

FSoS 4150, HIV/AIDS and Families

Course information:

Course facilitator:

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This is a one-credit class that will be offered on

Dates June 29th & 30th Time: 8.00 am – 4.00pm Room 146

Course description

This is a survey class that explores family adaptation to HIV and AIDS. Within the global, regional, national and local context, family strength perspective is applied to capture the emerging innovations by individuals and families in adapting to the disease. In the process challenges also come out. By drawing comparison between US and Africa, similarities and differences in adaptations are contextualized and expressed in family relations.

Rationale

The origin, prevention, adaptation and care of HIV/AIDS are very controversial. HIV/AIDS is the only disease for which there is global body, the Joint United Nations Programme for HIV/AIDS (UNAIDS) that informs and coordinates prevention while determining trends and impact within regions through national surveillance. This big picture of HIV/AIDS (regional and national) obscures the daily life meaning and adaptation to the disease within families and communities. This course will explore family adaptation to HIV/AIDS in Africa and US. The Sub Sahara Africa being the epicenter of HIV/AIDS offers varied dimensions of HIV/AIDS, while US has contained the epidemic within a classified population. The two regions offer extremes that allows for comparison in prevention, adaptation and care.

Goals

The goal of this course is to facilitate learners to identify challenges HIV/AIDS poses on families and to apply family strength perspective to understand and appreciate the role of families in prevention and adaptation to HIV and AIDS. Learners will be exposed to materials on HIV/AIDS to include; policy, infection, impact, prevention, care and adaptation focusing on Sub Sahara Africa and the USA.

Objectives

1. Identify family strengths in adapting to HIV/AIDS
2. Describe family strength perspectives
3. Classify HIV prevention strategies
4. Synthesize prevention controversies
5. Apply family strength perspectives to evaluate adaptation to HIV/AIDS

6. Identify challenges that HIV/AIDS pose on families
7. Describe family processes that change due to HIV/AIDS
8. To compare and contrast strategies employed by families in Africa and US in coping and adaptation to HIV /AIDS
9. Identify similarities and differences in the contexts of challenges and adaptation in Africa and USA

Expectations:

1. **Preparedness.** Each student is expected to read the assigned reading before coming to class and be read to participate in any form of active learning (discuss, answer, question) the class engages in.

2. Class Attendance and Participation.

The class is divided in to sections and breaks. You are expected to attend all the sections and participate in all the learning activities that will be assigned. A maximum of 10 points will be awarded for each section for satisfactory participation and attendance.

3. Class Behavior.

You are expected to be respectful of other student ideas even if they are different from yours. Everyone is entitled to one's own opinion and have a right to express it in the appropriate forum. You are encouraged take turns in class discussion and to give others a chance to express their ideas. This will encourage participation even from shy students.
For common courtesy, please **put your beepers, pagers, or cell phones** on vibration mode.

Course evaluation:

To benefit students with different learning styles, a variety of methods of evaluation will be used. A maximum total of 500 points have been allocated for different evaluation pieces as follows:

Activity	points
Discussion	100
Take home quiz	100
End of class written assignment	100
Final paper	200

Discussions

Points for discussion will be based on attendance by sessions and classroom participation.

End of class writing

At the end of the course write your response to the following questions:

1. What is the most important thing you have learned in this class?
2. Has your view about HIV changed and if so in what ways? If it has not what was your view and why do you think it has not changed?
3. What questions do you still have about HIV/AIDS and families?

Final paper to be handed in two weeks after the class

Based on the movie **yesterday** analyze it using the family strength model. Your writing should include:

1. A description of the setting of the movie
2. Any three challenges portrayed in the movie (these may include what you observed or heard)

3. An explanation of how cohesion and flexibility are displayed or not displayed in the movies.
4. At least 3 aspects of family strength that are well captured, describing how they are portrayed in the documentary.
5. Your reaction to the movie

Grading

- 450-500 points A
- 400-449 points B
- 350-399 points C
- 300-349 points D
- Less than 300 F

Writing style:

The final paper must conform to the stylistic requirements outlined by the American Psychological Association (APA).

Institutional grading policy:

- A Achievement that is outstanding relative to the level necessary to meet course requirements
- B Achievement that is significantly above the level to meet course requirements
- C Achievement that meets the course requirements in every respect
- D Achievement that is worthy of credit even though it fails to meet fully the course requirements
- S Achievement that is satisfactory, which is equivalent to a C- or better. Achievement required for an S is at the discretion of the instructor but may be no lower than equivalent to a C-
- F (or N) Represent failure (or no credit) and signifies that the works was either (1) completed at an unsatisfactory level or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I)
- I (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, (e.g. hospitalization) a student is prevented from completing the work of the course on time. This requires a written agreement between instructor and student.

Academic integrity:

Students are expected to adhere to the Institution's standards of student conduct. Academic dishonesty will be subject to the sternest punishment. One type of academic dishonesty is plagiarism. Plagiarism is unethical and may also be a violation of copyright law. **Plagiarism is defined as:**

- 1) Copying all or a part of another student's work, or permitting another student to copy one's own work.
- 2) **Direct quotation of more than four (4) words written** by (an) other individual(s) without use of quotation marks and page number.
- 3) Paraphrasing material written by (an) other individual(s) without giving credit, by means of referencing, to that individual.
- 4) Students who plagiarize will be penalized to the full extent allowable by the student

judicial code. Generally this will mean, at minimum, expulsion from the course and an earned grade F for the course.

Incomplete: This is a one-credit class and incompletes will not be awarded. Points will be lost if you miss any session, submit written assignments late and do not participate satisfactorily in the in-class learning activities.

Accessing class readings

ELECTRONIC RESERVE (ERES) ACCESS INSTRUCTIONS

Hardware and Software Requirements

For information about hardware, software, and software settings required to access ERes readings, please see the **Electronic Reserve FAQ** online at: <http://www.lib.umn.edu/site/eres-FAQ.phtml>

Students and faculty also may direct questions about electronic reserve (including any related to technical requirements and navigating the system) to: <http://infopoint.lib.umn.edu/>

Passwords

The course password will be provided by the course's instructor. This password is required to access the ERes course page and should not be shared with anyone not currently enrolled in the course. To access some electronic resources from off-campus, you also may be prompted to use your x500 (University Internet ID) username and password.

To Access Readings

- 1) Use the direct link to your ERes course page:

<http://eres.lib.umn.edu/eres/coursepage.aspx?cid=975>

OR

Go to the main page of the ERes web site at <http://eres.lib.umn.edu/eres/default.aspx>

(Click on "Electronic Reserves and Reserves Pages" link, then search for the course by course number, instructor last name, or department.)

- 2) At course's log in page, enter the course password and click "Accept".
(Note: course passwords are case sensitive)
- 3) At the ERes course reserve page, select the "Documents" tab to view list of readings. (Readings are listed by the author's last name, then the title.)
- 4) Click on the reading in "Title" column:
 - If the reading is in **Adobe Acrobat/ PDF format**, clicking on the reading in the Title column automatically opens it. For readings with multiple parts, the "Document Info" window opens: click on each linked file name to open the reading's parts.
 - If the reading is posted as **a link to an electronic subscription**, clicking on the reading in the Title column usually automatically opens the "Find It" web page:
 - At the Find It web page, click on one of the "electronic full text available" links to access the reading. (If a pdf does not automatically open after clicking the link, look for a "view PDF", "full text", or "view HTML" link at the citation's page.)

- After clicking on an “electronic full text available” link at Find It page, some links may open the journal’s table of contents or main index (instead of bringing you directly to the article). If this is the case, whenever possible the citation will be provided following the article’s title in the reading list at the Documents tab so that you can select the needed issue and page numbers.
- If you are accessing from off-campus, you may be prompted to enter your x500 username and password to view the material.
- If the “Document Info” window opens instead of the “Find It” page, click on the link "Click here to access online readings" to get to the “Find It” page.

Magr Rsv/ ERes Access Instructions
Summer 2007

The electronic reserve course password is:

mecrev7 (password is case sensitive). To safeguard the copyright laws, the password may not be shared with those not enrolled in the class.

Should you experience any difficulties accessing readings please feel free to contact

Dana Peterson

Magrath Library

Circulation and Reserve

University of Minnesota

(612) 624-7473

peter051@umn.edu

Day	Course topics
June 29 th 8-9.00 am	<p>Course introduction</p> <p>Objectives</p> <p>To facilitate “course ownership” and learning responsibility. To classify HIV/AIDS issues/shared knowledge To determine trends of infection across the world</p> <p>TOPIC: Introducing HIV/AIDS: Who is infected and why</p> <p>Introductions-who is enrolled and what interest do you have. Take the HIV general knowledge test. Come ready to share “anything” about HIV/AIDS. (Nothing personal unless you feel comfortable).</p> <p>Activities</p> <p>1. Take a quiz before class in the following website; http://www.hivaids.webcentral.com.au/quiz/print/quiz01_q.pdf 1.In buzz groups students will classify their experience with HIV/AIDS under impact, prevention, care, adaptation etc</p>
	BREAK
9-10.10	<p>Topic: Why Families and HIV/AIDS</p> <p>Objectives</p>

	<p>To appreciate the role of families in adapting to HIV and AIDS</p> <p>To outline levels and evidence of impact of HIV on individuals, households and macro systems</p> <p>Readings</p> <ol style="list-style-type: none"> 1. Bor and Elford (1998). Introduction: the family and HIV 2. Pequegnat and Szapocznik (2000). The role of families in preventing and adapting to HIV/AIDS <p>Activities</p> <p>Observe clips on HIV http://www.youtube.com/watch?v=Mfq-Ip7kEkM Facing HIV as a family</p>
10.10-10.30	BREAK
10.30-12.00	<p>Topic: Who is family in the era of HIV/AIDS</p> <p>Objectives:</p> <p>To identify the family configurations especially in the era of HIV</p> <p>To identify the role of family in prevention and care.</p> <p>Reading Pequegnat and Szapocznik (Eds.) chapter 2</p> <p>Activity</p> <p>In buzz groups discuss why families have been portrayed as maladapting to HIV</p> <p>How can families be coached for positive response to HIV infection in the family?</p>
	<p>Topic: impact of HIV/AIDS on families</p> <p>Objectives</p> <p>To identify and family processes impacted by HIV/AIDS</p> <p>To describe coping strategies</p> <p>Readings</p> <p>Levine in Bor and Elford (1994). AIDS and the changing concept of the family</p> <p>Barnett and Whiteside p.159-221 chapters 6, 7 & 8</p>
12.00-1.00	LUNCH
1-2	<p>Topic: Family strength framework</p> <p>Objectives</p> <p>To define concepts of family strength</p> <p>To relate strengths with family living</p> <p>Activity</p> <p>Students will share any family strength and classify them using the concepts.</p>
2-3	<p>Topic: Adapting to HIV/AIDS in the US</p> <p>Documentary: <i>Living positively</i> 60 minutes</p>

	<p>Topic: Adapting to HIV/AIDS in the US</p> <p>Objectives To outline trends of infection in US To state who is infected and how. To identify underlying factors influencing infection</p> <p>Objectives To outline trends of infection in US To state who is infected and how. To identify underlying factors influencing infection.</p> <p>Reading assignment: Shehan, C.L., Uphold, C. R., Bradshaw, P., Bender, J., Arce, N., Bender, B. (April, 2005). To tell or not to tell: Men's disclosure of their HIV-positive status to their mothers. <i>Family Relations</i> 54(2), 184-196. Mansergh, marks and Simoni (1998). Self-disclosure of HIV infection among men who vary in time since seropositive diagnosis and symptomatic status</p> <p>Activity Short written take home quiz on Shehan et al. article</p>
30 th June 8-10.10	<p>Topic: The impact of HIV/AIDS in Africa</p> <p>Introduction to HIV/AIDS in Africa. Movie: <i>Yesterday</i>. This movie is based in rural South Africa presents challenges in adapting to HIV/AIDS. Suggested questions to guide your viewing hand out in class.</p>
10.10-10.30	BREAK
10.30-12.00	<p>Topic: African family adaptation to HIV/AIDS: family strength perspective.</p> <p>Objectives Identify family strengths and weaknesses in adapting to HIV/AIDS Identify families coping strategies Panel : Survivors' experience with family after diagnosis. Reading Lie and Biswalo (1998) HIV positive patient's choice of a significant other to be informed about the HIV test result: findings from an HIV counseling program in regional hospitals of Arusha and Kilimanjaro, Tanzania</p>
12.00-1.00pm	BREAK
2.00-3.00pm	<p>Topic: Working with families in the era of HIV/AIDS</p> <p>Objectives To identify organizations that work with families To describe approaches and strategies applied Reading Pequegnat W., and Szapocznik, J. (Eds). (2003 chapter 8 and 10</p>
3.00-3.30pm	Evaluation and conclusion

Readings

Shehan, C.L., Uphold, C. R., Bradshaw, P., Bender, J., Arce, N., & Bender, B. (April, 2005). To tell or not to tell: Men's disclosure of their HIV-positive status to their mothers. *Family Relations* 54(2), 184-196.

REFERENCES

Bor Robert and Elford, J. (Eds). (1998). *The Family and HIV*. London, New York: Cassell

Bor Robert and Elford, J. (Eds). (1994). *The Family and HIV*. London, New York: Cassell

Pequegnat W., and Szapocznik, J. (Eds). (2003). *Working with Families in the Era of HIV/AIDS*.

Thousand oaks: SAGE publication

Barnett T. and Whiteside A. (2002). *AIDS in the twenty first century: disease and globalization*.

New York: Palgrave Macmillan.

Extra readings

Jones L. (2005). Childcare in poor urban settlements in Swaziland in an era of HIV/AIDS.

African journal of AIDS research 4(3), p. 161-171.

Bor and Elford (Eds.) (1998). Chapter 5.