with a grade of "W" is in 9 weeks from the first day of classes.

COMMUNICATION

UAB email—All students were required to obtain and use the UAB e-mail address that is automatically assigned to them as UAB students. All official correspondence will be sent ONLY to the @uab.edu address. All students are responsible for ensuring that the correct e-mail address is listed in **Canvas** by the beginning of Week 1. E-mail is the only way the Course Instructor can, at least initially, communicate with you. It is your responsibility to make sure a valid e-mail address is provided. Failure on your part to do so can result in you missing important information that could affect your grade.

ONLINE POLICY FOR COURSES WITHIN THE UAB COLLEGE OF ARTS AND SCIENCES

All courses at the UAB College of Arts and Sciences utilize the Canvas learning environment for online activities. Courses can be accessed via BlazerNET or <http://uab.instructure.com>. In every online course, students should read all information presented in Canvas and check for updates at least once a day.

TECHNOLOGY REQUIREMENTS

In order to be successful in a social work course at UAB, students need reliable technology. Students are responsible for ensuring that their computer is setup properly **before** the start of their online class. Students must have:

- A UAB e-mail account that you can access on a daily basis;
- E-mail software capable of sending and receiving attached files; and
- A personal computer with the ability to install new software (administrator rights), running at least Windows 7 or Mac OS 10.7, capable of running the current version of popular web browsers (Firefox, Chrome, Safari, IE). Students who use older browser versions may have compatibility problems with Canvas.
- Microsoft Word;
- Up-to-date virus protection software, installed and active, to prevent the spread of viruses via the Internet and e-mail;
- Other required software (all free downloads): Adobe Flash Player, Adobe Reader, Java, iTunes (or some other media player such as RealPlayer); and
- Specialized classes may require the installation of additional software. If needed, these requirements will be explained by your Instructor.
- A high-speed Internet connection (cable modem, DSL, etc.).

Students must have access to a working computer and reliable access to the Internet. Not having a computer, computer problems, computer crashes, loss of Internet and/or loss of electricity are not acceptable excuses for late work, incomplete work, or a request for an assignment deadline extension. Students are expected to have a back-up plan in case any of these occur.

TECHNICAL SUPPORT INFORMATION

If technical problems are experienced, students should immediately contact Canvas support by clicking “Help” in the upper-right corner of the browser when logged into Canvas. Support is available 24/7/365 via a toll-free number (855-778-9969) or chat. If a technical issue arises when submitting any graded assignment or test, students must immediately contact Canvas support as well the instructor. If Canvas support is not contacted at the exact time of the issue, students will not be allowed to re-submit assignments or re-take tests. **Note:** Permission to re-take tests or re-submit assignments will be granted at the instructor’s discretion. Students who are unable to login to Canvas or have problems with their UAB email account, should contact the AskIT help desk by calling 205-996-5555.

SITE MAP (OR WHERE TO FIND THINGS IN CANVAS)

Please review the following information to help you find the location of course materials in Canvas.

- Announcements (mid-left menu)—This is the location for announcements from the Course Instructor. Please check this location daily.
- Assignments (mid-left menu)—This section includes access to all assignments for the course. This is where you will submit all of your written work.
- Discussions (mid-left menu)—In this section you will find the general Discussion Questions (DQs), Cyber Café, and other discussions.
- Grades (mid-left menu)—This is where you can view the gradebook.
- Inbox (upper-right menu)—This is where you can read and send any direct messages relating to Canvas courses.
- Modules (mid-left menu)—This is the location for the learning modules. Learning modules contain all materials linked with the tasks outlined in the syllabus. Assignments, exams, and content will be located here.

- People (mid-left menu)–This section includes a list of individuals enrolled in the course.
- Quizzes (mid-left menu)–This section includes access to all quizzes for the course.
- Syllabus (mid-left menu)–The Course Syllabus for this course can be found in this location as well as the Class Schedule, Classroom Policies, and other important information. Contact information and an introduction to the Course Instructor can be found here. This is the location for links to the UAB Library, APA, and other helpful links.

STUDENT EXPECTATION/RESPONSIBILITIES STATEMENT:

- The Course Syllabus (which includes the Classroom Policies and Class Schedule) provides information that students must comply. An excuse of “not knowing” information covered in the syllabus is not an acceptable excuse for mistakes in this class.
- Students are expected to participate in the online elements of this course. Students can access this course through Canvas at <http://www.uab.edu/online/canvas>.
- Students are expected to participate in scheduled assignments and learning activities. Completion of scheduled assignments will be used to monitor participation in the course. A student cannot receive credit for this course if s/he does not complete assignments or respond to e-mail requests from the Course Instructor in a timely manner. Regular communication with the Course Instructor is expected.
- Students are expected to submit all assignments to the Course Instructor in Canvas per the due dates and in their respective locations under the Assignments button. Assignments are not accepted in e-mail.
- Students are expected to submit completed assignment. Incomplete assignments will be subject to deduction in points.
- If extenuating circumstances (such as hospitalization or other serious events) prevent the student from completing the assignment by the deadline, the student is required to e-mail the Course Instructor before the deadline on the assignment to discuss alternatives. If this communication does not occur, 10% of the total points available for that assignment will be deducted daily from the assignment until the student turns the assignment in. No assignment will be accepted after the last day of class.
- Students are expected to check their UAB e-mail daily and respond within 48 hours.
- All students are required to obtain and use the UAB e-mail address that is automatically assigned to them as UAB students. All official correspondence (including bills, statements, e-mails from Course Instructors and grades, etc.) will be sent ONLY to the @UAB.edu address. If you do not have an e-mail account, please contact Office of Academic Computing and Technology at 934-7065.
- All students are responsible for ensuring that the correct UAB e-mail address is listed in Canvas by the beginning of Week 1 as well as to ensure that their UAB e-mail account is in proper working order during the entire time they are enrolled at UAB. E-mail is the only way the Course Instructor can, at least initially, communicate with students. It is the student’s responsibility to make sure a valid e-mail address is provided. Failure on the student’s part to do so can result in the student missing important information that could affect their grade. Students are responsible for the information that is sent to their UAB e-mail account. The Course Instructor will not accept e-mails sent from e-mail accounts other than UAB.
- Students are expected to follow the instructions for each assignment. Instructions for each assignment can be found in Canvas and the course syllabus “assignment” section.
- A deduction in points will be applied to submitted assignments which do not comply with the instructions.
- Students are expected to devote an average of 8 to 12 hours per week outside of class time to the assignments, readings, and projects associated with this class.
- Students are expected to have a back-up plan in the event their computer has operational problems, there is loss of electricity, or there is loss of Internet access. These are not an excuse for late or incomplete submission of assignments, nor are they acceptable reasons for an assignment deadline extension. Most public libraries, school libraries, university libraries, etc., have computers with Internet access and are available for use by the public.
- Students are expected to submit correct, complete assignments. Once an assignment is submitted, it will be graded as is. Therefore, students are expected to triple-check an assignment before submitting it. When a student submits an assignment, s/he is confirming it is complete, the correct assignment, and correctly labelled. Therefore, the student must submit only *completely* completed assignments.

- The student is expected to use the UAB e-mail for one-on-one Instructor-student conferencing or to set up an appointment with the Instructor.
- If a student realizes they submitted an assignment by mistake, they must e-mail the Course Instructor prior to the deadline for the assignment AND prior to the assignment being graded and ask that it be deleted. If both requirements are not met, the assignment will be graded as submitted.
- Students in this class will be expected to:
 - speak and write Standard English;
 - work cooperatively with others;
 - possess independent reading and study skills at the university level;
 - possess basic computer skills; and
 - possess the appropriate computer software and hardware necessary for successful participation in the class.
- Students are expected to participate in this course by following the Course Syllabus, Class Schedule, and any additional information provided by the Course Instructor.
- Students are expected to remain in regular contact with the Course Instructor via Canvas and UAB e-mail as well as through participation in the Discussion Board and submitting of assignments, all in a timely fashion. The Course Instructor will communicate on the Canvas Announcement page, Discussion Board, and/or via UAB e-mail.
- Because instructional materials on the course website may be copyrighted, students may not download materials from the site to their desktops, laptops, or PDAs, or alter or distribute any materials on the course site, unless clearly directed to do so.

ACADEMIC MISCONDUCT

UAB Faculty expects all members of its academic community to function according to the highest ethical and professional standards. Academic dishonesty and misconduct includes, but is not limited to, acts of abetting, cheating, plagiarism, fabrication, and misrepresentation. Candidates are expected to honor the UAB Academic Code of Conduct as detailed in the most current *UAB Undergraduate Catalog* (<http://catalog.uab.edu/undergraduate/>). Please consult this resource for additional information regarding the specific procedures to be undertaken when a student violates the UAB Academic Code of Conduct.

- ABETTING is helping another student commit an act of academic dishonesty. Allowing someone to copy your quiz answers or use your work as their own are examples of abetting.
- CHEATING is the unauthorized use or attempted use of unauthorized materials, information, study aids, the work of others, or computer-related information.
- PLAGIARISM means claiming as your own the ideas, words, data, computer programs, creative compositions, artwork, etc., done by someone else. Examples include improper citation of referenced works, the use of commercially available scholarly papers, failure to cite sources, or copying another person's ideas.
- FABRICATION means presenting falsified data, citations, or quotations as genuine.
- MISREPRESENTATION is falsification, alteration, or the misstatement of the contents of documents, academic work, or other materials related to academic matters, including work substantially done for one class as work done for another without receiving prior approval from the Instructor.

TURNITIN

UAB reserves the right to use electronic means to detect and help prevent plagiarism. By enrolling at UAB, students agree to have course documents submitted to [www.Turnitin.com](http://www.turnitin.com) or other means of electronic verification. All materials submitted to Turnitin.com will become source documents in Turnitin.com's restricted access database, solely for the purpose of detecting plagiarism in such documents. Students may be required by instructors to individually submit course documents electronically to Turnitin.com.

EARLY ALERT SYSTEM (EAS)

The EAS is designed to help students be more successful academically at UAB. If you receive an e-mail with EAS in the title, please open it, read it, and take advantage of the support that UAB offers to all students. UAB is committed to ensuring that students receive academic support and that students are aware of the resources available that will assist them in successfully completing their degree program.

LIBRARY SUPPORT

The Libraries at UAB provide access to materials and services that support the academic programs. The address of the UAB Library Website is <http://www.mhsl.uab.edu>. This site provides access to the resources of all Campus and Regional Libraries, as well as to resources such as the Library's Catalog and Databases.

WEATHER OR OTHER EMERGENCIES

During any actual emergency or severe weather situation, this site www.uab.edu/emergency will be the official source of UAB information. In addition, the UAB Emergency Management Team will use B-ALERT, the university's emergency notification system, to communicate through voice calls, SMS text messages and e-mails to the entire campus all at the same time. B-ALERT also integrates with Facebook and Twitter. To register for B-ALERT or update your existing information in the system, go to www.uab.edu/balert. All registration is connected to your BlazerID.

DSS ACCESSIBILITY STATEMENT

UAB is committed to providing an accessible learning experience for all students. If you are a student with a disability that qualifies under Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, and you require accommodations, please contact Disability Support Services for information on accommodations, registration and procedures. Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty and staff. If you are registered with Disability Support Services, please contact DSS to discuss accommodations that may be necessary in this course. If you have a disability but have not contacted Disability Support Services, please call 934-4205 or visit <http://www.uab.edu/dss> or Hill Student Center Suite 409.

TITLE IX STATEMENT

The University of Alabama at Birmingham is committed to providing an environment that is free from sexual misconduct, which includes gender-based assault, harassment, exploitation, dating and domestic violence, stalking, as well as discrimination based on sex, sexual orientation, gender identity, and gender expression. If you have experienced any of the aforementioned conduct we encourage you to report the incident. UAB provides several avenues for reporting. For more information about Title IX, policy, reporting, protections, resources and supports, please visit <http://www.uab.edu/titleix> for UAB's Title IX Policy, UAB's Equal Opportunity, AntiHarassment Policy and Duty to Report and Non-Retaliation Policy.

COURSE CONTENT AND SCHEDULE CHANGE

The Course Schedule reflects expected class progress in course subject matter and is considered tentative. The Course Schedule is subject to change in content and scope at the Course Instructor's discretion.

NON-HARASSMENT, HOSTILE WORK/CLASS ENVIRONMENT

The UAB College of Arts and Sciences expects students to treat fellow students, their Course Instructors, other UAB faculty, and staff as adults and with respect. No form of hostile environment or harassment will be tolerated by any student or employee.

COURSE REQUIREMENTS/DETAILS

A. Classroom Expectations / Non-Academic Student Conduct Policy

The Non-Academic Student Conduct Policy requires that students behave in a manner that is conducive to a teaching/learning environment. Students who engage in behavior that is disruptive or obstructive to the teaching/learning environment will be subject to disciplinary sanctions outlined by the Non-Academic Student Conduct policy. Disruptive/obstructive behavior is not limited to and may include the following: Physical abuse, verbal abuse, threats, stalking, intimidation, harassment, hazing, possession of controlled substances, and/or possession of alcoholic beverages. The Non-Academic Student Conduct Policy (<http://www.uab.edu/students/services/advocacy-rights-and-conduct/student-conduct>) will be followed in the event of non-academic misconduct. Please review this policy as you will be expected to participate within it.

Please turn mobile phones and pagers off or to a non-audible mode during class. Use of any tobacco product is not permissible in the classroom. Professional behavior is expected, especially courtesy and respect. Food and drink are restricted in classrooms with technology equipment.

B. Attendance Policy

Attendance is expected in accordance with University policy. You are expected to be in attendance and on-time for all scheduled classes unless there is a valid reason for an absence.

C. Religious Holidays

Please alert the Course Instructor to any absences you may accrue resulting from observance of religious holidays.

D. Writing Standards

See P.O.W.E.R. UP for Better Writing (Appendix 1) for guidance on planning and completing written assignments. Additionally, students may refer to the very helpful and accurate Purdue On-line Writing Lab (OWL) for APA samples (<http://owl.english.purdue.edu/owl/resource/560/01/U30T>). Additionally, I highly recommend to you the University Writing Center. The UWC is located in Sterne Library 175 with office hours that vary by semester. For more information, visit their website at: <http://www.uab.edu/writingcenter/>.

E. Copyright Issues

Materials presented digitally may be subject to copyright protection. Please use them in accordance with good judgment and within legal and ethical guidelines.

F. Grading Scale

The following grading scale will be used to determine grades:

A	B	C	D	F
90%-100%	80%-89%	70%-79%	60%-69%	Below 60%

G. Participation Policy

All students enrolled in this course are expected to submit assignments on time and participate in discussion groups.

H. Class Format

A variety of instructional methods will be used in this course. Among these are lectures, videos and use of contemporary media, experiential exercises, and role playing. In addition, students may engage in self-critique, as well as critique of one another in the areas of skills, values, and knowledge. Throughout the semester, students may complete a variety of assessment instruments; if used, these will promote student self-learning. The Instructor will make a continuous effort, throughout the semester, to assist students in appreciating and understanding the unique and varied perspectives of the recipients of social work services.

I. Assignment and Course Grading

Assignments

All assignments must be submitted by 11:59 p.m. on the date due. As a rule, no papers or assignments will be accepted late. Only those assignments pre-discussed with the Instructor will be accepted late without penalty. In all situations, arrangements must be made with the Instructor in advance.

<u>Assignment</u>	<u>Grade %</u>	<u>Due Date</u>
HIV Knowledge Pre-Questionnaire (HIV-KQ-18)	5%	1/17
Reaction Paper – Learning Module 1 <i>And the Band Played On</i>	15%	1/31
Reaction Paper – Learning Module 2 Health Disparities in HIV	15%	2/21
Reaction Paper – Learning Module 3 Guest Speakers	15%	3/13
Reaction Paper – Learning Module 4 The HIV Continuum of Care	15%	4/17
Evidence-Based/Evidence-Informed Intervention Class Presentation	30%	4/14-4/21
HIV Knowledge Post-Questionnaire (HIV-KQ-18)	5%	4/28

Total Points Possible: 100

Detailed instructions for completing each assignment will be provided by the Professor during the course of the semester.

TENTATIVE* SESSIONS, READINGS, AND TOPICS

***Subject to Change**

The following outline is provided as a guide, however variations may occur. Class content and reading content may not always be congruent for the same class, although effort is made to assure that this is so. Reading was distributed throughout the semester in such a manner so as to try and “even-out” the workload from week to week. Usually, lectures and class activities will be intended as supplemental to the reading. This means that it is assumed you will complete the reading and will bring any questions or concerns to class assertively (in other words, request the opportunity to ask questions, if necessary). **Lack of discussion of reading in class does not mean it is not important.** Class time will supplement the knowledge accumulated through reading, and class content will not and is not intended to replace the knowledge you gain through reading and self-study.

Week	Date	Reading(s)/Assignment(s) <i>These are readings and assignments that should be completed before the corresponding class session and date OR by the standard weekly submission deadline (Friday at 11:59 p.m.).</i>
Learning Module 1: HIV Basics and Social Work Principles		
1	1/14	<ul style="list-style-type: none"> [] Introductions [] Syllabus Review [] <i>And the Band Played On</i> (1993; Directed by Roger Spottiswoode); Running time=141 Minutes (View in class) [] HIV Knowledge Questionnaire (HIV-KQ-18) DUE on 1/17
2	1/21	<ul style="list-style-type: none"> [] Poindexter, Chapters 1-2 & 4: <i>Underlying Principles of Helping in the HIV Field / HIV History, Illness, Transmission, and Treatment / The Human Rights Framework Applied to HIV Services and Policy</i> [] Alexander: <i>AIDS in Alabama: The First 1000 Days</i> Available at: http://www.alabamapublichealth.gov/hiv/assets/HIV_1000Days.pdf [] Optional: 4th Annual Jefferson County HIV/AIDS Service Providers Collaborative Meeting – UAB Alumni House, 1/24 from 11:00 a.m.-3:30 p.m. CEUs provided.
3	1/28	<ul style="list-style-type: none"> [] Poindexter, Chapters 3 & 13-14: <i>Cultural Competence and HIV / Women and HIV in the U.S.: From Invisible to Self-Determined / HIV Prevention and Services for Gay, Bisexual, and Other Men Who Have Sex with Men: Now is Still the Time</i> [] Saag, Chapters 1-6 & 10 [] Reaction Paper #1 – <i>And the Band Played On</i> DUE on 1/31
Learning Module 2: Specific Vulnerable Populations		
4	2/4	<ul style="list-style-type: none"> [] Poindexter, Chapters 15 & 16: <i>The Impact of HIV on Children and Adolescents / HIV-Infected and HIV-Affected Midlife and Older Persons</i> [] Guest Speaker: Dr. Samantha Hill, Instructor, UAB Department of Pediatrics/Division of Adolescent Medicine and UAB Family Clinic at Children’s of Alabama
5	2/11	<ul style="list-style-type: none"> [] Poindexter, Chapters 17 & 18: <i>HIV and Black and African American Communities in the Twenty-first Century / Latinos and HIV: A Framework to Develop Evidence-Based Strategies</i> [] Guest Speaker: Jean Hernandez, MA, Latino Outreach Coordinator, AIDS Alabama

<u>Week</u>	<u>Date</u>	<u>Reading(s)/Assignment(s)</u> <i>These are readings and assignments that should be completed before the corresponding class session and date OR by the standard weekly submission deadline (Friday at 11:59 p.m.).</i>
Learning Module 3: Social Work Practice in HIV		
6	2/18	<ul style="list-style-type: none"> [] Poindexter, Chapters 5-7: <i>HIV-Related Case Management / HIV-Related Crisis Intervention and Counseling / HIV Social Work Roles, Tasks, and Challenges in Health Care Settings</i> [] Saag, Chapters 7-8 [] Guest Speaker: Kathy Gaddis, MSW, LICSW, PIP – Social Services Coordinator, UAB 1917 Clinic [] Tour of UAB 1917 Clinic – Class will meet at the 1917 Clinic in the Community Care Building (CCB), Room 147 located at 908 20th Street, South [] Reaction Paper #2 – Health Disparities in HIV DUE on 2/21
8	2/25	<ul style="list-style-type: none"> [] Poindexter, Chapter 8: <i>HIV-Related Group Work and Family Support</i> [] <i>It's My Party</i> (1996; Directed by Randal Kleiser); Running time=110 minutes
9	3/3	<ul style="list-style-type: none"> [] Poindexter, Chapters 11: <i>HIV-Related Political and Legislative Intervention</i> [] Guest Speaker: Emma Kay, PhD, MSW – Researcher V, UAB Department of Social Work
10	3/10	<ul style="list-style-type: none"> [] Poindexter, Chapter 9: <i>Administration of HIV Services: Program Development, Management, and Fund Development</i> [] Saag, Chapters 9 & 11-12 [] Guest Speaker: Karen Musgrove, MEd, LPC – Executive Director, Birmingham AIDS Outreach (BAO) [] Tour of BAO – Class will meet at BAO located at 205 32nd Street, South [] Reaction Paper #3 – Learning Module 3 Guest Speakers DUE on 3/13
Spring Break – No class meeting on 3/17!		
Learning Module 4: The HIV Continuum of Care		
12	3/24	<ul style="list-style-type: none"> [] Gardner, EM, et al. (2010). The spectrum of engagement in HIV care and its relevance to test-and-treat strategies for prevention of HIV infection. <i>Clinical Infectious Diseases</i>, 52(6), 793-800. [] Treatment Action Group. (2015). Toward comprehensive HIV prevention service delivery in the United States: An action plan. [] Saag, Chapters 13-14
13	3/31	<ul style="list-style-type: none"> [] Readings regarding HIV Testing, Counseling, and Linkage to Primary Medical Care TBD [] Readings regarding Retention and Re-Engagement in HIV Primary Medical Care TBD [] Saag, Chapters 15-16 [] Patient Simulations – Class will convene in Quarterback Tower (QT), Room TBD located at 601 19th Street, South; after completion of the simulation, we will reconvene in the Bevill Biomedical Research Building (BBRB), Room 256A (Center for AIDS Research, CFAR) Conference Room) located at 845 19th Street, South
14	4/7	<ul style="list-style-type: none"> [] Readings regarding Antiretroviral Therapy and Viral Suppression TBD [] Saag, Chapters 17-19 [] Guest Speaker: Michael Mugavero, MD, MHSc, Professor, School of Medicine / Co-Director, CFAR Class will meet in BBRB Room 256A (CFAR Conference Room) located at 845 19th Street, South

Week	Date	Reading(s)/Assignment(s) <i>These are readings and assignments that should be completed before the corresponding class session and date OR by the standard weekly submission deadline (Friday at 11:59 p.m.).</i>
15	4/14	<input type="checkbox"/> Poindexter, Chapter 20: <i>Afterword: Looking Back, Looking Forward in HIV Social Work</i> <input type="checkbox"/> Saag, Chapter 20 <input type="checkbox"/> Evidence-Based / Evidence-Informed Interventions Presentations <input type="checkbox"/> Reaction Paper #4 – Learning Module 4 The HIV Continuum of Care DUE on 4/17
16	4/21	<input type="checkbox"/> Wrap-Up <input type="checkbox"/> Evidence-Based / Evidence-Informed Interventions Presentations
Finals Week	4/28	No class meeting <input type="checkbox"/> HIV Knowledge Questionnaire (HIV-KQ-18) DUE on 4/28 at 9:30 p.m.