

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6447: Ecology of HIV/AIDS in the Rural South (3 credit hours)**  
 Fall: 2017  
 Delivery Format: E-Learning in Canvas

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### Prerequisites

None

## PURPOSE AND OUTCOME

### Course Overview

The causal factors, responses, and outcomes associated with HIV/AIDS in the rural south are complex and steeped within a culture that poses unique barriers to both prevention and the provision of services. The overall goal of this course is to use an ecological framework to explore and understand multilevel factors associated with (1) risk and protective behaviors; (2) testing and disclosure of HIV status; (3) availability and sources of social support; (4) need for and use of medical, psychological, and social services; and (5) the development and use of culturally appropriate interventions.

### Relation to Program Outcomes

This course provides primary gains or reinforcement of the following competencies:

#### MPH Core Competencies

##### *Social and Behavioral Science*

- Critically describe and evaluate the state of public health social and behavioral science research and literature.
- Apply social and behavioral science theories and concepts to public health problems.
- Describe and apply the social ecological framework to public health problems.
- Understand and apply the principles of community participation in public health research and interventions.
- Demonstrate an understanding of health disparities in the US and the underlying role of power differentials to disparities.

##### *Communication*

- Deliver oral presentations using recognized criteria for effective information dissemination
- Demonstrate accurate comprehension and interpretation when listening to others

- Adapt language and delivery modalities to specific audiences
- Facilitate collective information sharing, discussion and problem solving

### ***Diversity and Cultural Proficiency***

- Demonstrate sensitivity to varied cultural, ethnic socioeconomic backgrounds of individuals and groups, such as: education, health literacy, race, gender, age, profession, political preferences, health conditions, religion/spirituality, place of origin, sexual orientation and gender identity
- Identify the impact cultural of values on attitudes and expectations of others
- Recognize the varied levels of health access among individuals and within communities

### **Course Objectives and/or Goals**

By the completion of this course students should be able to:

1. Understand the ecological factors associated with HIV/AIDS prevention and management in the rural south.
2. Discuss the psychosocial and cultural factors associated with HIV/AIDS prevention and management in the rural south.
3. Demonstrate an understanding of HIV/AIDS health disparities in the rural south and the ecological factors associated with these disparities.
4. Understand HIV risk factors associated with special populations in the rural south.
5. Identify evidence-based approaches to address HIV/AIDS prevention and management issues in the rural south within an ecological framework.
6. Identify organizational and community resources and deficits for HIV/AIDS interventions in the rural south.

### **Instructional Methods**

Through the use of lectures, discussions, guest interviews, and a site visit, students will strengthen key MPH Core Competencies in the Social and Behavioral Science core and in the Cross-cutting themes (see above). The course will be divided into 5 sections as described later in this syllabus.

### **What is expected of you?**

You are expected to actively engage in the course throughout the semester. Your participation fosters a rich course experience for you and your peers that facilitate overall mastery of the course objectives.

## **DESCRIPTION OF COURSE CONTENT**

### **Topical Outline/Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, and Assignments</b>
<p><b>Section 1: Why is the rural south different?</b> In this section we focus on applying the ecological framework to understand why the rural south is different from other areas (nationally and internationally) as it relates to causal factors for HIV.</p>		
1	Monday, 8/21 – Sunday, 8/27	<p><b>Topic:</b> (1) Picture of the Deep South (2) The Ecological Perspective</p> <p><b>Readings:</b></p> <p>(1) Phillips, CD &amp; McLeroy, KR (2004). Health in Rural America: Remembering the Importance of Place. <i>American Journal of Public Health, 94 (10)</i>, 1661-1663.</p> <p>(2) Probst, JC, Bellinger, JD, Walsemann, KM, Hardin, J &amp; Glover, SH. (2011). Higher risk of death in rural Blacks and Whites than urbanites is related to lower incomes, education, and health coverage. <i>Health Affairs, 30(10)</i>, 1872-1879.</p> <p>(3) Burton, LM, Lichter, DT, Baker, RS, &amp; Eason, JM. (2013). Inequality, family processes and health in the “new” rural America. <i>American Behavioral Scientist</i>, published online, <a href="http://abs.sagepub.com/content/early/2013/05/13/0002764213487348">http://abs.sagepub.com/content/early/2013/05/13/0002764213487348</a></p> <p><b>Assignment: Introduce Yourself on the VoiceThread Board!</b></p>

Week	Date	Topics, Readings, and Assignments
2	Monday, 8/28 – Sunday, 9/3	<p><b>Topic:</b> (1) Ecological Perspective of Health and HIV/AIDS</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>(1) DiClemente, RJ, Salazar, LF, Crosby, RA &amp; Rosenthal, SL. (2005). Prevention and control of sexually transmitted infections among adolescents: the importance of a socio-ecological perspective – a commentary. <i>Public Health, 119(9)</i>, 825-836.</li> <li>(2) Sumartojo, E. (2000). Structural factors in HIV prevention: concepts, examples, and implications for research. <i>AIDS, 14</i>, S3-S10.</li> <li>(3) Latkin, C., Weeks, MR., Glasman, L., Galletly, C., Albarracin, D. (2010). A dynamic social systems model for considering structural factors in HIV prevention and detection. <i>AIDS Behavior, 14</i>, S222-238.</li> <li>(4) Center for Disease Control and Prevention. (2010). Establishing a holistic framework to reduce inequities in HIV, viral hepatitis, STD, and tuberculosis in the United States. [Online: <a href="http://www.cdc.gov/socialdeterminants/docs/SDH-White-Paper-2010.pdf">http://www.cdc.gov/socialdeterminants/docs/SDH-White-Paper-2010.pdf</a>]</li> </ol>
3	Monday, 9/4 – Sunday, 9/10	<p><b>Topic:</b> (1) Ecological Perspective of HIV/AIDS in the Rural South</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>(1) Reif, S, Geonnotti, KL &amp; Whetten, K (2006). HIV infection and AIDS in the Deep South. <i>AJPH, 96</i>, 970-973.</li> <li>(2) Skerritt, A.J. (2011). <i>Ashamed to Die: Silence, Denial, and the AIDS Epidemic in the South</i>. Chicago, IL: Chicago Review Press. Chapters 1-3.</li> <li>(3) UNC-TV. (2006). <i>The New Age of HIV/AIDS Part 5</i>. [Podcast]. Available from <a href="http://www.podcast.tv/video-episodes/the-new-age-of-hiv-aids-part-5-3629477.html">http://www.podcast.tv/video-episodes/the-new-age-of-hiv-aids-part-5-3629477.html</a></li> </ol> <p><b>Assignment: Discussion Post #1 by 9/10 at 11:59 pm</b></p>
<p><b>Section 2: Segments of the Population.</b> While African American men make up a large percentage of the cases of HIV/AIDS in the rural south, rates among African American women are increasing rapidly and other groups either continue to be at risk (e.g., men who have sex with men) or are emerging risk groups (e.g., immigrants and migrant workers). In this section, the focus will be on understanding risk factors associated with varying segments of the rural south population.</p>		
4	Monday, 9/11 – Sunday, 9/17	<p><b>Topic:</b> Men Who Have Sex with Men, HIV/AIDS, and the Rural South</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>(1) Rhodes, SD et al. (2010). Latino men who have sex with men and HIV in the rural south-eastern USA: Findings from ethnographic in-depth interviews. <i>Culture, Health, &amp; Sexuality, 12</i>, 797-812.</li> <li>(2) Rhodes, SD et al. (2010). Boys must be men, and men must have sex with women: A qualitative CBPR study to explore sexual risk among African American, Latino, and White gay men and MSM. <i>American Journal of Men's Health, 5(2)</i>, 140-151.</li> <li>(3) Operario, D, Smith, CD, Kegeles, S. (2008). Social and psychological context for HIV risk in non-gay-identified African American men who have sex with men. <i>AIDS Education and Prevention, 20(4)</i>, 347-359.</li> </ol> <p><b>Assignment: Reflection paper #1 by 9/17 at 11:59 pm</b></p>
5	Monday, 9/18 – Sunday, 9/24	<p><b>Topic:</b> Women, HIV/AIDS and the Rural South</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>(1) Phillips, KD, Moneyham, L, Thomas, SP, Gunther, M &amp; Vyavaharkar, M. (2011). Social context of rural women with HIV/AIDS. <i>Issues in Mental Health Nursing, 32(6)</i>, 374-381.</li> <li>(2) Skerritt, A.J. (2011). <i>Ashamed to Die: Silence, Denial, and the AIDS Epidemic in the South</i>. Chicago, IL: Chicago Review Press. Chapters 4-8.</li> </ol>

Week	Date	Topics, Readings, and Assignments
6	Monday, 9/25 – Sunday, 10/1	<p><b>Topic:</b> Migrant Workers, Immigrants, HIV/AIDS, and the Rural South</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>(1) Rhodes, SD et al. (2010). HIV and sexually transmitted disease risk among male Hispanic/Latino migrant farmworkers in the Southeast: Findings from a pilot CBPR study. <i>Am J Industrial Medicine</i>, 53, 976-983.</li> <li>(2) Bowden, WP, Rhodes, SD, Wilkin, AM &amp; Jolly, CP. (2006). Sociocultural determinants of HIV/AIDS risk and service use among immigrant Latinos in North Carolina. <i>Hispanic Journal of Behavioral Sciences</i>, 28(4), 546-562.</li> <li>(3) Painter, TM. (2008). Connecting the dots: When the risks of HIV/STD infection appear high but the burden of infection was not known – the case of male Latino migrants in the southern United States. <i>AIDS Behav</i>, 12, 213-226.</li> </ol> <p><b>Assignment: Discussion Post #2 by 10/1 at 11:59 pm</b></p>
<p><b>Section 3: Transition Points.</b> In this section we will explore factors that are influential in major transition points such as seeking testing, disclosure to others, disclosure to partners, and seeking health care.</p>		
7	Monday, 10/2 – Sunday, 10/8	<p><b>Topic:</b> HIV Testing and Community Responses</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>(1) Weis, KE et al. (2010). Associations of rural residence with timing of HIV diagnosis and stage of disease at diagnosis. <i>The Journal of Rural Health</i>, 26, 105-112.</li> <li>(2) Sutton, M, Anthony, MN, Vila, C, McLellan-Lemal, E &amp; Weidle, PJ. (2010). HIV testing and HIV/AIDS treatment services in rural counties in 10 southern states: Service provider perspectives. <i>The Journal of Rural Health</i>, 240-247.</li> <li>(3) Skerritt, A.J. (2011). <i>Ashamed to Die: Silence, Denial, and the AIDS Epidemic in the South</i>. Chicago, IL: Chicago Review Press. Chapters 9-12.</li> </ol> <p><b>Assignment: Reflection paper #2 by 10/8 at 11:59 pm</b></p>
8	Monday, 10/9 – Sunday, 10/15	<p><b>Topic:</b> HIV/AIDS Disclosure and Community Responses</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>(1) Vyavaharkar, M et al. (2011). HIV-disclosure, social support, and depression among HIV-infected African American women living in the rural southeastern United States. <i>AIDS Education and Prevention</i>, 23, 78-90.</li> <li>(2) Gaskins, S, Payne Foster, P, Sowell, R, Lewis, T, &amp; Parton, J. (2011). Reasons for HIV disclosure and non-disclosure: An exploratory study of rural African American men. <i>Issues in Mental Health Nursing</i>, 32(6), 367-373.</li> <li>(3) California STD/HIV Prevention Training Center (2011). <i>Prevention with Positives: Disclosure</i> [Podcast] Available from <a href="http://www.stdhivtraining.org/Podcasts.html">http://www.stdhivtraining.org/Podcasts.html</a></li> <li>(4) Skerritt, A.J. (2011). <i>Ashamed to Die: Silence, Denial, and the AIDS Epidemic in the South</i>. Chicago, IL: Chicago Review Press. Chapters 13-15.</li> </ol>
9	Monday, 10/16 – Sunday, 10/22	<p><b>Topic:</b> HIV Treatment and Community Responses</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>(1) Krawczyk, CS, Funkhouser, E, Kilby, JM, &amp; Vermund, SH (2006). Delayed access to HIV diagnosis and care: special concerns for the Southern United States. <i>AIDS Care</i>, 18(suppl1), 35-44.</li> <li>(2) Moneyham, L et al. (2010). Perceived barriers to HIV care among HIV-infected women in the deep south. <i>Journal of the Association of Nurses in AIDS Care</i>, 21(6), 467-477.</li> <li>(3) Skerritt, A.J. (2011). <i>Ashamed to Die: Silence, Denial, and the AIDS Epidemic in the South</i>. Chicago, IL: Chicago Review Press. Chapters 16-18.</li> </ol> <p><b>Assignment: Discussion Post #3 by 10/22 at 11:59 pm</b></p>

Week	Date	Topics, Readings, and Assignments
<p><b>Section 4: Consideration of Interventions.</b> In this section of the course, students will be tasked with identifying evidence-based interventions that may be appropriate to rural south high risk groups. These interventions can be situated along the spectrum of primary to tertiary prevention.</p>		
10	Monday, 10/23 – Sunday, 10/29	<p><b>Topic: Approaches to Prevention</b></p> <p><b>Readings (Note that there are several readings assigned. These papers were selected to expose you to development, adaptation and evaluation of interventions and will hopefully provide ideas as you develop your grant proposal):</b></p> <ol style="list-style-type: none"> <li>(1) Corbie-Smith, G et al. (2011). Project GRACE: A staged approach to development of a community-academic partnership to address HIV in rural African American communities. <i>Health Promotion Practice, 12</i>(2), 293-302.</li> <li>(2) Rhodes, SD et al. (2009). Outcomes from a community-based, participatory lay health adviser HIV/STD prevention intervention for recently arrived immigrant Latino men in rural North Carolina. <i>AIDS Education and Prevention, 21</i>(Suppl B), 103-108.]</li> <li>(3) The HIV Modeling Consortium Treatment as Prevention Editorial Writing Group (2012). HIV treatment as prevention: Models, data, and questions – towards evidence-based decision-making. <i>PLoS Med, 9</i>(7): e1001259. Doi:10.1371/journal.pmed.1001259.</li> <li>(4) Wu, E., El-Bassel, N., McVinney, L.D., Fontaine, Y.M. &amp; Hess, L. (2010). Adaptation of couple-based HIV intervention for methamphetamine-involved African American men who have sex with men. <i>The Open AIDS Journal, 4</i>, 123-131.</li> <li>(5) Garofalo, R., Johnson, AK., Kuhns, LM., Cotton, C., Joseph, H. &amp; Margolis, A. (2012). Life skills: evaluation of a theory-driven behavioral HIV prevention intervention for young transgender women. <i>Journal of Urban Health: Bulletin of the New York Academy of Medicine, 89</i>(3), 419-431.</li> </ol> <p><b>Assignment: Reflection paper #3 by 10/29 at 11:59 pm</b></p>
11	Monday, 10/30 – Sunday, 11/5*  <i>*Daylight savings time starts 2am, Nov.5, the clock moves back one hour</i>	<p><b>Guest Lecture:</b> Professor Andrew Skerritt            Author: <i>Ashamed to Die: Silence, Denial, and the AIDS Epidemic in the South.</i></p> <p><b>Assignment: Discussion Post #4 by 11/5 at 11:59 pm</b></p>
12	Monday, 11/6 – Sunday, 11/12	<p><b>BOOK DISCUSSION – See course documents for VoiceThread discussion instructions.</b></p>
<p><b>Section 5: Related Problems and Needs.</b> In this section we will explore physical, mental, and social health issues and service needs.</p>		
13	Monday, 11/13 – Sunday, 11/19	<p><b>Topic:</b> Working While Positive: Employment Issues</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>(1) Hergenrath, KC, Rhodes, SD, Clark, G. (2006). Windows to work: Exploring employment-seeking behaviors of persons with HIV/AIDS through photovoice. <i>AIDS Education and Prevention, 18</i>(3), 243-258.</li> <li>(2) Maguire, CP, McNally, CJ, Britton, PJ, Werth, JL &amp; Borges, NJ. (2008). Challenges of work: Voices of persons with HIV disease. <i>The Counseling Psychologist, 46</i>(1), 42-89.</li> </ol>

		(3) Martin, DJ, Chernoff, RA, Buitron, M, Comulada, WS, Liang, LJ, & Wong, FL. (2012). Helping people with HIV/AIDS return to work: A randomized clinical trial. <i>Rehabilitation Psychology, 57(4)</i> , 280-289.
Week	Date	Topics, Readings, and Assignments
14	Monday, 11/20 – Sunday, 11/26  <b>Thanksgiving Week</b>	<b>Topic: Mental Health Needs</b> <b>Readings:</b> (1) Pence, BW et al. (2006). Prevalence of DSM-IV defined mood, anxiety, and substance use disorders in an HIV clinic in the southeastern United States. <i>Journal of Acquired Immune Deficiency Syndrome, 42</i> , 298-306. (2) Whetten, K et al. (2006). Improving health outcomes among individuals with HIV, mental illness, and substance use disorders in the southeast. <i>AIDS Care, 18S</i> , S18-S26. (3) Pence, BW. (2009). The impact of mental health and traumatic life experiences on antiretroviral treatment outcomes for people living with HIV/AIDS. <i>Journal of Antimicrobial Chemotherapy, 63</i> , 636-640.
15	Monday, 11/27 – Sunday, 12/3	<b>Topic: Social Services – Can They Take the Place of Friends?</b> <b>Readings:</b> (1) Stewart, KE et al. (2011). Social services utilization and need among a community sample of persons living with HIV in the rural south. <i>AIDS Care, 23</i> , 340-347. (2) Vyavaharkar, MV, Moneyham, L & Corwin, S (2008). Health care utilization: the experiences of rural HIV-positive African American women. <i>J Health Care Poor Underserved, 19(1)</i> , 294-306. (3) Akers, AY et al., (2010). Views of young, rural African Americans of the role of community social institutions' in HIV prevention. <i>J Health Care Poor Underserved, 21 (2 Suppl)</i> , 1-12. Doi:10.1353/hpu.0.0280.  <b>Assignment: Reflection paper #4 by 12/3 at 11:59 pm</b>
16	Monday, 12/4 – Sunday, 12/10	<b>Topic: Use this week to work on your grant proposals</b> <b>Readings: none</b>
17	<b>Tuesday,</b> <b>12/12</b>	<b>Grant Proposal due by 11:59 PM through Turn-it-in</b>

### Course Materials and Technology

**Readings and Materials:** *Students are expected to complete all reading assignments prior to viewing a lecture.*

**Technological Requirements:** *Everyone must have access to a webcam or video camera. Inexpensive web cameras can be purchased at any media or discount store, or online. Mac users will also need to purchase an external microphone in order to participate in the live book discussion.*

#### 1. Course Textbooks:

Skerritt, A.J. (2011). *Ashamed to Die: Silence, Denial, and the AIDS Epidemic in the South*. Chicago, IL: Chicago Review Press.

#### 2. Journal articles:

*Journal articles are posted weekly in the Weekly Modules. They are also available via the UF Internet Library.*

If you need technical help in this course check out the files in the “How Do I Do This?” in the Getting Started Module of this course. If you don’t find the topic you are looking for, send an email request to “All Instructors” in the course mail system.

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://elearning.ufl.edu/help.shtml>



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## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

#### Getting Started

To start this course you MUST open the “Getting Started Module” in the Modules tool in the course and take the Syllabus Quiz. You MUST earn a 100% score on this quiz in order for the course materials to open in the course site. If you do not receive a 100% score, please review the feedback on your quiz attempt and retake as soon as possible. This is an important element to insure that all students are aware of the curriculum requirements for this course and only a 100% will open the rest of the course material. If you have ANY difficulty with this quiz, please send an email in the course to “All Teachers” as soon as possible.

**Course Assignments:** There are 3 types of assignments for the course, for a total of **350 points**. In-depth instructions for each assignment will be provided in the “Assignments” tool on the course website. Students also have the opportunity to earn up to **10 bonus points** to supplement their grades (see details below).

All assignments should be submitted online through the Canvas system and will be automatically submitted to Turn-it-in in order to detect possible plagiarism and lack of originality. You may wish to submit your assignments early so that you may check on your Turn-it-in report prior to the due date. See “What is plagiarism” and “Turn-It-In” in the Getting Started Module in the course site.

Students will receive an email notice when an assignment is submitted in Canvas and Turn-it-in. If you do not receive such an email within an hour, you should resubmit your assignment.

It is a student’s responsibility to submit your assignment attachments correctly within Canvas. Be sure not only that you HAVE actually made an attachment, but that you have made the CORRECT attachment. Please check on your submission after submitting as not submitting it correctly could count as submitting it late if this is corrected after the due date. The assignments in this course will allow unlimited re-submissions to make any corrections you wish to make before the due date.

#### **1. Reflective Writing Papers - (4 papers, 50 points each; total 200 points)**

For each of the 5 modules, students will write a reflection paper that integrates what they have learned from the lectures, readings, and peer discussions. Topics will be provided at least two weeks in advance. Each paper will be a minimum of 800 words. Detailed instructions for reflection papers are outlined on the Canvas site.

#### **2. Discussion Posts (4 posts, 10 points each; total 40 points)**

The exchange of ideas between colleagues is a key aspect of graduate learning and is a required activity in this course. For each of the 4 modules, students will post a response to a discussion topic posed by the instructors. To earn full points, students must also respond to the post of at least one classmate. Both your main discussion post and your response to your classmate must be posted by the due dates indicated on your syllabus. To count as meaningful participation, responses need to be thoughtful; that is they must refer to the week’s readings, relevant issues in the news; information from other sources and ideas expressed in the postings of your classmates. Each post must be a minimum of 50 words.

**BOOK DISCUSSION (10 points):** The fifth discussion for the semester will be a book discussion conducted using VoiceThread. Full instructions on this VoiceThread assignment are located under the Course Documents tab. In order to fully participate in this discussion, please be sure that you read the assigned course text, *Ashamed to Die: Silence, Denial, and the AIDS Epidemic in the South*. You will participate in a VoiceThread book discussion between 11/10-11/16.

#### **3. Grant Proposal - (100 points)**

Students will imagine they are the Executive Director of a community-based organization (CBO). Students will submit a grant proposal in response to a funding opportunity announcement posted under the Course Documents tab on the course website. In the grant proposal, students will select one of the problems faced by people living with HIV/AIDS in the rural south and propose an intervention to address the problem. Students are expected to follow the guidelines outlined in the FOA. The proposal should utilize class readings, lectures,

and other academic/research sources (at least **10** sources are required). Students should begin working on this assignment as soon as possible and develop the proposal throughout the semester.

### Assignments and Grade Components:

All assignments are open for early submission before the due date. If you need an extension, you must contact the instructor and online administrator in advance.

### Grading

Assignment Title	Due date	Points	Notes
<b>Discussion Post # 1 – The AIDS Epidemic in the Rural South</b>	9/10	10	For full credit you are required to post a main discussion and a response to at least one other post on the discussion board.
<b>Reflection Paper #1 – Endgame Video</b>	9/17	50	See detailed instructions in the Canvas site.
<b>Discussion Post #2 – There’s an App for that!</b>	10/1	10	For full credit you are required to post a main discussion and a response to at least one other post on the discussion board.
<b>Reflection Paper #2 – Letter of Intent</b>	10/8	50	See detailed instructions in the Canvas site.
<b>Discussion Post #3 – HIV Disclosure</b>	10/22	10	For full credit you are required to post a main discussion and a response to at least one other post on the discussion board
<b>Reflection Paper #3 – mHealth</b>	10/29	50	See detailed instructions in the Canvas site.
<b>Discussion Post #4 – Ryan White</b>	11/5	10	For full credit you are required to post a main discussion and a response to at least one other post on the discussion board
<b>Book Discussion</b>	11/6–11/12	10	See the VoiceThread instructions posted under the Course Documents tab in Canvas.
<b>Reflection Paper #4 – “Philadelphia”</b>	12/3	50	See detailed instructions in the Canvas site.
<b>Grant Proposal</b>	12/12	100	See the Funding Opportunity Announcement (FOA) for detailed guidelines. FOA is posted under Course Documents.

### Point System Used

The course is comprised of 350-points, with each assignment worth the level of points noted above.

<b>Percentage</b>	93% to 100%	90% to 92%	88% to 89%	83% to 87%	80% to 82%	87% to 79%	73% to 77%	70% to 72%	68% to 69%	63% to 67%	60% to 62%	<60%
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
<b>Grade Points</b>	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>



### **Policy Related to Make up Exams or Other Work**

**Late assignments:** Assignments turned in up to 24 hours late will be discounted 5% of the grade they would otherwise receive. Assignments turned in more than 24 hours late will be discounted at an additional 5% per day, unless arrangements have been made in advance with the instructor. *Please note:* assignments turned in at 11:59:01PM are LATE, the computer counts on-time submission up to 11:59:00PM, so do not wait until 11:54 or later to submit an assignment unless you understand that your assignment may be marked late. It is the responsibility of students to open your submission and verify not only that an assignment was submitted, but that an attachment was made and was the correct attachment.

**Missed Assignments:** Missed assignments and discussion posts will contribute zero points toward your final grade.

**Special Circumstances:** In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon in advance of the deadline as possible. Such special cases will be dealt on an individual basis, provided you have sufficient documentation.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### **Policy Related to Required Class Attendance**

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior and Communication Guidelines**

As this is an online course, the expectation is for all students to write in a formal manner, and extend professional courtesy and respect to all other students and staff as we often discuss sensitive topics. Email correspondence, along with in-class communication, should be written in a formal tone, and all discussions should have an academic focus in debate versus personal comments towards others in the class.

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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## SUPPORT SERVICES

### Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

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