WELCOME TO Health 67! I look forward to getting to know each of you. Please feel free to make an appointment with me to discuss any personal concerns or issues you may have, or to just check in so I can get to know you a little better and support your success in the class.

Meeting Time: Tuesdays, starting promptly at 4:10 p.m. in Cloud 333  
Instructor: Beth Freedman  452-5204  
Email: bfreedma@ccsf.edu  
Course Website: www.ccsf.edu/bfreedma  
Office Hours Tuesday 3-4pm and by appointment as needed Cloud Hall 404

Texts  
Two required texts:  
1.  *HIV Counselor Training: Pre-Training Packet*  
   Available in CCSF bookstore  
2.  *Hlth 67 Reader*  
   Available at Copy Edge 1508 Ocean Ave (at Miramar) 587-5345

Evaluation  
Grades will be based on the following:  
- 3 Quizzes  
  50 pts each (150 pts total)  
- Assignments  
  250 pts  
- Class Participation/Attendance  
  50 pts  
- Midterm Exam  
  100 pts  
- Final Exam  
  400 pts  
Total  
950 points

Grades will be based on a 950 point-base:  
A 850-950  
B 849-755  
C 754-660  
D 659-565  
F 564 and under

As a requirement for the HIV/STD Prevention Education Certificate, students must earn a grade of “C” or better.

Quizzes  
Please make every effort to take each quiz on the scheduled date. If you can not make it for a quiz, you must follow these steps:  
• Notify me BEFORE class, via email or telephone, that you will be absent.  
• Schedule to take the quiz BEFORE the next class meeting. No make-ups will be allowed after the following class meeting.
Participation/Attendance
Participation in class activities and discussion is an important aspect of the course. **When you miss class-class misses you.** The course is structured such that class sessions build on each other. If you miss a class it is your responsibility to get notes and handouts from fellow students.

Participation will be evaluated through your ability to pay attention & being prepared for class demonstrated by taking notes, asking appropriate questions, and contributing to discussion. Part of your participation grade will be based on the number of class sessions you attend.

Class sessions are a time to explore, challenge, and expands ideas through discussion and reflection. Inappropriate or disruptive behavior will not be tolerated. Be aware of the City College policy regarding student conduct (page 40 CCSF Catalog).

Absences
To pass the course you may not have more than 3 absences unless specific arrangements are made **ahead of time** with the Instructor for **special circumstances**.

Tardiness
It is also very important to come to class on time and stay for the entire class. **Three episodes of lateness or leaving early will be counted as one absence.**

Withdrawal Policy
Students who have three or more absences will receive an “F” grade or a No Credit if they have selected this option. The last day to withdraw from a class without a “W” appearing on the record is **February 9, 2007.** The last day for a student or instructor initiated withdrawal (“W” on record) is **April 16, 2007.**

Also note, if you decide to stop attending this class please be aware of the procedure and deadlines for dropping courses. If you do not drop the class yourself, you risk receiving an “F” for a final grade.

Cell Phones and Pagers
Please ‘silence’ these when class starts. If you must take a call, do it in the hall (emergencies or REALLY important personal business.) Otherwise, turn off and tune in with a minimum of outside distractions!

Typing
One standard for professionalism that we hold in the program is typing of your assignments. **ALL ASSIGNMENTS MUST BE TYPED.** We will go over resources on campus for access to computers. I will not accept non-typed work.

Late Assignments
Late assignments will **not** be accepted. The ONLY exception is for an absence on the due date.

If you have any questions or concerns about accommodations for disabilities please let me know and call **Disabled Students Programs & Services at 452-5481.**
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Assignment Due/Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 23</td>
<td>Intro to Health 67 and Project SAFE Student Introductions</td>
<td>Read 67 Reader section that corresponds to each week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is Health?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan 30</td>
<td>Introduction to HIV Basic Terms</td>
<td>HPAC 1 &amp; 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HIV PLAN 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.dph.sf.ca.us/HIVPrevPlan/page2.htm">http://www.dph.sf.ca.us/HIVPrevPlan/page2.htm</a></td>
</tr>
<tr>
<td>3</td>
<td>Feb 6</td>
<td>HIV Transmission</td>
<td>#1 Time Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spectrum of HIV Disease</td>
<td>HPAC 2, 3, 4, 9, &amp; 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Basic Prevention-Harm Reduction</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb 13</td>
<td>Health Disparities &amp; HIV Basic Epidemiology</td>
<td>#2 Definitions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Assessment - Team Time</td>
<td>HPAC 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HIV PLAN 2 &amp; 3</td>
</tr>
<tr>
<td>5</td>
<td>Feb 20</td>
<td>HIV Testing</td>
<td>HIPAC 5, 7, 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Safer Sex 101</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team Time</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb 27</td>
<td>Sexual Orientation</td>
<td>HPAC 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gender Identity</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mar 6</td>
<td>Quiz #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sexual Anatomy</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mar 13</td>
<td>STI's -Bacterial</td>
<td>HPAC 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team Time</td>
<td><a href="http://www.PPFA.org">www.PPFA.org</a> go to health info, then STI's</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.sfdph.org/sfcityclinic">www.sfdph.org/sfcityclinic</a> go to STD basics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>#3 Community Assessment</td>
</tr>
<tr>
<td>9</td>
<td>Mar 20</td>
<td>STI's-Viral</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MIDTERM</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mar 27</td>
<td>More SAFER SEX, Hepatitis &amp; TB</td>
<td>HPAC 11 &amp; 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>#4 Sex Shop</td>
</tr>
<tr>
<td>11</td>
<td>Apr 10</td>
<td>Quiz #2</td>
<td>Diaz 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Substance Use</td>
<td><a href="http://www.tweaker.org">www.tweaker.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.harmreduction.org">www.harmreduction.org</a></td>
</tr>
<tr>
<td>12</td>
<td>Apr 17</td>
<td>Multi-cultural &amp; Immigrant &amp; International Issues</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>#5 CBO</td>
</tr>
<tr>
<td>13</td>
<td>Apr 24</td>
<td>SAFER SEX KIT PRESENTATIONS</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>May 1</td>
<td>Quiz #3, Violence, Trauma &amp; HIV</td>
<td>#6 Peer Educator Reflection</td>
</tr>
<tr>
<td>15</td>
<td>May 8</td>
<td>Sarah Thompson</td>
<td>#7 Web Resource</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Catch-up</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>May 15</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
Health 67 Written Assignments

This is a list of the assignments you’ll be asked to do during the semester. All assignments must be typed, no exceptions.

# 1 Time Management          Due February 6          15 pts
Fill out the Time Management Worksheet according to the directions provided. Write a brief commentary (1/2 – 1 page) analyzing your results and if/how you might adjust your commitments to ensure success in balancing your work, school, and personal life.

# 2 Definitions              Due February 13         25 pts
To continue your preparation as Peer Educators, you need to be able to easily define HIV/AIDS, STI’s, Safer Sex, and Harm Reduction.

Type and turn in your definitions of HIV/AIDS, STD’s, Safer Sex, and Harm Reduction. Spell out what any acronyms stand for. Write the definitions in your own words, as you would explain them to someone you are educating/counseling. Giving definitions orally will be part of your Final Exam in May.

# 3 Community Assessment     Due March 13            50 pts
HIV and STD prevention education does not take place in a vacuum. The community where it takes place is a critical player in the success of education efforts.

This community health assessment provides a way to document those things in our environment which impact the health of individuals and communities. Mapping is a tool to graphically show those things that impact health including HIV transmission & prevention.

This assignment will be a team/group assignment & has 2 parts (A & B).
Before you begin, your team must choose a geographical area or neighborhood to focus on. This area can be a neighborhood, a neighborhood that your members spend time in, or a neighborhood that is mutually convenient for you. It should be a neighborhood that has residential areas, where people live, and not be almost exclusively a business district, for example, the Financial District in San Francisco. You may focus on as few as 2 blocks, the natural boundaries of the neighborhood or as many blocks as needed to gather enough information. You may also choose City College Campus to focus on.
**Part A: Community Mapping 25 pts**
Make a map based on data you collect by walking through the neighborhood and record those things that we discussed in class and that you believe have an impact on individual & community health especially in relation to HIV.

Consider these questions as guidelines:

- **Where in the community is risk-taking occurring or supported?**
  Think sex, injection drug use, as well as alcohol/other drug use that contribute to risk. Also other factors that contribute to risk ie; poverty, housing stock, education, access to health services, information, crime or violence, etc.

- **What places promote risk-reduction?**
  What/Where are the community assets and resources that contribute to the well being of the community.

You may have a section of a map blown up, so that you can make notes directly on the map, or you may design your own map. **A "Key" or "legend" for your map is required and will be explained in class.** This part of the assignment may hand done.

**Examples of places to identify might include:**

- Availability of safer sex and risk reduction materials and equipment.
- Prominence of messages that promote safer sex and risk reduction.
- Prominence of messages that promote risk-taking (including co-factors like drinking, drug use, etc.)
- Parks where sex occurs; drugs are bought/sold; drug users congregate to use/share.
- Liquor stores
- Churches
- Community Centers
- Sports Fields
- Schools
- Check cashing businesses
- Community Gardens
- Advertisements for alcohol and tobacco
- Bars
- Gathering places
- Clinics or medical centers

This list could go on. Please feel free to add any other places or things that you notice in your mapping that impact sexual health.
Part B: Reflection and Analysis 25 pts

Write one 2-3 page typed paper for your group about how health and specifically HIV transmission (for better or worse) is affected by the neighborhood or area of your map. Keep in mind what you have learned and discussed in class about Health Disparities and articulate your thinking about this into your answers to the questions below.

1) **Describe** what you find on your map that impacts health & HIV issues.

2) **Describe** how the neighborhood environment specifically influences HIV transmission risk.

3) **Describe** some things that you can do or that can be done to create or support existing resources in the neighborhood for HIV prevention.

4) **Describe** what you learned from this project? Did anything surprise you?

Team Guidelines:

- 4-5 students per team.
- Instructor will establish teams
- Teams will get in-class time to meet
- Teams must plan time to meet outside of class to do research, write paper sections, and compile paper sections.
- All team members must participate in the field-work segment of papers. (That is, all members must assess the chosen neighborhood. This can be done as a group or separately.)
- Team members can decide how to divide up the paper-writing work. Some will want to have each member work on one section of the paper. Others will want everyone to work on all sections. This is up to each team to decide. Choose a strategy that will work for your team!
- Each team’s paper will be assigned one grade. That grade will be assigned to each member. Each member must put in his/her best work to help the team get maximum points.
- Teams must notify the instructor as soon as problems arise with a member not keeping his/her agreements about doing work. We can fix problems with more notice. DON’T WAIT UNTIL THE WEEK BEFORE ASSIGNMENT IS DUE TO TELL ME THERE IS A PROBLEM! THAT’S TOO LATE.
#4 Sex Education Resources  

Sex Education Resources are essential to comprehensive HIV prevention education. This two part assignment provides the opportunity for students to explore sex education resources and their own comfort levels in presenting this material. 

This paper will build on the community assessment. You will explore how sex shops play a role in safer sex education and harm reduction (or promotion of risk.)

**Part A: Sex Shop  Due March 27  25pts**

As part of your training as a Peer Educator, it is important to be familiar with the readily available commercial sex information and sex paraphanalia, Visiting one or more of these resources will increase your ability to make knowledgeable referrals, and help you be more comfortable with the diversity of sexual activities you will encounter as a Peer Educator. You may also find some items for the “Safer Sex Demonstration Kit” that you will be asked to assemble for this class, as well as items for your personal benefit.

Visit at least one of the shops listed below, or another of your choice. After visiting, write a short (2 pages) typed paper about your visit. Some things to write about include;

What was the place like?  
Who was there?  
Who wasn’t there?  
What was the service like?  
How did it promote safer sex?  
How did it promote risk-taking sexually?  
How did it promote alcohol or drug related risk?  
What did you learn about the place?  
What did you learn about yourself?  
How did you feel about your visit?  
How did this place fit into the surrounding neighborhood or area?

If you have never visited a sex shop before, you might feel most comfortable going first to Good Vibrations.

**Suggested Shops:**

Good Vibrations: 603 Valencia St. (at 17th Street) 522-5460; 1620 Polk Street 345-0400 S.F. and 2504 San Pablo Avenue (510) 841-8987 Berkeley  
Frenchy’s Adult Books: 1020 Geary St 776-5940  
Jaguar Adult Books: 4057 18th St 863-4777  
Le Salon:1124 Polk St 673-4492 & 4126 18th St 552-4213  
Walgreen Drug Stores, especially 498 Castro St 861-6276  
Mr. S Leather, 310-7th Street 863-7764  
Stormy Leather, 626-1672  
The Bear Store, 367-9th Street, 552-1506
Part B Safer Sex Kit Creation and Presentation        April 24        25 pts

Safer Sex is an essential element in the prevention of HIV and other STD’s. As a Peer Educator, being able to discuss sexual practices & "safer sex" in a social and cultural context is essential.

Prepare a Safer Sex Kit to present in class. Essentials of your Safer Sex Kit may be quite varied and will be discussed in class. You are encouraged to add whatever you like to personalize your Kit. It is not expected that you spend a lot of money on this. The Project SAFE Activities Room in C405 has many items (latex & lube) you may use to build your Kit. You may also get some ideas from your visit to a Sex Shop. BE CREATIVE and remember it’s about increasing your own comfort level in discussing sexual risk reduction.

# 5 Community-Based Organization or Agency        April 17        35 pts

Again, this paper may build on your Community Assessment. To increase your skills and to become familiar with HIV prevention work in the community, this assignment will focus on the work of a community-based organization or agency working in the area of HIV prevention.

You will be provided with a list of organizations involved in HIV/STD prevention activities to choose from for this assignment. You may choose an organization, agency, or program in the neighborhood used for your mapping assignment or not. If you are interested in an organization that is not on our list; please inform the instructor. Some of you may already be working or volunteering with an organization involved in HIV/STD prevention work, AIDS support work, or other HIV related work such as with a recovery program or Harm Reduction/Substance Abuse Prevention, or Violence Prevention. These already existing commitments fulfill your course requirements.

Write 2 pages using the following points as guidelines:
  • What are the mission and/or goals of the organization?
  • Who is the target population/audience?
  • Does the organization actively promote HIV/AIDS prevention or support? How? What are the activities of the organization?
  • If not, what would be your recommendation of how this organization might more directly address HIV/AIDS prevention & support?
# 6 Peer Educator Reflection  
**Due May 1  
50 pts**

As you assess a community and determine its resources for safer sex and prevention, you may ask, “How do I fit in?” This paper explores your emerging role as a peer educator. It helps you track your progress as you work through the class exercises and earlier assignments. It tracks your growth as a peer educator. Part of professional practice as an educator is to document and reflect upon your work in the field.

Write 2 pages reflecting on your role as a peer educator addressing these questions:

- How have you grown as a peer educator over the semester?
- What have you learned from the class, about HIV, community issues, yourself? What would you like to work on in the coming months and years?
- What are your next steps?

# 7 Web Resources  
**Due May 8  
25pts**

Over the course of the semester please utilize the internet to research the topics we will be covering in class. For this assignment please research and find one 1-5 page article (or similar format) that is easy to understand, concise and covers information on one or more of the following topics in general and/or related to HIV risk:

- Health Disparities  
- Structural Violence  
- Gender Roles & Power  
- Culture & ethnicity

- Social Discrimination  
- Economics & Poverty  
- Distribution of Income

Write a 1/2 page review of this web site resource.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Points Possible</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management</td>
<td>February 6</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Definitions</td>
<td>February 13</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Quiz # 1</td>
<td>March 6</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Community Assessment</td>
<td>March 13</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Midterm</td>
<td>March 20</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Sex Shop</td>
<td>March 27</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Quiz # 2</td>
<td>April 10</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>CBO</td>
<td>April 17</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Sex Kit Presentation</td>
<td>April 24</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Quiz # 3</td>
<td>May 1</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Peer Educator Reflection</td>
<td>May 1</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Web Resource</td>
<td>May 8</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Participation/Class</td>
<td>ongoing</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>May 15</td>
<td>400</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**                |              | **950**         |             |

A  850-950  
B  849-755  
C  754-660  
D  659-565  
F  564 and under