HIV/AIDS IN DIVERSE SETTINGS: FOCUS ON ISRAEL
Prof. Rami Kantor, MD
Winter Session; January 2-18, 2020

Course Description

Participants in this course will explore HIV/AIDS within the context of Israel and its unique demographics, culture and universal healthcare as a case study. During a nine-day tour in Israel, students will visit clinics, hospitals and universities and engage with health care providers, experts in the field and diverse populations living with HIV. By the end of the course, students will gain an understanding of this pandemic, its management and challenges in Israel; and how treatment outcomes may differ due to factors such as risk factors for HIV transmission, availability of healthcare and socio-economic status; while improving research skills. There is no need for prior experience with any specific discipline or any knowledge of Hebrew. However, maturity, open-mindedness and good will are required to handle the topic, lecture content, and interactions with patients and healthcare providers, and to exhibit safe and responsible behavior. Course schedule: January 2-4, 2020 - daily seminars at Brown (including student and guest lectures); January 4-13 - tour in Israel; January 14 - rest day; January 15-17 - daily seminars at Brown. Students interested in taking this course should follow the application instructions described in the syllabus. Acceptance is by instructor approval only and will also require a personal interview and a recommendation letter from a Brown faculty member.

Course Background and Objectives

HIV/AIDS, one of the most devastating human pandemics in history, has challenged healthcare providers, researchers and the world population for over 30 years. Though the ability to treat and control HIV/AIDS has significantly improved since its outbreak, it is still a major global challenge with which all nations struggle. Each country has distinctive characteristics of and responses to its local epidemic. Israel is a unique and diverse country in many aspects, such as its culture, healthcare system and demographics, which are reflected in its HIV/AIDS epidemic. This course is designed so that students have the opportunity to:

• Gain knowledge of the global HIV/AIDS pandemic
• Understand the effect of biological, medical, geographical, social, cultural, economic and other factors on the management of this syndrome, and ways to address these factors
• Familiarize themselves with Israel as a country and society, including its history and current state
• Learn about the HIV/AIDS epidemic in Israel, with specific attention to its diverse affected populations
• Interact with patients living with HIV and their providers in diverse settings to better understand the challenges and opportunities they face, particularly within the Israeli culture
• Examine local and global HIV/AIDS research and intervention efforts and their potential to confront the disease
• Consider challenges with which different levels (e.g. individual, institution, country) have to cope in the fight against HIV/AIDS in Israel, how successful they are in facing those challenges, and what can be done to improve results
• Reflect on how HIV/AIDS progress in Israel can impact or influence approaches in other settings
• Improve scientific writing, presentation and research skills

These experiences and exposures will be translated into course projects, on which students will work throughout the course and present at the end.
Process for Enrollment and Additional Information

This course is part of the Brown University Global Experiential Learning and Teaching (GELT) program, which supports advanced undergraduate courses that include an international travel component (https://www.brown.edu/go/gelt). Student travel costs, health insurance, accommodations and meals will be covered. Enrollment will be limited to twelve students.

Students interested in taking this course should submit their application online by 11:59pm on Friday 10/4/19. The application link can be found on the Brown Winter Session website (www.brown.edu/go/winter), and will require:

1. Your name, year, concentration(s), and current GPA.
2. A narrative statement, no longer than one page (using Arial size 12 font, 1.5 space, 1” margins), explaining why you are interested in the course and what you anticipate your specific contribution to the development and execution of the course will be.
3. On a second single page, provide a bulleted list of courses you have taken (and grades earned), events, lectures, programs or research projects that you have attended or participated in that reflect your interest in the themes of this course and that you believe prepared you for it. Please provide a brief description of each bulleted item, and why you feel it prepared you – no more than three sentences for each bullet. If not available (which is OK!), state so.
4. A recommendation letter from one Brown faculty member who knows you and can speak to your personality, maturity and academic performance.

After an initial application review, finalists will be invited for an interview with Prof. Kantor. Priority will be given based on how well the student fits the course, record of scholarly activities, motivation and interest in the course topics. Students may be selected from diverse academic interests. Final enrollment will be confirmed by Prof. Kantor no later than 11/14/19. Please feel free to reach out to Dr. Sarah Mullen (gelt@brown.edu; course administrator) for any logistical or other questions.

Brown University is committed to full inclusion of all students. Please contact the Student and Employee Accessibility Services at 401-863-9588 or SEAS@brown.edu as soon as possible but before 12/1/19 if you have a disability or other conditions that might require accommodations or modification of any of the course procedures.

Course Grading

Grades will be determined based on the following criteria:

- 50%: Active participation in and contribution to all course activities
- 20%: Class presentation and discussion
- 30%: Final paper

Details and instructions for individual assignments are described below.
Description of Course Evaluation and Assignments

1. Active participation in and contribution to all course activities (50%), according to the following expectations:
   • **Fully attend.** This short Winter Session course includes busy days with compressed timelines, flights, and commutes. Activities are condensed into less than three weeks, and so students are expected to arrive on time and attend the entirety of all course meetings and activities in the US and Israel. Students must have no other commitments during course hours while in the US, and during the whole trip while in Israel, that would cause them to be absent or distracted. Full and complete physical and mental attendance are necessary for students to gain the maximum experience that this course has to offer.
   • **Read.** Daily critical reading of course material and beyond is mandatory, and will prepare students for and enrich the experience of this course. Background knowledge from engagement with the material will enhance students’ exposure to course activities.
   • **Share ideas and experiences.** Everyone brings different experiences, ideas and reasons for participation in the course. Discussion is therefore a key component of the course, from which all participants can glean new perspectives and understanding. Develop your own opinions and thoughts about the topics, exposures and readings, and then - share them with others.
   • **Engage.** More than anything, students are expected to take this course because they are truly interested in the material and the experience. This dedication should show in students’ active, consistent, thoughtful and unsolicited participation in classes, discussions and all activities, demonstrating comprehension and synthesis of readings and experiences, and development of critical thinking related to course topics. Students should contribute ideas, dive into interactions, and truly engage with the material of this course.
   • **TA.** Each day, a different course student will act as a teaching assistant. Duties of this role may include summarizing the day’s readings for the class as they relate to that day’s activities, and assisting the Professor in administrative, educational and other activities, as needed.
   • **Reflect.** To keep up with all the rich course exposures, and enable the incorporation of these exposures into the final paper, students will be required to write and upload to Canvas a daily reflection on the day’s activities.

2. Class presentation and discussion (20%). On the first day of the course, each student will give one 15-minute presentation, based on a pre-selected HIV/AIDS topic from the pre-course introductory readings. This presentation should summarize the selected topic, to help other students recall, synthesize and process it. The presentation should incorporate discussions on this topic, led by the presenter, to digest and reflect on the material. In addition to the live presentation, an electronic copy of the presentation will be uploaded to Canvas before the first day of class.

3. Final paper (30%); aimed to synthesize and communicate what was learned through course readings, discussions and experiences. Each student will submit one paper, 1500-2000 words long (including a 250 word abstract), double-spaced, size 12-Arial font, due by 1/17/20 at 6pm. Students are expected to choose a topic based on their interests and experiences in the course, which can be as wide or as narrow as needed, but should maintain high levels of rigor, clarity and sophistication. The paper will be in the format of a research document, based on a logical structure and specific writing strategies that will be taught in class; e.g. Introduction, Methods, Results, Discussion. An electronic copy will be uploaded to Canvas.

Late submissions of any assignment will not be accepted, except under documented emergency circumstances.

Please read Brown University’s policies on academic conduct carefully at https://www.brown.edu/academics/college/degree/policies/academic-code

Handing in or presenting someone else’s work or ideas as your own (even if you worked on it together as a group) constitutes plagiarism, as does using someone’s ideas without appropriate citations. You must give a citation when you use an author’s ideas in your writing, even if you do not quote the text word-for-word. If you have any questions, please ask. Be informed and be careful.
Course Commitments

Over almost three weeks (15 fully active days), students will spend 8 hours per day in class or related activities. Required readings and preparation for classes will be assigned before as well as during the course. Students can expect to spend about 20-30 hours on pre-course readings and preparations, and 30-40 hours on readings, assignments and activities out of the class during the course. This is consistent with the Brown Winter Session course requirement standards.

Estimated Course Schedule and Itinerary

Before course begins: December 22, 2019 to January 2, 2020
• Complete readings (details to come)
• Prepare presentation and discussion for first day of class

Day 1: Thursday, January 2
• Overview of syllabus, course expectations and trip to Israel
• Introduction to HIV/AIDS, including student-led lectures and discussions on specific topics such as HIV history, biology, treatment, prevention and presence in diverse settings

Day 2: Friday, January 3
• HIV in Rhode Island, guest lecture on the local epidemic
• Introduction to Israel, guest lecture on topics such as history, culture and demographics
• Healthcare in Israel, guest lecture
• A visit to a local HIV clinic, and meeting with providers and with a patient living with HIV

Day 3: Saturday, January 4
• How to write a research paper
• Finalize student-led lectures and discussions on specific HIV topics
• Detailed overview of and preparation for the trip to Israel
• Travel to Israel

Day 4: Sunday, January 5
• Arrival in Jerusalem, Israel
• Regroup meeting

Day 5: Monday, January 6
• Excursion in Jerusalem
• Regroup meeting

Day 6: Tuesday, January 7
• Hadassah Medical Center, Jerusalem; visit to HIV/AIDS clinic, meeting with clinic personnel, various context-specific lectures and encounters
• Travel to Haifa
• Regroup meeting

Day 7: Wednesday, January 8
• Rambam Medical Center, Haifa; visit to HIV/AIDS clinic, meeting with clinic personnel, various context-specific lectures and encounters
• Travel to Tel Aviv
• Regroup meeting
Day 8: Thursday, January 9
- Sheba Medical Center, Ramat Gan; visit to HIV/AIDS clinic, meeting with clinic personnel, various context-specific lectures and encounters
- Regroup meeting

Day 9: Friday, January 10
- Tel Aviv University, Tel Aviv; exposure to HIV/AIDS research and meetings with researchers
- Excursion in Tel-Aviv
- Regroup meeting

Day 10: Saturday, January 11
- Free day in Tel-Aviv
- Travel to Be’er-Sheba
- Regroup meeting

Day 11: Sunday, January 12
- Soroka Medical Center, Be’er Sheba; visit to HIV/AIDS clinic, meeting with clinic personnel, various context-specific lectures and encounters
- Travel to Jerusalem
- Regroup meeting

Day 12: Monday, January 13
- HIV/AIDS in the Israeli army
- Excursion in Jerusalem
- Travel to the US

Day 13: Tuesday, January 14
- Day off

Day 14: Wednesday, January 15
- Structured and guided work on final papers in class

Day 15: Thursday, January 16
- Structured and guided work on final papers in class

Day 16: Friday, January 17
- Paper presentations
- Course summary