FORDHAM UNIVERSITY SCHOOL OF SOCIAL SERVICES

SOCIAL WORK AND HIV/AIDS

SWGS 6103

**COURSE DESCRIPTION.** The complexity of societal, organizational, familial, and personal issues associated with Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) sets the spectrum of HIV Disease apart from every other contemporary public health and social problem. HIV has generated challenging policy, ethical, and service delivery issues for health care institutions, mental health centers, and social service agencies. The discrimination and stigma associated with the illness resounds in every systemic context. Every social worker will be affected by HIV in some way. To be effective, service providers and planners must possess basic knowledge about the biological, psychological, spiritual, and social aspects of HIV; human development; cultural competence; and practice approaches that have evidence for effectiveness.

**PLACE IN THE CURRICULUM.**

This course is an elective in the clinical curriculum.

**COURSE OVERVIEW**

The state of HIV disease in the U.S. will serve in this course as a case study for deepening our understanding of all aspects of social work: crisis intervention, counseling, management, advocacy, planning, and ethics. This course will focus on knowledge, values, critical thinking, and social action. Learners will examine individual and familial issues in order to understand the interrelatedness of personal and political concerns. Learners will begin to analyze the differential impact on ethnic and cultural groups, distribution of resources, ethical dilemmas, interaction of systems, and societal responses. This course is grounded in a concern for social justice and a commitment to case and class advocacy.

**COURSE OBJECTIVES**

By the end of the course, it is hoped that the participants will be able to:

1. Apply the knowledge, values, and skills of social work to the personal context of HIV Disease.

2. Discuss the facts and myths about HIV, including transmission, prevention, and treatment.

3. Place HIV disease in a cultural context, identifying some of the important effects on individuals, couples, families, groups, and service providers, and understand the range of diversity affected by the pandemic.
4. Express the value and ethical issues raised by HIV, including stigma, discrimination, and oppression in all its forms.

5. Demonstrate increased skills in critical thinking, prevention and supportive intervention, and cultural competence as they relate to HIV disease.

6. Analyze the complexity of bio-psycho-social-spiritual dilemmas which HIV disease poses for persons who are infected and their significant supports.

7. Use HIV disease as a case study to develop one’s own reflective professional identity and to begin to integrate social work values, genuine use of self, and practice skills.

8. Delineate various social work interventions and responses to increase the functioning of individuals, couples, families, and groups.

**REQUIRED READINGS**

Required textbooks can be purchased at the bookstore or ordered through another bookstore or on-line. They are also in the library reserve room. They are:


Additional required articles, chapters, and handouts are on e-reserve.

IF YOU NEED ACCOMMODATION FOR A DISABILITY you must present a statement from the Fordham Office of Disabilities in the beginning of the term. If you are unable to meet a deadline and wish to request an extension or incomplete, contact the instructor at least three days prior to the due date. Assignments may be submitted after the indicated due date only with prior permission of the facilitator. Incomplete grades must be prearranged as well. You may lose points for missing deadlines.

**Course Requirements**

To successfully complete this course, students will be expected to participate in 15 sessions of one hour and fifty minutes. While instructors develop their own assignments for their students, a minimum of two assignments are required. Assignments may take the form of a written paper, an in-class examination, class presentations or logs on reading assignments.
Guided Instruction Assignments

In addition to classroom assignments, student will complete 10 additional hours of guided instructional time. Individual instructors, in their personal syllabi will identify specific guided instructional assignments that students will undertake. These can include tracking HIV related information in the media, interviews with directors and staff of AIDS service organizations and governmental agencies, or reports on relevant DVD’s or video tapes on HIV related information.

DETAILS OF WEEKLY SESSIONS

Session 1: Introduction to the course and each other.

Stine: Chapter 1.

Session 2: Introduction to HIV disease

Stine: Chapter 6, 7.


Session 3 Issues in Transmission, Prevention and Testing


Stine: Chapter 8, 9, 13.
Session 4: Biological and Treatment Vectors in HIV/AIDS

Stine: Chapter 3, 4, 5


Kremer, H. & Ironson (2006). To tell or not to tell: Why people with HIV share or don’t share with their physicians whether they are taking their medication as prescribed. AIDS Care, 18-5, 520-528.

Session 5 Ethical issues surrounding HIV practice.


Session 6: The context of HIV infection: Stigma versus Support


Stine: Chapter 14.


Session 7 A Values, oppression, and cultural competence.


Session 8: Clinical Issues surrounding HIV/AIDS; Common Concerns


Session 9: Use of self in HIV work.


Session 10: Case Management, Family and Couples Counseling


Session 11: Group Work & AIDS


**Session 12: Issues in Psychotherapy and HIV/AIDS**


**Session 13: Gender & HIV/AIDS**


Session 14 HIV/AIDS across the Life-Span.


Session 15: Final wrap up; Discussion of themes in the course.

**Guide for Grading Policy and Recommended Grade Equivalents**

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<th>Score Range</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
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<tr>
<td>90-94</td>
<td>A-</td>
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<tr>
<td>87-89</td>
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<td>70-75</td>
<td>C</td>
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**Students With Disabilities**

Any student with a documented disability (e.g. physical, learning, visual, hearing, psychiatric, etc.) and who has registered with the Office of Disability Services at 718-817-0655 may be entitled to accommodations. Students should register with the Office of Disability Services at the beginning of the semester.
What is Plagiarism?

- Plagiarism is a form of academic dishonesty, which involves using someone else’s written work or even ideas without giving proper credit or presenting as one’s own, work that has been partially or wholly prepared by someone else. “Someone else” may be another student, a published author, a professor, a friend, or a business or on-line service that sells or distributes such papers or materials. These ideas and words can come from an Internet source, a newspaper article, an unpublished dissertation, a conference presentation, the popular press and scholarly journals as well as other sources.
- The nature of the “work” most commonly plagiarized is written work. However, it also can be ideas, concepts, organizational structure, data sets, electronic media, logos and other graphics.
- Plagiarism is considered a form of fraud or lying. One does not have to intentionally attempt to deceive the reader to be guilty of plagiarism. Plagiarism also can happen inadvertently by not knowing how and when to cite sources.
- Plagiarism prevents students from learning new material and skills. It cheats students of learning opportunities by not allowing them to be challenged and to grow intellectually.

Examples of plagiarism include:

- Copying someone else’s text verbatim, without using quotation marks and giving credit to the source. It is no defense to claim one has “forgotten” to do so.
- Paraphrasing someone else’s work without giving him or her credit.
- Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences, without giving proper credit.
- With the advent of the Internet, plagiarism has taken two forms:
  - Buying a term paper and trying to pass it off as one’s own. [These are relatively easy to spot.]
  - Downloading or cutting and pasting text directly from on-line sources without giving proper credit.
- Copying a classmate’s work or using a former student’s paper. Even copying one sentence constitutes plagiarism.
- Making up a citation or making up data.

Can one plagiarize one’s self?

- Yes! Typically, self-plagiarism takes one of two forms.
  - Either the person submits work for a course that was written for a previous course, or she or he turns in the same paper (or sections of the paper) for two different courses simultaneously.
- Self-plagiarism is considered as serious as plagiarizing someone else’s work.

What are the penalties for plagiarism?

- Plagiarism is not only a serious academic offense, it is also considered to be a breach of professional ethics. Consequently, the penalties can be quite severe.
- The student who plagiarizes can receive a failing grade not only for the assignment, but also for the entire course. This is up to the discretion of the professor teaching the course.
- The matter may also referred to Dean Susan Egan at Lincoln Center. In Tarrytown, the matter may be referred to Dean Jane Edwards. The Deans determine what other actions to take, including whether dismissal of the student from the program is warranted. Please refer to the GSSS Student Handbook for an explanation of the consequences of plagiarism.

Why do some students plagiarize if it can potentially cost them their careers?

- Most students who do plagiarize are not secure with either their knowledge of the material or their writing skills. They fear receiving a bad grade for the assignment. They consider themselves as good or excellent students. The thought of receiving a bad grade is emotionally threatening.
Many students who plagiarize are overwhelmed and have not allotted enough time to research and write the paper. Some students who plagiarize do so to save time and effort. They do not realize that many professors have electronic search engines designed to detect plagiarism.

**How can you maintain your academic integrity and avoid plagiarism?**

- Plan your time wisely. Give yourself ample time to research and write your first draft of your paper.
- Know when to use quote marks, single quote marks, and when you may simply give the name of the author and the date of publication of the source. This means you have to know the difference between a paraphrase and a quotation. There is a distinct difference.
- Have someone who is familiar with academic writing read early drafts of your paper.
- Buy a copy of the American Psychological Association’s *Publication Manual*. This manual contains the standards that faculty at GSSS adhere to when writing and publishing papers.
- Attend APA writing workshops offered at GSSS.
- Use the writing clinic at GSSS.
- When in doubt as to whether or not you are citing a source properly, consult your course instructor.