



LGBT 123 - AIDS In The LGBT Community And Beyond Course Outline

Approval Date: 02/13/2019

Effective Date: 08/12/2019

SECTION A

Unique ID Number CCC000602497

Discipline(s) Education

Division Career Education and Workforce Development

Subject Area Lesbian, Gay, Bisexual, Trans-gender Studies

Subject Code LGBT

Course Number 123

Course Title AIDS In The LGBT Community And Beyond

TOP Code/SAM Code 0899.00 - Education, Other* / D - Possible Occupational

Rationale for adding this course to the curriculum The LGBT Studies program supports many students who are pursuing a career in health occupations, human services, child development, education, and criminal justice. A well-rounded study of the LGBT community would not be complete without a close examination of the AIDS epidemic. Students need a strong background in the history and impact of the virus in order to better serve those who have the virus and those who care for them. The AIDS epidemic has impacted almost every aspect of the LGBT community and it continues to be a political, social, and serious medical issue in the United States and other countries. According to the 2015 statistics from U.S. Center For Disease Control (CDC), youth ages 13 to 24 account for 22% of new HIV infections annually. Among youth diagnosed with HIV in 2015, 81% (7,109) were gay or bisexual males. Of newly diagnosed males, 55% (3,888) were black, 24% (1,672) were Hispanic/Latino, and 16% (1,159) were white. This course is particularly important for our student population, especially male students of color. This course will support several key occupational training programs provided by Napa Valley College including Child Family Studies and Education, Health Occupations, Human Services, and Criminal Justice.

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment 45

Grading Option Letter Grade or P/NP

Distance On-Campus
Education Mode of Instruction Hybrid
Entirely Online
Hybrid more than 50%

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course examines the AIDS epidemic from its discovery to modern day. It includes a survey of the epidemic's impact on the community, family, education and the workforce.

Schedule Description This course examines the AIDS epidemic from its discovery to modern day.

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Explain how the HIV virus infects the human body and how it is transmitted.
- B. Identify key points in the history of the AIDS epidemic and how they impacted the community, family, education and the workforce.
- C. Discuss how the AIDS epidemic is reflected in the community.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Explain how the HIV virus was discovered and named.
- B. Understand how the HIV virus is transmitted and how it infects the body.
- C. Discuss significant events in the history of the AIDS crisis.
- D. Explain how the greater gay liberation movement fueled the rapid spread of the HIV virus and the social issues that slowed the response.
- E. Examine the response to the AIDS crisis in the United States and other countries and how education and the workforce were impacted.
- F. Discuss the impact of AIDS on women and the role they played in the early decades of the epidemic.
- G. Analyze the history of HIV prevention strategies and the challenges they faced in the community.
- H. Evaluate the effectiveness of educational campaigns and messaging related to the stopping the spread of HIV.
- I. Describe current day strategies for preventing the spread of HIV including risk assessment and harm reduction education.
- J. Create an educational initiative related to HIV and STI issues.
- K. Identify the demographics impacted by the HIV virus including sexual orientation, race, gender, age, and social class.
- L. Identify communities and groups most at risk for an HIV infection today.
- M. Identify related criminal and employment laws related to the HIV virus.
- N. Discuss how the AIDS epidemic is reflected in the community.
- O. Discuss the evolution of language related to the AIDS epidemic and how it is discussed in K-12 curriculum.
- P. Examine current career fields in HIV/AIDS prevention, testing, and treatment.
- Q.

3. Course Content

- A. How the HIV virus was discovered and named.
- B. How the HIV virus is transmitted and how it infects the body.
 - a. 6 known body fluids capable of carrying the virus
 - b. Risk factors of spreading the virus in sexual acts
- C. Significant events in the history of the AIDS crisis.
 - a. Overview of AIDS timeline
 - b. Significant events related to education
- D. How the greater gay liberation movement fueled the rapid spread of the HIV
- E. The response to the AIDS crisis in the United States and other countries and how education and the workforce were impacted.
 - a. Fear rampant in health care, schools, social services
 - b. Ryan White and the exclusion of children with AIDS from schools
 - c. How lack of health care impacted children and families
- F. The impact of AIDS on women and the role they played in the early decades of the epidemic.
- G. The history of HIV prevention strategies and the challenges they faced in the community.
 - a. The teaching of abstinence and condom use
 - b. Evolution of drug treatment strategies
 - c. Public education about testing and communication
 - d. Risk management counseling in human services and social services
- H. The effectiveness of educational campaigns and messaging related to the stopping the spread of HIV
 - a. Abstinence compared to risk reduction

- b. Needle exchange programs and education
 - I. Current day strategies for preventing the spread of HIV including risk assessment and harm reduction.
 - a. Use of social media and dating apps to promote HIV testing
 - b. HIV in public education sex education curriculum
 - c. Abstinence still present in other state's curriculum
 - J. An educational initiative related to HIV and STI issues.
 - K. Identifying appropriate language for target audience
 - L. Use of social media to reach target audience
- The demographics impacted by the HIV virus including sexual orientation, race, gender, age, and social class.
- Communities and groups most at risk for an HIV infection today.
- Related criminal and employment laws related to the HIV virus.
 - A. U.S. Supreme Court case protecting against HIV status discrimination
 - B. Americans with Disabilities ACT
 - C. California employment protection
 - D. California Penal Code prohibition against deliberate infection
 - E. HIV and Federal Educational Rights and Privacy Act
- How the AIDS epidemic is reflected in the community.
- The evolution of language related to the AIDS epidemic and how it is discussed in K-12 curriculum.
 - A. Public vs. private and religion-based educational institutions
 - B. Abstinence vs. risk reduction
 - C. K-12 sex education in California today
- Current career fields in HIV/AIDS prevention, testing, and treatment.
 - A. HIV test counselors
 - B. The role of the social worker or case manager for those living with HIV
 - C. Researcher and medical care providers
 - D. California Office of AIDS
 - E.

4. Methods of Instruction:

Activity:

Discussion:

Distance Education:

Field Trips:

Lecture:

Projects:

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- For example: 1. A multiple-choice and true-false exam with questions about assigned readings, lectures, and video content. 2. A short-essay question exam with questions about assigned readings, lectures, and video content.

Research Projects -- For example: 1. Research how HIV prevention is taught in the K-12 school system. Prepare a lesson plan about HIV prevention for middle or high school students based on state standards. 2. Research how the HIV crisis impacted families in the first ten years the AIDS crisis compared to current day and prepare a 5 to 10 page paper.

Papers -- For example: 1. Write short-essay responses to a series of questions provided by the instructor based on assigned reading.. 2. Write a 5 to 10 page essay describing HIV risk

assessment and effective risk reduction strategies.

Oral Presentation -- For example: 1. Create and deliver an educational presentation on effective strategies for preventing an infection and the spread of HIV. 2. Present an example of an art form or piece of media created in response to the HIV crisis.

Field Trips -- For example: 1. Tour the San Francisco AIDS Foundation. 2. Tour a local HIV testing clinic.

Group Projects -- For example: 1. Develop an educational initiative for middle-school students on HIV and STI prevention. 2. Create a video public service announcement directed at a high-risk population for the HIV virus.

Home Work -- For example: 1. Read an article about the HIV crisis provided by the instructor. 2. Read chapter 1 of "And The Band Played On."

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

1. Read Part II of "And The Band Played On."
2. Read an article from a recent publication of the Morbidity and Mortality Weekly Report.
3. Read Part I of "How To Survive A Plague."

B. Writing Assignments

1. A book report on a work of fiction or non-fiction about the AIDS epidemic.
2. A summary of an article from a publication of the Morbidity and Mortality Weekly Report.
3. A analysis of the "AIDS Timeline" based on an assigned segment of time.

C. Other Assignments

1. A group project to design an educational campaign involving safe-sex and risk reduction.
2. A research project on a form of art or media reflecting a period of time during the AIDS epidemic.
3. Research the monthly cost of taking Truvada as a "PrEP" compared to the monthly cost of treatment for an HIV infection.

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Shilts, Randy
Title: And The Band Played On
Publisher: St. Martin's Press
Date of Publication: 1988
Edition:

Book #2:

Author: France, David
Title: How To Survive A Plague
Publisher: Penguin Random House Canada Limited
Date of Publication: 2016
Edition:

Book #3:

Author: McKay, Richard A.
Title: Patient Zero and the Making of the AIDS Epidemic
Publisher: University of Chicago Press
Date of Publication: 2017
Edition:

Periodical #1:

Author: Centers For Disease Control
Title: Morbidity and Mortality Weekly Report
Publication: United States Government
Publication Year: 2010
Volume: 59

B. Other required materials/supplies.