



HLTH AGE 2J03: SELECTED TOPICS IN AGING

AGING WITH HIV

Department of Health, Aging & Society

McMaster University

Winter 2016

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Lectures: Wednesdays 8:30am-10:20am & Fridays, 10:30am-11:20am, CNH B107

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Office Hours: Wednesdays, 10:30am-12:00pm (or by appointment)

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**If you require this information in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

COURSE DESCRIPTION

This course provides background and current information on HIV/AIDS and aging. Older adults now comprise a significant proportion of people living with HIV/AIDS in Canada. People living with HIV are living longer thanks to effective antiretroviral therapies, and newer infections among older adults are on the rise. Topics covered in the course include: social and cultural constructions of aging with HIV/AIDS, chronic illness, disability, stigma, mental health, community activism, risk, health and social policy, and programmatic responses that address HIV and aging. The course is grounded in research on the lived experiences of older adults with HIV and will provide students with a unique lens through which to view broader theories on health and aging as well as introduce critical research analysis skills.

COURSE OBJECTIVES

Students completing this course will learn to:

- Gain a better understanding of health and social issues concerning aging with HIV and identifying affected populations
- Describe how HIV/AIDS affects people across their life course (youth, mid-life, older adulthood, etc.) and its impact on families
- Develop understanding of current knowledge about aging and HIV/AIDS and describe useful theoretical perspectives

- Characterize health and social policies related to HIV and aging as well as recent Canadian programmatic responses
- Develop knowledge of critical social science approaches to studying lived experiences of older adults living with HIV
- Retrieve, critically analyze, and interpret relevant research
- Practice research and writing skills through completion of the final course assignment
- Engage in scholarly discussion with peers through in-class and online participation in larger class discussions

COURSE EVALUATION - OVERVIEW

Test 1 - 25%

February 10, 2016

Test 2 - 30%

March 30, 2016

Major Assignment (Case Study) - 35%

April 8, 2016

Discussion Forum Participation – 10%

Over the course of the term, summaries due April 8, 2016

COURSE MATERIALS

This course requires custom courseware available for purchase at the Campus Bookstore (<https://campusstore.mcmaster.ca/>). In addition to the coursepack, each week requires a number of readings available through online sources. The course syllabus contains links that are always available to this electronic content, and are licensed by McMaster's Library. In most cases students will need to use their MAC ID and password to access the online content. Additional readings may be posted online or on course reserve at the Mills Library. All readings except those listed under the "Supplementary Readings" section of the Weekly Topics and Readings need to be read in advance of each class. Please complete all of the assigned readings - you will be tested on this content in addition to in-class lectures and videos.

COURSE FORMAT

Lectures will be held regularly on **Wednesdays** from 8:30am-10:20am and on **Fridays** from 10:30am to 11:20am; please see the course schedule below for more information. Lectures may include the use of video clips or movies, when applicable, to illustrate course material. When possible, we will schedule guest speakers who will lecture on topics covered each week. We will also have in-class group-based discussions on course material presented in lectures throughout the term. Students are expected to contribute to the course Online Discussion Forum for their participation grade. Please see the course Evaluation Components section below for more information.

COURSE WEBSITE

This course uses Avenue to Learn (<http://avenue.mcmaster.ca/>). Please check the website frequently for class announcements and other important information. We may be using the site for posting of grades. More information will be provided in class. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may be visible to all other students in the same course. The available information is dependent upon the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

EVALUATION COMPONENTS

1. TEST 1 - 25% - ON FEBRUARY 10, 2016

Test 1 will consist of multiple choice/true false questions, as well as short answer questions and will test your knowledge of both lecture material and assigned readings.

2. TEST 2 - 30% - ON MARCH 30, 2016

Test 2 will consist of multiple choice/true false questions and will test your knowledge of both lecture material and assigned readings.

3. MAJOR ASSIGNMENT (CASE STUDY) - 35% - DUE ON APRIL 8, 2016 BY 4:00PM

Maximum Length: 10-12 pages, double-spaced, 1-1.5 inch margins

In this final assignment, you will create a case study to analyze. The assignment will be presented in 2 parts.

Part 1: CASE STUDY

Drawing from any lecture materials and/or assigned readings create a fictional case study that provides a realistic description of a fictional individual who is impacted by HIV/AIDS, and is relevant to the study of aging with HIV/AIDS. ****Do not refer directly to any real person for the case study. **** Include information about relevant demographics (age, gender, gender identity, race, socioeconomic status, time since HIV diagnosis, etc.) in the case study.

PART 2: ANALYSIS

Analyse the case with at least 2 of the theories described in the course.

In your analysis, please address the following questions:

- What major concepts taken from these theories are relevant to the individual you have chosen to describe in this case study? Please select 3 concepts for each of the 2 theories.
- What other concepts might be relevant to the case study? (1 or 2 concepts addressed in the course or elsewhere)
- How might social forces be impacting the individual's situation?
- What social determinants of health are (most) relevant to the individual in the case study?
- How might your own social location (and values attached to it) influence your perspective on this case and/or your selection of these particular practice theories?

This assignment requires theoretical and conceptual application, research, analysis, and critical reflection. More information on the format and structure will be posted in Avenue to Learn during the first half of the term. For additional guidelines, see the Instructor Policies section.

4. ONLINE DISCUSSION FORUM PARTICIPATION- 10% - OVER THE COURSE OF THE TERM, SUMMARY DUE APRIL 8, 2016 AT THE BEGINNING OF CLASS

Participation in this course includes contributing to an Online Discussion Form on Avenue to Learn (<http://avenue.mcmaster.ca/>). You are expected to post a comment or a question about any of the assigned readings for a minimum of 7 weeks over the 14 weeks of the course. Please be respectful of the author(s), and of each other in your posts. Please use in-text citation when referencing a particular author's work each week. Posts must be completed prior to Wednesday and Friday mornings. The instructor may select posts to share with the class during lectures. At the end of the term, students will be asked to provide a 1 page summary of their participation in the online discussion form (12 point font, double-spaced, 1 to 1.5 inch margins). Seven satisfactory posts and a satisfactory summary will earn a full participation grade (1 point will be given for each week you post, for a total of 7 points. Three points will be given for a satisfactory summary). Summary is due at the beginning of the last class (April 8, 2016).

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

INSTRUCTOR POLICIES

Assignments: *Completion of all assignments and exams is mandatory to pass the course. If any course requirement is not completed, you will receive a grade of 0 and not pass the course.* Please submit assignments (hard copies only) in class on the day that they are due. Emailed or faxed assignments will NOT be accepted. Assignments should be typed and double-spaced 12 point Times New Roman or Arial font with a minimum of 1 inch margins at the top, bottom, left and right of each page. Assignments should be submitted with a front page containing the title, student's name, student number, and the date the assignment is submitted. Number all pages (except title page). Assignments should be stapled together. Please do NOT use plastic report covers or binders. Paper format should be in accordance with the current edition of American Psychological Association (APA) publication manual. Papers not meeting these requirements will not be accepted for grading. Please submit two copies of assignments, and be sure to keep an electronic copy of all assignments for your records.

The due dates for all assignments are fixed and non-negotiable. There will be a deduction of 15% per day for all late assignments, including weekends (15% for the whole weekend). If an assignment is due on Friday, but handed in at 12:00am on Saturday or later, the deduction will be 15% for that day and so on. Deductions are calculated per day, not per 24 hour period. No assignments will be accepted 3 days after the original due date; no exceptions. Please refer to assignment handouts for exact dates. Any late papers/assignments will receive a grade only; no comments.

Privacy Protection: In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

- Direct return of materials to students in class;
- Return of materials to students during office hours;
- Students attach a stamped, self-addressed envelope with assignments for return by mail; and

Arrangements for the return of final assignments from the options above will be finalized during the term.

Illnesses and Emergencies: In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. Please note these regulations have changed effective Fall 2015.

Review of Marks: Assignments and exams are marked fairly and carefully. However, in the event that a student disagrees with their mark, the following procedure will be followed:

- The student must write a detailed one-page note (hard copy only; emails will not be accepted) outlining the reason for the review of the mark. This note must be attached to the original assignment and handed in to the instructor
- The instructor will review the request and review the original assignment and provide the student with written feedback
- Students must not submit a request for review any earlier than 1 week after the paper/exams are returned and no later than 2 weeks after
- Please note that upon re-review, there is a chance that the new grade may be lower than the original grade received

Accommodations: Please feel free to discuss your personal needs with me. If you require academic accommodations, these arrangements can be made through a Program Coordinator at Students Accessibility Services (<http://sas.mcmaster.ca/>). Academic accommodations must be arranged for each term of study. This office also provides helpful information on time management, note-taking, keeping up with readings, and taking multiple choice tests. Student Accessibility Services can be contacted by phone at 905-525-9140 ext. 28652, or by email at sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation for Students with Disabilities: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

Responsibilities as a Student Registered at SAS: SAS assists with academic and disability-related resources for students with a variety of learning needs. If you require academic accommodation through SAS, be sure that you arrange your accommodations with SAS as early as possible, and ensure that the instructor receives a copy of your accommodation letter as early as possible in the term. Students registered with SAS are responsible for:

- meeting their SAS Program Coordinator prior to, or at the start of each academic term (September, January and summer sessions);
- providing their SAS Program Coordinator with relevant and professional medical or psychological documentation;
- notifying their SAS Program Coordinator if courses are dropped or added, or if accommodations require a change;
- meeting with individual course instructors to discuss their specific accommodation needs in relation to the course; and
- providing the instructor with their accommodation letter as early as possible.

For more information, visit the SAS website: <http://sas.mcmaster.ca>

Computer Use in the Classroom: Computer use in the classroom is intended to facilitate learning in that particular lecture. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture. Mobile phones and smartphones are NOT permitted on desktops during lectures.

Office Hours and Email Communication: I maintain regular offices hours - no appointment is necessary. I am also available by email (furlotcr@mcmaster.ca). Please use proper email etiquette when sending an email: include the course name in your subject line; provide a salutation (Dear Mr. Furlotte);

and include your name and student number. You can expect a response to your email within 48 hours, excluding weekends, holidays and university scheduled breaks such as Fall break, Reading Week, Mid-term Recess, etc.

Faculty of Social Sciences E-Mail Communication Policy: It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including to TAs), and from students to staff, must originate from the student's own McMaster University email account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at their discretion.

Avenue to Learn Mail: Please use your McMaster e-mail account to contact the instructor. Do NOT use Avenue to Learn Mail. There is a technical difference between the Mail feature in Avenue to Learn and the McMaster e-mail services, including UnivMail, the mail service used by most instructors. Messages sent from Avenue to Learn to e-mail, for example, can often cause unhelpful delays and errors.

Academic Integrity: Please refer to the University Policy on Academic Integrity, located at <http://www.mcmaster.ca/academicintegrity>. You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in an unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the University.

Avoiding Academic Dishonesty: It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the information posted by McMaster's Office of Academic Integrity, located at <https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>.

The following illustrates only a few forms of academic dishonesty:

- Submitting work that is not your own.
- Submitting your own material for which other credit has already been obtained in another course.
- Using another writer's sentences, phrasing, or writing structure without properly indicating your debt by using quotation marks.
- Neglecting to properly cite the source of your ideas.
- Improper collaboration in non-group work.
- Copying or using unauthorized aids in tests and examinations.
- Posting in the online discussion forum as someone else.
- Requesting accommodation or exceptions in bad faith or under false pretenses.

Access Copyright Regulations: McMaster University holds a licensing agreement with Access Copyright, the Canadian Copyright Licensing Agency. Information on current regulations for copying for education purposes can be found at the following website: <http://www.copyright.mcmaster.ca>

WEEKLY TOPICS AND READINGS

TOPIC	ASSIGNED READINGS	IMPORTANT NOTES
WEEK ONE: JANUARY 6, 8, 2016		
<p>Introduction; Aging with HIV 101 (Wednesday, January 6)</p> <p>Social and Cultural Constructions of Aging with HIV/AIDS (Friday, January 8)</p>	<p>No Assigned Readings.</p> <p>1. Squire, C. (2013). “From HIV’s exceptionalism to HIV’s particularity”. In C. Squire. <i>Living with HIV and ARVs: Three letter lives</i>. (pp. 12-50). London: Palgrave. [COURSEPACK]</p> <p>2. Wallach, I. & Brotman, S. (2013). Ageing with HIV/AIDS: A scoping study among people aged 50 and over living in Quebec <i>Ageing and Society</i>, 33, 1212-1242. Libaccess: http://goo.gl/mKUfvh</p> <p>3. Roger, K.S. Mignone, J. & Kirkland, S. (2013). Social aspects of aging with HIV. <i>Canadian Journal of Aging</i>, 32, 298–306. Libaccess: http://goo.gl/iK9rD1</p> <p><u>Supplemental Reading:</u></p> <p>4. High, K. et al. (2012). HIV and Aging: State of knowledge and areas of critical need for research. A report to the NIH Office of AIDS Research by the HIV and Aging Working Group. <i>Journal of Acquired Immune Deficiency Syndrome</i> 60(Supplement 1). S1-18. Libaccess: http://goo.gl/DUXDpU</p> <p>5. Russo, V. (1988, May). <i>Why we fight</i>. Speech presented at ACT UP Demonstration in Albany, NY. Online Access: http://www.actupny.org/documents/whfight.html</p>	

WEEK TWO: JANUARY 13, 15, 2016

Critical Social Theories, Life Course Perspective, Intersectionality
(Wednesday, January 13)

1. Treichler, P.A. (1999). "AIDS, HIV, and the cultural construction of reality". In P.A. Treichler. *How to have theory in an epidemic: Cultural chronicles of AIDS*. (pp. 149-175). London: Duke University Press.

[COURSEPACK]

2. Hutchinson, E.D. (2005). The life course perspective: A promising approach for bridging the micro and macro worlds for social workers. *Families in Society: The Journal of Contemporary Social Services*, 86(1), 143-152.

Libaccess: <http://goo.gl/bAKJ7W>

3. Hankivsky, O. (2014). *Intersectionality 101* The Institute for Intersectionality Research & Policy, Simon Fraser University.

Online Access: <https://goo.gl/jyc71X>

HIV/AIDS, Aging and Families
(Friday, January 15)

4. Evans, R. & Becker, S. (2009). "Chapter 2: HIV and the Family". In R. Evans and S. Becker. *Children caring for parents with HIV and AIDS: Global issues and policy responses*. (pp. 39-66). Portland, OR: Policy Press.

Libaccess: <http://goo.gl/VIbL8K>

5. Nolen, S. (2007). "Regine Mamba" In S. Nolen. 28 *Stories of AIDS in Africa*. (pp. 71-75). Toronto: Vintage Canada

[COURSEPACK]

Supplemental Readings:

6. Robinson, W.A., Petty, M.S., Patton, C. & Kang, H. (2008). Aging with HIV: Historical and intra-community differences in experience of aging with HIV. *Journal of Gay & Lesbian Social Services*, 20(1/2), 11-24.

Libaccess: <http://goo.gl/jlVvhu>

7. Cazdyn, E. (2012). "Part one: The new chronic". In

	<p>E. Cazdyn. <i>The already dead: The new time of politics, culture and illness</i>. (pp. 14-98). Durham, NC: Duke University Press. Libaccess: http://goo.gl/DBzayk</p> <p>8. Adam, B.D. (1992). "Sociology and people living With AIDS." In J. Huber & B. Schneider, (Eds.) <i>The Social Context of AIDS</i> (pp. 3-18). Newbury Park, CA: Sage. [ON RESERVE AT MILLS LIBRARY]</p>	
WEEK THREE: JANUARY 20, 22, 2016		
<p>Chronic Illness Frameworks (Wednesday, January 20)</p> <p>Successful Aging and HIV (Friday, January 22)</p>	<p>1. Charmaz, K. (1991). "Living with chronic illness". In K. Charmaz. <i>Good days, bad days: The self in chronic illness and time</i>. (pp. 134-166) New Brunswick: Rutgers University Press. [COURSEPACK]</p> <p>2. Owen, G. & Catalan, J. (2012). 'We never expected this to happen': Narratives of ageing with HIV among gay men living in London, UK. <i>Culture, Health and Sexuality</i>, 14(1), 59–72. Libaccess: http://goo.gl/23D7JT</p> <p>1. Vance, D. E., & Robinson, F. P. (2004). Reconciling successful aging with HIV: A biopsychosocial overview. <i>Journal of HIV/AIDS and Social Services</i>, 3(1), 59–78. Libaccess: http://goo.gl/cwOC2E</p> <p>2. Merriam, S.B., Courtenay, B.C. & Reeves, P.M. (2001). Time and its relationship to development in the life course: Some reflections from a study of HIV-positive adults. <i>Journal of Adult Development</i>, 8 (3), 173–182. Libaccess: http://goo.gl/S0mtUI</p> <p><u>Supplemental Reading:</u></p> <p>5. Rosenfeld, D., Ridge, D. Von Lob, G. and the HIV in Later Life Team. (2014). Vital scientific puzzle or lived uncertainty? Professional and lived approaches to uncertainties of ageing with HIV. <i>Health Sociology</i></p>	

	<p><i>Review</i>, 23(1), 20-32.</p> <p>Libaccess: http://goo.gl/8iI2M2</p>	
WEEK FOUR: JANUARY 27, 29, 2016		
<p>Complexities of Aging with HIV (Wednesday, January 27)</p>	<p>1. Siegel, K., Dean, L., & Scrimshaw, E. W. (1999). Symptom ambiguity among late-middle-aged and older adults with HIV. <i>Research on Aging</i> 21(4), 595-618. Libaccess: http://goo.gl/OMuUst</p> <p>2. McCoy, L. (2009). Time, self and the medication day: A closer look at the everyday work of ‘adherence’. <i>Sociology of Health & Illness</i>, 31(1), 128–146. Libaccess: http://goo.gl/Q3zXnv</p>	
<p>Episodic Disability Frameworks (Friday, January 29)</p>	<p>1. O’Brien, K.K., Davis, A.M. Strike, C. et al (2009). Putting episodic disability into context: A qualitative study exploring factors that influence disability experienced by adults living with HIV/AIDS. <i>Journal of the International AIDS Society</i>, 12(30). Online Open-Access: http://goo.gl/gaACmk</p> <p>2. Solomon, P., O’Brien, KK., Wilkins, S. & Gervais, N. (2014). Aging with HIV and disability: The role of uncertainty. <i>AIDS Care</i>, 26, 240-245. Libaccess: http://goo.gl/jkIhCO</p>	
WEEK FIVE: FEBRUARY 3, 5, 2016		
<p>Voices of Older Adults Living with HIV (Wednesday, February 3)</p>	<p>1. Poindexter, C. (2004). Six champions speak about being over 50 and living with HIV. <i>Journal of HIV/AIDS & Social Services</i>, 3(1) 99-117. Libaccess: http://goo.gl/jsqjk2</p> <p>2. Ibáñez-Carrasco, F. (2014) “Morning has broken: A manifesto for the new normal HIV”. In F. Ibáñez-Carrasco <i>Giving it raw: Nearly 30 years with AIDS</i>. (pp. 165-171). Oakland, CA: Transgress Press. [COURSEPACK]</p>	

<p>Resilience in Aging with HIV/AIDS; Review for TEST 1 (Friday, February 5)</p>	<p>3. Emllet, C.A., Tozay, S., & Raveis, V. (2011). “I’m not going to die from the AIDS”: Resilience in aging with HIV disease. <i>The Gerontologist</i>, 51(1), 101-111. Libaccess: http://goo.gl/g9Ly3k</p> <p>4. Fang, X., Vincent, W., Calabrese, S.K. et al (2015). Resilience, stress, and life quality in older adults living with. HIV/AIDS. <i>Aging and Mental Health</i>, 19(11), 1015-1021. Libaccess: http://goo.gl/8TVjKn</p>	
<p>WEEK SIX: FEBRUARY 10, 12, 2016</p>		
<p>TEST 1 (Wednesday, February 10)</p> <p>Stigma and Ageism: Double Jeopardy? (Friday, February 12)</p>	<p>No Assigned Readings</p> <p>1. Link, B.G. & Phelan, J.C. (2001). Conceptualizing stigma. <i>Annual Review of Sociology</i>. 27, 363–85. Libaccess: http://goo.gl/v2uYNw</p> <p>2. Emllet, C.A. (2006). “You’re awfully old to have this disease”: Experiences of stigma and ageism in adults 50 years and older living with HIV/AIDS. <i>The Gerontologist</i>, 46 (6), 781-790. Libaccess: http://goo.gl/kWzWfC</p> <p>3. Zhang, Y-J., Fan, Y-G., Dai, S-Y., et al. (2015). HIV/AIDS stigma among older PLWHA in south rural China. <i>International Journal of Nursing Practice</i>, 21(3), 221-228. Libaccess: http://goo.gl/8a4CLJ</p>	<p>*TEST 1* WEDNESDAY, FEBRUARY 10- PLEASE BE SEATED IN T29 ROOM 101 BY 8:30AM</p>
<p>WEEK SEVEN: *MID-TERM RECESS (NO CLASS FEBRUARY 17, 19, 2016)*</p>		

WEEK EIGHT: FEBRUARY 24, 26, 2016

Psychosocial Impact of Aging with HIV/AIDS
(Wednesday, February 24)

1. Rueda, S. Law, S. & Rourke, S.B. (2014). Psychosocial, mental health, and behavioral issues of aging with HIV. *Current Opinion on HIV/AIDS*, 9, 325-331.

Libaccess: <http://goo.gl/AzV9X5>

2. Grov, C., Golub, S.A., Parsons, J.T., Brennan, M., Karpiak, S.E. (2010). Loneliness and HIV-related stigma explain depression among older HIV-positive adults. *AIDS Care: Psychological and Socio-medical Aspects of AIDS/HIV*, 22 (5), 630-639.

Libaccess: <http://goo.gl/L9YXCw>

Substance Use, Neurocognitive Challenges
(Friday, February 26)

4. Eldeman, E.J. Tetrault, J.M. & Fiellin, D.A. (2014). Substance use in older HIV-infected patients. *Current Opinion on HIV/AIDS*, 9(4), 317-324.

Libaccess: <http://goo.gl/CAMN7T>

5. Wendelken L.A. & Valcour V. (2012). Impact of HIV and aging on neuropsychological function. *Journal of NeuroVirology*, 18(4), 256-63.

Libaccess: <http://goo.gl/Q2Kor4>

WEEK NINE: MARCH 2, 4, 2016

Older Gay Men and HIV/AIDS
(Wednesday, March 2)

1. Halkitis, P. N. (2014). “And then middle age”. In P.N. Halkitis. *The AIDS generation: Stories of survival and resilience*. (pp. 138-190) New York: Oxford University Press.

[COURSEPACK]

2. Staley, P. (2013). “Grief is a sword: A eulogy for Spencer Cox”. Published by the Treatment Action Group: New York.

Online Access: <http://goo.gl/CKIPah>

<p>Older Women and HIV/AIDS (Friday, March 4)</p>	<p>3. Durvasula, R. (2014). HIV/AIDS in older women: Unique challenges, unmet needs, <i>Behavioral Medicine</i>,40 (3), 85-98. Libaccess: http://goo.gl/ALqHNg</p> <p>4. Beuthin, R.E., Bruce, A. & Shields, L. (2015). Storylines of aging with HIV: Shifts toward sense making. <i>Qualitative Health Research</i>. 25(5) 612–621. Libaccess: http://goo.gl/JRwSDZ</p> <p><u>Supplementary Reading:</u></p> <p>5. Brennan, D.J., Emler, C.A., Brennenstuhl, S., & Rueda S. (2013). Socio-demographic profile of older adults with HIV/AIDS: Gender and sexual orientation differences. <i>Canadian Journal on Aging</i>, 32, 31-43. Libaccess: http://goo.gl/pQcjia</p> <p>6. Emler, C.A., Tangenberg, K. & Siverson, C. (2002). A feminist approach to practice in working with midlife and older women with HIV/AIDS. <i>Affilia</i> 17 (2), 229-251. Libaccess: http://goo.gl/tlJtI4</p>	
<p>WEEK TEN: MARCH 9, 11, 2016</p>		
<p>Community Development and AIDS Activism (Wednesday, March 9)</p> <p>Cultural Contexts and Long-Term Survivors (Friday, March 11)</p>	<p>1. Gillett, J. (2010). “Chapter 1: Mobilization 1983-1989”. In J. Gillett. <i>A grassroots history of the HIV/AIDS epidemic in North America</i>. (pp. 27-60) Phoenix: Marquette Books. [COURSEPACK]</p> <p>2. Erni, J. N (1994). “Temporality and the politics of AIDS science; or, how to kill time in an epidemic.” In J.N. Erni. <i>Unstable Frontiers: Technomedicine and the Cultural Politics of “Curing” AIDS</i>. (pp. 69–88). Minneapolis, MN: University of Minnesota Press. [COURSEPACK]</p> <p>3. Rosenfeld , D., Bartlam, B. & Smith, R. (2012). Out of the closet and into the trenches: Gay male baby boomers, aging, and HIV/AIDS, <i>The Gerontologist</i>, 52(2), 255–263.</p>	

WEEK TWELVE: MARCH 23, 25, 2016

<p>Aging, Risk and HIV Prevention (Wednesday, March 23)</p>	<p>1. Nichols, J. (2004). "Prevention of HIV disease in older adults". In C.A. Emllet. (Ed). <i>HIV/AIDS and Older Adults: Challenges for Individuals, Families and Communities</i>. (pp. 21-35). Springer Publishing Company: New York. [COURSEPACK]</p> <p>2. Mairs, K. & Bullock, S. (2013). Sexual risk behaviour and HIV testing among Canadian snowbirds who winter in Florida. <i>Canadian Journal on Aging</i>, 32(2), 145-158. Libaccess: http://goo.gl/WmlbbS</p> <p>3. Illa, L., Echenique, M., Saint Jean, G. et al. (2010). Project roadmap: Reeducating older adults in maintaining aids prevention: A secondary intervention for older HIV-positive adults. <i>AIDS Education and Prevention</i>, 22 (2), 138-147. Libaccess: http://goo.gl/SJDgs1</p> <p>4. Halkitis, P. N., Wolitski, R. W., & Millett, G. A. (2013). A holistic approach to addressing HIV infection disparities in gay, bisexual, and other men who have sex with men. <i>American Psychologist</i>, 68 (4), 261– 273. Libaccess: http://goo.gl/wbcIOZ</p> <p><u>Supplementary Reading:</u></p> <p>5. Mykhalovskiy, E. (2011). The problem of "significant risk": Exploring the public health impact of criminalizing HIV non-disclosure. <i>Social Science & Medicine</i>, 73, 668-675. Libaccess: http://goo.gl/uAbLdl</p>	<p>*GOOD FRIDAY-- NO CLASS FRIDAY, MARCH 25*</p>
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WEEK THIRTEEN: MARCH 30, APRIL 1, 2016

<p>TEST 2 (Wednesday, March 30)</p> <p>Health and Social Policy, Service Use and Older Adults</p>	<p>No Assigned Readings.</p> <p>1. Murzin, K. & Furlotte, C. (2015). <i>HIV and aging: An environmental scan of programs and services in</i></p>	<p>*TEST 2 WEDNESDAY, MARCH 30*. PLEASE BE SEATED IN T29 ROOM 101 BY 8:30AM</p>
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<p>Living with HIV (Friday, April 1)</p>	<p><i>Canada - community report, 2015</i>. Prepared at the request of the National Coordinating Committee on HIV and Aging. Libaccess: http://goo.gl/oPYI9n</p> <p>2. Emllet, C.A. (2004). Knowledge and use of AIDS and aging services by older, HIV infected adults. <i>Journal of HIV/AIDS & Social Services</i>, 3(1), 9-24. Libaccess: http://goo.gl/2gAM2k</p> <p>3. Fritsch, T. (2005). HIV/AIDS and the older adult: An exploratory study of the age-related differences in access to medical and social services. <i>The Journal of Applied Gerontology</i>, 24(1), 35-54. Libaccess: http://goo.gl/0BwusF</p>	
<p>WEEK FOURTEEN: APRIL 6, 8, 2016</p>		
<p>Putting It All Together, Future directions in Aging with HIV (Wednesday, April 6)</p> <p>Closings (Friday, April 8)</p>	<p>No Assigned Readings</p>	<p>*FINAL ASSIGNEMENT (CASE STUDY) DUE APRIL 8 BY 4PM.</p> <p>*DISCUSSION GROUP SUMMARY DUE APRIL 8 AT BEGINNING OF CLASS*</p>

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.