The spread of the acquired immunodeficiency syndrome (AIDS), since it was identified in 1981, is impressive. There are probably over 50 million individuals living with HIV/AIDS worldwide. The actual number is only an estimate as most nations do not have an ongoing surveillance system in place. The size of the epidemic is further increased by new infections, which are continuously occurring in the absence of an effective control mechanism. Given the fact that there is no cure for AIDS and behavior modification is the only approach for prevention, it becomes increasingly important for program planners and evaluators to have a solid foundation on the social and behavioral determinants associated with HIV/AIDS education, prevention and control programs, research issues and methodological considerations.

This course will review and discuss the conceptual framework, research questions, and scientific methodologies directed toward the prevention of AIDS. Topics to be discussed include the identification of various programs that seek to limit the transmission of HIV, especially those that target viral transmission through sexual intercourse and through needle sharing among intravenous drug users.

Course Objectives

1) To be able to identify and discuss the salient features of scientifically based, behaviorally-oriented intervention programs designed to reduce the spread of HIV

2) To acquire significant knowledge of the professional literature on health educational programs directed toward the prevention of AIDS

3) To identify barriers to AIDS-prevention programs

4) To identify mechanisms in which AIDS prevention programs can be integrated into ongoing public health education programs

LEARNING OBJECTIVES/ ASPH Competencies/Social and Behavioral Sciences

1. To gain knowledge and insights into the social and behavioral factors related to the AIDS epidemic.
   E2 Identify the causes of social and behavioral factors that affect health of individuals and populations
   E6 Describe the role of social and community factors in both onset and solution of public health problems.
   B3, B5, B7, B8 SBS3, SBS5, SBS7, SBS9

2. To identify educational approaches, which are culturally, sensitive and appropriate to the needs and values of populations affected by the AIDS virus.
E4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
E5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies, and interventions.
E8 Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
B3, B5, B7, B8/ SBS3, SBS5, SBS7, SBS9

3. To present an intervention design and an evaluation strategy to reduce transmission of HIV

E5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies, and interventions.
E8 Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
B3, B5, B7, B8/ SBS3, SBS5, SBS7, SBS9

4. To analyze current HIV policies nationally and internationally

E5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies, and interventions.
E8 Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.

E2 Identify the causes of social and behavioral factors that affect health of individuals and populations
E6 Describe the role of social and community factors in both onset and solution of public health problems.
B3, B5, B7, B8/ SBS3, SBS5, SBS7, SBS9

Students can enroll for 2 or 4 credits. Students enrolling for 2 credits will be required to attend classes each week, take the final exam (oral presentation); students enrolling for 4 credits will be required to take the final exam (oral presentation) and prepare a 15-20 page paper (double spaced, not including references or tables/figures) which reviews various methodological considerations, operationalization and measurement of the constructs (independent and dependent variables) and approaches to be incorporated in conducting targeted behavioral research programs directed at HIV-preventive behaviors. Impact and outcome assessment will be discussed during the first class. This report is due on or before Tuesday June 8, 2010.

Guidelines for the Final Paper

Your paper will address the social and psychosocial aspects of a specific HIV/AIDS-related behavior, such as unprotected sexual intercourse, sharing needles/syringes, use of tainted blood products, etc. By focusing on the behavior, you will be able to quickly identify the particular target group.

Some educational programs directed at HIV risk reduction activities among groups of individuals have been quite successful in their attempts, while others have been dismal failures. Discuss the features of successful and unsuccessful intervention strategy targeted towards various social and environmental determinants of specific high-risk behaviors. Include in your paper the following points:

1. Identify at least three studies that have reported, through empirical research methods, the components of an intervention program directed toward specific AIDS-reduction behaviors. Discuss their strengths and weaknesses of their assessment activities and how appropriate they were to the needs of the population.
Discuss and assess how each variable (dependent and independent variables) were measured and quantified. This includes the operationalization of the variable, measurement level (nominal, ordinal, interval or ratio), and how the variable was collected (questionnaire, interview, observation, other).

2. Discuss the strengths and weaknesses of the various methodological approaches, focusing on specific behavioral outcome measures. For example if your behavior outcome is increased condom use, how was this dependent variable measured? Were there other behaviors found to significantly relate to this behavior, such as drug use? Secondly, identify at least three determinants (such as belief in susceptibility, attitudes towards the behavior, peer influence, self-esteem, etc.; the number of determinants can be more if you wish) related to this behavior and identify how each independent variable was measured and quantified (i.e., the psychometric properties [reliability and validity of the instrument]). Discuss the strength and weaknesses based on your review of the literature as well as your beliefs and insights.

3. From this review, identify a methodological approach, which you believe would provide a reliable and valid measure of the behavior and three of its determinants.

4. Limit your paper to no more than 20 pages, double-space, not including references, tables and graphs.
REQUIRED BOOK AND READINGS

Readings are available on the UCLA Department of Community Health Sciences website

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/5</td>
<td>Behavioral Research in Support of STD/HIV Prevention in the Philippines: Conceptualization, Research Methods and Evaluation: An Expanded Community-Based Study Targeting High-Risk Male Populations</td>
<td>Dr. Donald Morisky</td>
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<tr>
<td>4/12</td>
<td>Critical Discussion of HIV/AIDS Research on the Global Scene</td>
<td>Dr. Donald Morisky</td>
</tr>
<tr>
<td>4/19</td>
<td>HIV Transmission and Surveillance Methods</td>
<td>Dr. Roger Detels</td>
</tr>
<tr>
<td>4/26</td>
<td>HIV among Injection Drug Users</td>
<td>Dr. Steven Shoptaw</td>
</tr>
<tr>
<td>5/3</td>
<td>How Trauma Increases Risks of and Transmission for HIV and what we do about it</td>
<td>Dr. Gail Wyatt</td>
</tr>
<tr>
<td>5/10</td>
<td>AIDS Research among Minority Populations</td>
<td>Dr. Adeline Nyamathi</td>
</tr>
<tr>
<td>5/17</td>
<td>Female Controlled Methods for STI/HIV Prevention: The Role of Microbicides</td>
<td>Dr. Pamina Gorbach</td>
</tr>
<tr>
<td>5/24</td>
<td>Course Evaluation/Individual Presentations</td>
<td>Dr. Karine Markosyan</td>
</tr>
<tr>
<td>5/31</td>
<td>Individual Presentations-- Methodology Discussions on HIV/AIDS: Theory and Measurement and how to apply to ongoing research initiatives</td>
<td>Dr. Karine Markosyan</td>
</tr>
</tbody>
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CLASS SYLLABUS

Week 1 – (March 29, 2011) Introduction, Goals, Scope of Course, Reading Assignments, Evaluation Criteria, Theoretical Foundations of AIDS-Prevention Research

Discussion Topics for First Class— Lecture01.pdf

Lecture 1 slides

UARP Call for Applications: Announcement for 2011-2012 Grants

UCSF—Does HIV Prevention Work?

UCSF Can Theory Help in HIV Prevention?

How is Science Used in HIV Prevention?

CDC’s International Activities Support Global HIV Prevention Efforts

CDC’s HIV/AIDS Prevention Activities

Tables—Persons reported to be living with HIV infection and with AIDS by area and age group reported through December 2009

HIV Surveillance Report. Centers for Disease Control and Prevention. US HIV and AIDS cases reported through December 2008 (recent updates available on the web

Updated Basic Statistics from the 2009 HIV Surveillance Report
  * Added on February 28, 2011

Listing of Program Reports and Fact Sheets HIV Epidemiology Program, Los Angeles County Department of Health Services.

Web Presentation/Presentation to PH Commission 2010-28-1 - Frye.ppsx

http://publichealth.lacounty.gov/hiv/WebPresentation/Presentation%20to%20PH%20Commission%2010-28-10%20-20Frye.ppsx

HIV/AIDS Semi-Annual Surveillance Summary January 2010 (cases reported as of December 31, 2009)

HIV Epidemiology - HIV/AIDS Web Presentations -

Slide sets for the following topics can be downloaded Please also refer to the notes inserted after each slide.

* The Epidemiology of HIV and AIDS in LAC (PPT)
* The Epidemiology of HIV and AIDS in LAC Presentation to HIV Commission 2010 (PPT)
* The Epidemiology of HIV and AIDS in LAC Presentation to PH Commission 2010 (PPT/PPSX)
* HIV/AIDS Presentation with a Geographic Information System (GIS)
* HIV/AIDS in the Latino Population (PDF)
* Bathhouse Study
* Young Men Study
* Behavioral Risk Groups
Week 2 – (April 5, 2011) Behavioral Research in Support of STD/HIV Prevention in the Philippines - Dr. Donald Morisky

List of abstracts 2005-2010.


(Other optional readings)


Chiao C, PhD, Morisky DE. The Role of Regular Sex Partner in Sexually Transmitted Infections and Re-infections: Results from the Study of Female Entertainment Establishment Workers in the Philippines. *Sexual Transmitted Diseases* 2007; 8:534-540.


**Week 3: April 12, 2011 Critical Discussion of HIV/AIDS Research on the Global Scene Dr. Donald Morisky**

**List of abstracts 2005-2010**


**Week 4-- April 19 The MACS Research Program (Male AIDS Cohort Study) Dr. Roger Detels and HIV Transmission and Surveillance Methods –**

**List of abstracts 2005-2010**
Recent Scientific Contributions to Understanding HIV/AIDS from the Multicenter AIDS Cohort Study (MACS).

Emily Hamilton

Berkelman RL, Sullivan PS, Buehler JW. Public Health Surveillance

April 26  
HIV among Injection Drug Users

Dr. Steven Shoptaw

List of abstracts 2005-2010


May 3  
How Trauma increases risks of and Transmission for HIV and what we do about it

Dr. Gail Wyatt

List of abstracts 2005-2010


Week 7 — May 10, 2011 — Sexual Transmission of HIV- AIDS Research Among Minority Populations,

Dr. Adeline Nymathi

List of abstracts 2005-2010.


Week 8—May 17, 2011 --Female Controlled STI/HIV Prevention Methods: The Role of Microbicides — Dr. Pamina Gorbach

List of abstracts 2005-2010.


At Last, Vaginal Gel Scores: Victory against HIV. Science 23 July 2010; 329:374-375.
Dr. Karine Markosyan “HIV-risk reduction behavioral intervention for female sex workers in Armenia


**Week 9 – May 24, 2011 -- Class Evaluation/Group Presentations**

Group 1-- Wu Fe and Dr. Lan (Blue) – IDU in China and Taiwan

Group 2 Hirai Mitsuaki and Gaspar and Kareen

Group 3 Christopher and Carlo

**Week 10 -- (May 31, 2011 --Student Presentations; Final Discussion of Methodological on HIV/AIDS: Theory and Measurement**

Group 4- Grant Courtney and Emily Hamilton--MSM population of crystal meth users