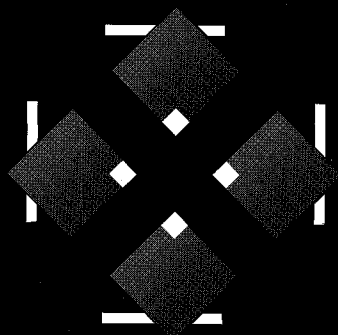


Health Sciences Interdisciplinary Courses

Joint Day/Extension Courses



University of Minnesota

1992-1993

ENROLLMENT GUIDELINES

This initial listing of Health Sciences Interdisciplinary Courses is intended to provide a broad sampling of team-relevant educational activities. The Health Sciences collegiate units have agreed to release from their schedules a specific time-window. A number of interdisciplinary courses are offered during this time-window. You may elect to take these courses under the departmental course number or under the HSU listing.

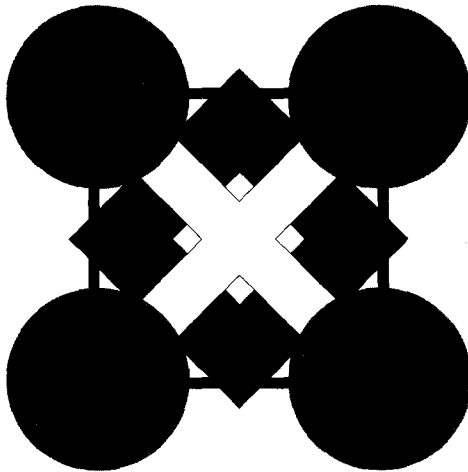
Questions regarding selection of interdisciplinary courses for the student's individual program should be directed to the major advisor. Enrollment with a departmental designation should be arranged through the sponsoring unit by contacting the primary instructor listed in this brochure.

For more information contact Health Sciences Learning Resources, W42 Centennial Hall, 425 Harvard Street SE, (624-7102).

MSD
A226

Health Sciences Interdisciplinary Courses

Joint Day/Extension Courses



UNIVERSITY OF MINNESOTA

1992-1993

This brochure provides summary descriptions of courses which have been identified by the Health Sciences Educational Policy Committee (HSEPC) as serving interdisciplinary educational objectives. The HSEPC was formed to improve student access to educational activities of general Health Sciences interest, formulate health team education models, and assist faculty-student groups in the development of interdisciplinary team education initiatives.

The Regents' Mission Statement for the Health Sciences emphasized the need for educational innovations which are designed to prepare Health Sciences students for the cooperative delivery of health care as members of health professional teams. The Health Sciences Council of Deans and Directors subsequently assigned to the HSEPC the responsibility for determining need for and content of Health Sciences courses of an interdisciplinary nature. The committee is composed of representatives from each unit's Educational Policy Committee unit administration and the Council for Health Interdisciplinary Participation (CHIP). This approach to interdisciplinary educational planning for the Health Sciences is hoped to increase mutual understanding between student, faculty, and administrative bodies and to encourage cooperative activity in the education of Health Sciences students for the team mode of providing health care.

The HSEPC has been gratified by the support of students, faculty members, and administrative personnel in its efforts to encourage interdisciplinary cooperation in Health Sciences education. The early phases of this development were achieved with support from the Department of Physical Medicine and Rehabilitation of the Medical School, the Allied Health Special Improvement Grant, and CHIP. The availability of a time-window for the Health Sciences Interdisciplinary Courses (See Enrollment Guidelines inside from cover) now provides an important mechanism for interunit participation in team education. The HSEPC is pleased to invite new program proposals from all Health Sciences sources and looks forward to a period of sustained growth based on the strength of current efforts.

NOTE: Please check the University of Minnesota Class Schedule each quarter for class location.

Health Sciences Units (HSU) Courses

(Joint Day/Extension Courses)

FALL QUARTER 1992

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PLEASE NOTE

Students who wish to use 5-level Health Science Units (HSU) courses toward M.Ed., M.P.H., and Pharm D degrees may do so under the terms of their approved degree programs. However, HSU courses do not qualify for *Graduate School* credit. Students who wish to obtain Graduate School credit must register for the course under the other department's course number and designator. Extension Students interested in registering for these courses through Extension Classes should call 624-0540 for further information.

(Extension Class Only)

Course #

**HSU 3003 (also HSU 5032; PubH 3003;
PubH 5003)**

Title: **Fundamentals of Alcohol and Drug Abuse**
Credits: 2
Primary Instructor: James Rothenberger, (625-5692)
Sponsor: School of Public Health
Quarter, Hour, Days: Spring 6:35 - 8:35 p.m. Thursday
Prerequisites: None
For Whom Intended: Undergraduate students who have had no previous academic exposure to an alcohol/drug related issue.
Maximum Enrollment: Open

Course Objectives: Upon completion of the course, the student will be able to:

- Relate the extent and nature of alcohol and other drug use to problems in our society;
- Explain what alcohol and other drugs do;
- Name the major contributors to alcohol/drug use associated problems;
- Analyze the relationship of public policy and law to the prevention of alcohol and drug-related problems;
- Analyze the meaning and significance of the term "prevention" as it relates to alcohol/drug related problems; and
- Describe the relative effectiveness, as well as the relative costs, of most strategies adopted to resolve alcohol/drug use associated problems.

Course Description Lectures, discussion, and special readings on the scientific, socio-cultural, and attitudinal aspects of alcohol and other drug abuse problems, with special emphasis on incidence, prevalence, high-risk populations, prevention, and intervention.

Student Evaluation: Students will complete and be evaluated on (1) a midterm examination of multiple choice questions, and (2) a final examination of multiple choice questions.

Course #

(Extension Class Only)

HSU 3005

Title: **Orientation to the Health Sciences**
Credits: 2
Primary Instructors: Karen Karni, (625-5136), Kathleen J. Newell, (625-9121)
Sponsor: Health Sciences Learning Resources
Quarter, Hour, Days: Winter 4:15 - 6:00 p.m. Tuesday
Prerequisites: None
For Whom Intended: Pre-health sciences students or anyone interested in the health sciences as a career.
Maximum Enrollment: 200

Overall Goal: To provide the student with an overall view of the health sciences professional program offered at the University of Minnesota.

Course Objectives: Upon completion of the course the student will be able to:

- Discriminate among health sciences careers in terms of practice, educational requirements, and professional opportunities;
- Assess his or her own personality traits, interests, values and qualifications to pursue a career in the health sciences; and
- Identify student support services available to pre-health sciences students.

Course Description An overview of the health sciences professions through lectures, demonstrations, videotapes, and tours designed to provide factual information and guidance for students considering a health sciences career.

Student Evaluation: S/N only. Attendance, tour of selected health sciences facility/program, completion of the Strong Interest Test, and a six-page typed paper about a selected health sciences program.

Course #

(A Joint Day/Extension Class)
HSU 5001 (also PubH 5013; SW 5013)

Title: **Interdisciplinary Team Training in Health Services Delivery**

Credits: 3

Primary Instructor: Maura Sullivan, (624-1072),
Rondell Berkeland, (626-5887)

Sponsors: School of Public Health, School of Social Work

Quarter, Hour, Days: Spring 5:45 - 8:45 p.m. Wednesday

Prerequisites: None

For Whom Intended: Health Sciences Students

Maximum Enrollment: 40 (7 HSU Day, 4 HSU Extension, 11 PubH, 11 SW)

NOTE: Undergrads may register under any of the three departments. **Graduate students must register under either PubH or SW.**

Overall Goal: To introduce students to the basic concepts of health services team functioning, the fundamentals of communications and group process, and to provide an interdisciplinary experience in working as a team on a group project.

Course Objectives: The student will:

- Be given direct training in communications and group process;
- Gain experiential learning in how she or he functions in a group;

Course #

(A Joint Day/Extension Class)

HSU 5001 (also PubH 5013; SW 5013) *Continued*

Gain experiential learning in how a group functions and how to assess and analyze team effectiveness;

Gain greater awareness of what other disciplines can and cannot do and proper use of team resources and skills; and

Gain understanding and experience in utilizing problem-solving decision-making, and conflict management including negotiation and mediation in achieving a team task.

Course Description:

Basics of team organization and process including interpersonal group communications with application to interdisciplinary health and human service projects. Lectures, reading, and discussions are heavily supplemented by experiential methods and activities to develop attitudes and skills essential to effective team goal-setting, decision-making, problem-solving, and task accomplishment. Emphasis through student projects is on team leadership styles, professional roles and functions, active listening, giving and receiving feedback, and conflict resolution to enhance quality of project outcomes.

Student Evaluation:

Students may register either A/F or S/N. Evaluation will be based on attendance, small group process, content of weekly team process record, personal assessment of team functioning, team project assignment and oral presentation, reading assignments, and individual written papers.

(A Joint Day/Extension Class)

Course #:

HSU 5007 (also PubH 5727)

- Title:** **Health Leadership and Effecting Change**
- Credits:** 3
- Primary Instructor:** Barbara Spradley, (625-1106)
- Sponsors:** School of Public Health,
Health Sciences Learning Resources
- Quarter, Hour Days:** Winter 4:40 - 7:25 p.m. Wednesday
- Prerequisites:** Public Health, graduate student, or consent of the instructor
- For Whom Intended:** Public Health or other Health Sciences graduate students interested in becoming more effective leaders and change agents in their professional roles.
- Maximum Enrollment:** 40
- Overall Goal:** To apply a broad theoretical base in leadership and planned change to solve problems in students' roles as leaders in the health professions.
- Course Objectives:** Upon completion of the course students will be able to:
Describe the tactics used by a successful community organizer;
Describe the process of planned change and the role of the change agent;
Examine the dynamics of organizational change;
Describe the theoretical bases for effective leadership;
Analyze the impact of major societal trends on health care leadership roles;
Describe strategies for fostering organizational innovation;
Analyze power in leadership;
Articulate a personal philosophy of leadership and change; and
Discuss the means for maintaining the vitality of people and organizations.
- Course Description:** Application of a broad theoretical base in planned change and leadership to solve managerial and organizational problems in students' roles as leaders in the health professions.
- Student Evaluation:** The course is designed around background readings and weekly seminar discussions. Students are expected to prepare for discussion by developing a short, structured paper each week. Four of these papers are graded in addition to a short paper expressing the student's own philosophy of leadership and change. Quality of students' participation in discussion influences borderline grades. There is no midterm or final examination.

Course #

(A Joint Day/Extension Class)
HSU 5008

Title: **Social and Psychological Aspects of Physical Disability**

Credits: 4

Primary Instructor: Gary T. Athelstan, (626-4975)

Sponsor: Physical Medicine and Rehabilitation

Quarter, Hour, Day: Winter 3:15 - 5:00 p.m. Tuesday, Thursday

Prerequisites: None

For Whom Intended: Health Sciences Students

Maximum Enrollment: 60 (40 HSU Day, 20 HSU Extension)

Overall Goal: A major goal of this course is to help Health Sciences students interact more comfortably and effectively with physically disabled individuals.

Course Objectives: Upon completion of the course the student will be able to:

Describe the etiology and functional implications of several physical disabilities;

Discuss the process of psychological adjustment to disability:

Describe the limitations imposed on most severely disabled individuals by social and environmental barriers including prejudice, poverty, architectural barriers, and lack of transportation; and

Better understand the process of individual change through rehabilitation and social change through legislation and consumer organization.

Course Description: Communication barriers often exist between able-bodied people and those with physical disabilities. By understanding the psychological and cultural impact of various sensory and motor disabilities, health professionals should be better equipped to provide disabled patients with effective, quality service. Course content will include information about common disabling conditions, the impact of disability on lifestyle, the rehabilitation process, and society's response to disability.

Techniques for enhancing communication with people who are blind, deaf, or have mobility impairments will be introduced. Attention will also be given to the advocacy role that health professionals can play in affecting social changes important to people with disabilities.

Student Evaluation: Evaluation will be based on class participation, a midquarter and final examination, and individual student projects.

Course#

(A Joint Day/Extension Class)
**HSU 5009 (also CPsy 5305; AdEd 5440;
PA 5414;SW 5024; Soc 5960; Phar 5009;
PubH 5737)**

Title:	Multidisciplinary Perspectives on Aging
Credits:	4
Primary Instructor:	AUCA Faculty
Sponsors:	All-University Council on Aging and Gerontology Faculty
Quarter, Hour, Days:	Fall 4:40 - 6:25 p.m. Monday, Wednesday Spring 4:40 - 6:25 p.m. Monday, Wednesday
Prerequisite:	None
For Whom Intended:	Undergraduate and graduate students with no prior specialized educational background in aging
Maximum Enrollment:	100 (10 HSU Day, 10 HSU Extension)
Overall Goal:	To provide a multidisciplinary introduction to aging and the aging process
Course Objectives:	Upon completion of the course the student will be able to: Develop an understanding of aging as a normal process and its consequences for biological, psychological, and sociological functioning; Become aware of health and social problems accompanying aging in contemporary society; Develop an appreciation for a multidisciplinary perspective for studying aging and dealing with the aging process and its consequences; Develop awareness of alternative biological and social gerontological theories of aging; Become aware of interventions in the aging process provided by society and by older people themselves; Become aware of public policy pertaining to older adults; Develop a personal interest in influencing one's personal response to the aging process; and Become aware of career opportunities in the field of aging.
Course Description:	Topics include: biological, sociological, psychological aspects of aging; theories of aging; death and bereavement; issues and problems of older adults in America; human services and their delivery systems such as health, nutrition, long-term care, and education; public policy and legislation; environments and housing, retirement.
Student Evaluation:	Based on readings, midterm and final examinations, and one paper.

Course #

(A Joint Day/Extension Class)
HSU 5010 (also PubH 5010)

Title:	Public Health Approaches to AIDS
Credits:	3
Primary Instructor:	James Rothenberger, (625-5692), Frank Rhame, (626-5036)
Sponsor:	School of Public Health
Quarter, Hour, Days:	Fall 4:40 - 6:25 p.m. Monday 4:40 - 5:30 p.m. Wednesday Spring 4:40 - 6:25 p.m. Monday 4:40 - 5:30 p.m. Wednesday
Prerequisites:	None
For Whom Intended:	Health, education, and helping professions' students
Maximum Enrollment:	Open
Overall Goal:	To provide the student with a public health context for the medical, social, and policy issues raised by the AIDS epidemic.
Course Objectives:	Upon completion of the course the student will be able to: Discuss traditional public health approaches to disease as they relate to AIDS; Describe epidemiological and clinical features of HIV infection in Minnesota, the U.S., and the world; Discuss the ways in which HIV is transmitted, and ways to prevent transmission; Describe the political and social impact of AIDS on various U.S. subcultures and minority groups; Demonstrate familiarity with principles of health behavior change and public health interventions as they relate to AIDS; and Discuss legal, ethical, economic, and social policy implications of the epidemic of HIV infection.
Course Description:	This course is a survey of the public health approaches to the AIDS epidemic. It is designed for students in the health and helping professions, education, and other related disciplines. Topics include epidemiological and clinical features of HIV infection; the impact of AIDS on certain communities and populations; and behavior change principles as they apply to AIDS education.
Student Evaluation:	One 7-9 page self-analysis paper covering professional attitudes and personal responsibilities, a midterm (40%), and a final (60%). (The self-analysis paper will determine borderline grades.) Graduate students may choose to prepare a research or term paper, but must first advise the course coordinator or teaching assistant.

(A Joint Day/Extension Class)

Course #

HSU 5011 (also PubH 5064)

Title: **The Teaching-Learning Process in the Health Care Setting**

Credits: 3

Primary Instructor: David Garloff, (624-5909)

Sponsors: Health Sciences Learning Resources,
School of Public Health

Quarter, Hour, Days: Spring 3:35 - 6:20 p.m. Monday

Prerequisites: None

For Whom Intended: Health Sciences Students

Maximum Enrollment: 40 (20 HSU day, 10 HSU Extension, 10 PubH)

Overall Goal: The student will acquire basic teaching skills which will enable him or her to effectively transmit knowledge, attitudes, and skills to patients, the public, and other health workers who want, need, and/or can benefit from them.

Course Objectives: Upon completion of the course the student will be able to:

- Describe the various stages of adult physical, emotional intellectual, personality, and social development and how these relate to the learning process;
- Identify and assess the health learning needs of the client;
- Demonstrate understanding of the basic theories and principles of learning and motivation;
- Construct behavioral learning objectives which are consistent with the assessment of the health learning needs of the client;
- Select the appropriate learning activities based upon learning objective; and
- Determine client's progress toward attainment of behavior learning objectives.

Course Description: Learning activities include lectures, group discussion, written assignments, and projects. The learning activities will be consistent with the practice of the various disciplines and many will be individualized to meet the projected professional needs of the students.

Student Evaluation: Planned evaluation includes product evaluation of students' prepared written assignments and projects. Students are expected to be prepared to participate in discussions at every class meeting. There will be no midquarter or final examination.

(A Joint Day/Extension Class)

Course #

HSU 5013 (also CISy 5201)

Title **Systems Approach to the Design of Instruction**

Credits: 3

Primary Instructor: Greg Sales, (624-2034)

Sponsor: Curriculum and Instructional Systems

Quarter, Hour, Days: Spring 4:15 - 7:00 p.m. Monday

Prerequisites: None

For Whom Intended: Health Sciences students

Maximum Enrollment: 30 (15 HSU Day, 15 HSU Extension)

Course Objectives: This course prepares the student to design and develop instructional materials. The student will learn procedures for evaluating instructional materials.

Course Description: The objective of this course is to have each student follow an instructional design guide in the development and evaluation of a unit of instruction. The model presented can be used in designing instruction in any content area. Current research on instructional design will be presented.

Student Evaluation: Students will be graded on the quality of the instructional unit they develop and the accompanying technical report.

(Extension Class Only)

Course #

HSU 5017

Title: **Written Communication Skills for Health Professionals**
Credits: 3
Primary Instructor: Suzanne Schoenfelt, (624-7906)
Sponsors: College of Pharmacy,
Health Sciences Learning Resources
Quarter, Hour, Days: Winter 4:00 - 6:30 p.m. Tuesday
Prerequisites: Knowledge of medical terminology
For Whom Intended: Health Sciences students
Maximum Enrollment: 15

Overall Goal: To write an article or paper suitable for publication. In that process, students develop and improve writing skills.

Course Objectives: To master rules of grammar, punctuation, syntax, spelling, and language; to become a clear communicator. To improve ability to evaluate written material. To increase sensitivity to good and bad writing. To improve writing skills.

Course Description Students participate in workshop sessions during which we will critique the work of class participants. Throughout the course, we will work on organization, style, clarity of presentation, conciseness, accuracy, transitions, consistency, and writing mechanics. We also examine journal articles, style, the work of professional authors, and other writing guidelines. Depending on the class participants, some emphasis will be placed on writing journal articles for publication. A fair amount of outside reading is required.

This course works best for students who are already in the process of writing or trying to publish a paper. The class serves as the structure in which to compose one's own work.

Student Evaluation: Based on assignments, class participation, and required paper.

* Arrangements may be made for College of Pharmacy enrollment and credit. Graduate School credit may be arranged through various health sciences academic units.

Course #**HSU 5018 (also CLS 5356, HInf 5430)**

Title: **Computer Applications for Health Care**
Credits: 4
Primary Instructor: Stanley Finkelstein, (625-6406)
Sponsor: Health Computer Sciences
Quarter, Hour Days: Fall 11:15 - 12:05 a.m. Monday, Tuesday
Wednesday, Thursday
Prerequisites: Elementary algebra, basic statistics
For Whom Intended: For those with health care experience or current enrollment in health studies; permission of instructor required for all others.
Maximum Enrollment: Open

Overall Goal: To inform the student about the technical capabilities of computers; their present roles in health care management; the systems and personnel involved; the costs and potential benefits of current applications; the justification, specification and evaluation of computer systems; and the capacity for future modification and development.

Course Objectives: The student will develop skills in the following areas:
DEFINITIONS: Identify the block elements and interconnections of a computer network; demonstrate familiarity with terms commonly used in data processing;
PROGRAMMING: Use and evaluate package programs on microcomputers for education, word processing, and statistical analysis; develop simple health-related computer programs using the BASIC language;
NOMENCLATURES: Recognize commonly used medical coding systems and their applicability; formulate ways to link identifiers and integrate health care records.
INFORMATION: Characterize computer dictionaries and back up/archive files; outline steps involved in data acquisition, storage, update, edit, and retrieval;
ORGANIZATION: Analyze information processing and decision support in health care areas; examine methods to justify, specify, and provide computer services;
MANAGEMENT: Indicate staff needs for supervision, operation, maintenance, and development; project various uses of simulations, quality control, and summary reports;
OPERATIONS: Review current implementations of computers in diverse clinical areas; evaluate direct data acquisition and entry by health care professionals.

MAINTENANCE: Indicate the need for training, manuals, and HELP sources; budget one-time and recurring costs for hardware, software, and facility support; and

IMPACT: Identify potential areas of difficulty increasing automation.

Course Description

This course provides an overview of computer applications for health service professionals. Computer fundamentals are covered and students are introduced to the elements of the BASIC programming language, microcomputers, and the utilization of package programs. Examples of existing systems in areas such as medical records, clinical laboratory and pharmacy, education, medical data base management, patient care, and hospital information systems are explored. Computer system operation and management functions are detailed and the impact of computer technology in the health care environment is discussed. The course follows a lecture discussion format supplemented with hands-on computer experience, directed readings, a topical literature review and critique, and visits and evaluation reports of selected health-related computer systems on campus and in the local community.

Student Evaluation:

Students may register either A/F or S/N. Grades will be based on tour reports (10%), topical literature review and critique (15%), computer assignments (25%), midterm mastery exam (25%), and a project proposal (25%).

Computer access and consultants are available in the Health Sciences Instructional Laboratory in 207 Diehl Hall (Biomedical Library Learning Resources Center).

(A Joint Day/Extension Class)

Course #

HSU 5027 (also FSoS 5001)

Title: **Human Sexual Behavior**

Credits: 5

Primary Instructor: Family Social Science faculty

Sponsors: Health Sciences Learning Resources,
Family Social Science

Quarter, Hour, Days: Fall* 5:30 - 9:40 p.m. Thursday
Spring 9:30 - 11:45 a.m. Tuesday, Thursday
* Extension Only

Prerequisites: Upper division standing and ninety credits in social, behavioral, or health sciences or graduate status in behavioral, social, educational, health sciences or human service program, or consent of instructor.

For Whom Intended: Students in human relationships program, as well as in behavioral science, human service, and health sciences programs. It is also a standard entry point for graduate students in these fields.

Maximum Enrollment: 75 (25 HSU Day)

Overall Goal: Applying scientific knowledge to the promotion of sexual health through individual, family, and community services.

Course Objectives: Upon completion of the course, the student will be able to:

- Demonstrate an accurate knowledge of the anatomy and physiology of sexual function in the human individual over the life cycle;
- Know the basic patterns of psychosexual development that characterize childhood, adolescence, adulthood, and the aging process;
- Know the nature of typical sexual health needs and typical sexual problems experienced over the human life cycle, particularly in the family context;
- Know the nature of sexual health needs and problems associated with special populations, such as the physically disabled, the aging, sexual minorities, etc.;
- Know the relationship between sexuality and health problems, such as disease, chemical abuse, family violence, etc.;
- Be able to affirm her or his own sexual values in relation to professional identity;
- Demonstrate a professionally tolerant and nonjudgmental stance toward clients' sexual attitudes and behaviors that differ from his or her own;

continued next page

Analyze social issues and controversies in relation to sexuality;

Understand the implications of gender and role socialization on individuals and upon society; and

Know basic information about sexually-transmitted diseases, their effects upon individuals, families, and society.

Course Description:

Multidisciplinary approach to human sexuality with emphasis on sexual development through individual and family life cycles. Oriented toward applying scientific knowledge to the promotion of sexual health in individual, family, and communities.

Student Evaluation:

Students may register either S/N or A/F. For a grade of "S" or "C," students are required to attend class regularly and to receive a score of 75% or better on a multiple choice final exam. For a grade of "B," students are required to do the above plus write a "Self Analysis Paper" of 5-8 pages. For a grade of "A," students are required to do all of the above plus write a "Topic Paper" of 10-15 pages.

Course #

(A Joint Day/Extension Class)
HSU 5030 (Also Phar 5008)

Title: Humanities and Aging
Credits: 2
Primary Instructor: Robert Yahnke, (625-0504)
Sponsors: Health Sciences Learning Resources,
College of Pharmacy
Quarter, Hour Days: Spring 4:40 - 6:25 p.m. Thursday
Prerequisites: None
For Whom Intended: Undergraduate and graduate students with an interest
in aging.
Maximum Enrollment: 50 (10 HSU Day; 15 HSU Extension)
Overall Goal: To provide an expanded awareness of the complexity of
the aging experience and an introduction to the various
forms of humanistic expression that portray the
experience of aging.

Course Objectives: Upon completion of the course the student will
be able to:
Identify and analyze ways in which humanistic materials
recreate the individual's experience at a specific time
and in a particular setting;
Identify and analyze the diversity of responses people
make to their own aging—as it is portrayed in the
humanities;
Describe some of the means by which the humanities
evoke the wholeness of human experience; e.g., charac-
terization, interactions among characters, the use of
concrete details or images, and thematic statements;
Understand the feelings, attitudes, and values experi-
enced by older people as they are presented vividly
and concretely in various humanistic forms;

continued next page

(A Joint Day/Extension Class)

Course #

HSU 5030 (Also Phar 5008) *Continued*

Explore their attitudes toward the old as well as their attitudes toward their own aging; and

Participate directly in the humanities by completing a course project integrating the humanities, aging, and creativity.

Course Description:

Students will examine relationships among the humanities, aging, and creativity by reading and discussing poetry, stories, journals, memoirs; viewing educational films on old age and the creative process; and participating in workshops on creative reminiscence, art, and poetry writing. Group discussion. Students will engage in one or more forms of humanistic expression to complement their evaluation of humanistic resources. Students will complete a creative project integrating the humanities, aging, and creativity.

Student Evaluation:

Based on an evaluation of individual class materials (33%), and completion of course project (67%).

(A Joint Day/Extension Course)

Course #

HSU 5031 (also Phar 5007; SAPH 5007)

Title:	Biology of Aging
Credits:	2
Primary Instructor:	Thomas McKennell, (624-2442)
Sponsors:	Health Sciences Learning Resources, College of Pharmacy
Quarter, Hour, Days:	Winter 4:40 - 6:25 p.m. Thursday
Prerequisites:	None
For Whom Intended:	Health Sciences students, all interested University students, and other helping professionals.
Maximum Enrollment:	60 (20 HSU Day; 20 HSU Extension)
Overall Goal:	To provide an overview of human biology related to the aging process.
Course Objectives:	To have the student demonstrate a knowledge of the biological theories of aging, and to outline biological changes associated with aging in selected organ system, including the cardiovascular, renal, gastrointestinal respiratory, immune, endocrine, reproductive, and central nervous system. The elderly as a group are also examined in terms of nutritional needs, visual changes, hearing disorders, and use of and effects of medications. Physical changes due to normal aging are contrasted with those having a pathological basis.
Course Description:	Class will follow a lecture/discussion format under the direction of a faculty member. Emphasizing human biology, guest lecturers present normal changes with age. Selected reading will be assigned during the course in addition to an assigned text.
Student Evaluation:	Two examinations—one midterm (40%), one final (60%). Those taking the course for graduate credit are required to perform additional work in the area of their specialization or in one which they have a special interest.

(Extension Class Only)

Course #

**HSU 5032 (also HSU 3003; PubH 3003;
PubH 5003)**

Title: **Fundamentals of Alcohol and Drug Problems**
Credits: 2
Primary Instructor: James Rothenberger, (626-5692)
Sponsor: School of Public Health
Quarter, Hour, Days: Spring 6:35 - 8:35 p.m. Thursday
Prerequisites: Limited to seniors or graduate students.
For whom intended: Seniors and graduate students who have had no previous academic exposure to alcohol/drug related issues.
Maximum Enrollment: Open

Course Objectives: Upon completion of this course, the student will be able to:
Relate the extent and nature of alcohol and other drug use to problems in our society;
Explain what alcohol and other drugs do;
Name the major contributors to alcohol/drug use associated problems;
Analyze the meaning and significance of the term "prevention" as it relates to alcohol/drug related problems;
Analyze the relationship of public policy and law to the prevention of alcohol and drug-related problems; and
Describe the relative effectiveness, as well as the relative costs, of most strategies adopted to resolve alcohol/drug use associated problems.

Course Description: Lectures, discussion, and special readings on the scientific, socio-cultural, and attitudinal aspects of alcohol and other drug abuse problems, with special emphasis on incidence, prevalence, high-risk populations, prevention, and intervention.

Student Evaluation: Students shall complete and be evaluated on: (1) a midquarter examination requiring short essay answers; (2) a final examination requiring short essay answers; and (3) a self analysis paper.

Course #**HSU 5039 (also PubH 5044)**

Title:	Topics in Alcohol and Drug Problems
Credits:	1
Primary Instructor:	Public Health Faculty
Sponsors:	School of Public Health, Division of Epidemiology
Quarter, Hour, Days:	Spring Weekend in April Specific dates to be announced.
Prerequisites:	Written permission.
For Whom Intended:	Professional students in Medicine, Dentistry, Pharmacy, Nursing, and Public Health; graduate students in the social sciences.
Maximum Enrollment:	90
Overall Goal:	To provide a comprehensive framework for health care professionals to understand and deal with alcohol and other drugs regarding patients, peers, and themselves.
Course Objectives:	Understand their own attitudes and family history relating to alcohol/drug use and how these can affect professional objectivity in recognizing drug abuse problems in patients and peers; Understand the incidence and etiological theories of addiction; Understand the physiological, psychological, and social consequences of addiction; Understand when and how to assess for chemical abuse or dependency; Understand chemical dependency as a disorder characterized by denial and the intervention process that addresses the denial; Understand the treatment structure and process; Understand the importance of a multi-disciplinary team approach for addressing the problems of chemically dependent persons; Understand the incidence, risk factors, and helping strategies for chemical dependency in colleagues of the profession; Understand the role of professional association in the identification and rehabilitation of impaired professionals;

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Understand the peer help efforts for students of the professions impaired by alcohol/drug abuse;
Understand the effects of the chemically dependent individual on his or her family; and
Understand public health approaches to the prevention of chemical dependency.

Course Description:

A basic course on recognizing and dealing with alcohol and other drug abuse problems in patients and peers: awareness, diagnosis, intervention, treatment options, prevention, peer assistance, and professional licensure are discussed in a retreat setting with professional role models.

Student Evaluation:

Students are given the opportunity to evaluate and comment on each presentation as well as the entire retreat.

(A Joint Day/Extension Class)

Course #

HSU 5040 (also PubH 5040; Mort 5040)

Title: **Dying and Death in Contemporary Society**
Credits: 3
Primary Instructors: Earl Burger, (624-6464), James Rothenberger, (625-5692)
Sponsors: School of Public Health, Mortuary Science
Quarter, Hour Days: Winter 4:40 - 6:25 p.m. Monday
4:40 - 5:30 p.m. Wednesday
Prerequisites: Limited to Health Science major, School of Public Health major, Education senior, Mortuary Science major, or consent of instructor.

Overall Goal: To introduce students in the Health Sciences and the helping professions to basic concepts in the areas of dying and death, to allow for interaction across disciplines, and to provide opportunities for students to examine their own attitudes.

Course Objectives: Upon completion of the course the student will be able to:

- Discuss the context of death in modern society and list three reasons why death education courses are necessary today;
- Describe philosophical and theological attitudes towards death which shape our attitudes today;
- Define grief, mourning, and bereavement. Describe the impact of grief on individuals. Discuss at least one model of grief reaction;
- Describe models of normal and abnormal grief and suggest appropriate interventions;
- Discuss how children relate to death and describe at least one model of how children develop a concept of death;
- Discuss the history, purpose, and current practices in funeralization;
- List seven principles of death education and given an example of a death education activity appropriate for elementary, secondary, and community groups;
- Discuss the impact of AIDS on death attitudes and describe special needs of the dying AIDS patient;
- Discuss current trends in suicide and describe appropriate intervention strategies for those who attempt and those who survive;
- Discuss needs of dying patients and how hospice is organized to meet those needs;
- Discuss the impact of AIDS and community programs aimed at AIDS families;

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(A Joint Day/Extension Class)

Course #

HSU 5040 (also PubH 5040; Mort 5040) *Cont'd.*

Discuss at least one major ethical dilemma in the death area, the role of the ethics committee, and suggest community strategies for resolving ethical dilemmas; and

Discuss current research of the role of pets and the impact of a pet's death on the individual and family and describe intervention strategies.

Course Description:

Basic background information on concepts, attitudes, ethics, and lifestyle management in relation to dying, death, grief, and bereavement. Emphasis will be placed on the educational aspects of the above topics for community health and helping professionals and educators.

Student Evaluation:

Students shall complete and be evaluated on: (1) two midquarter examinations that are objective in nature; (2) a final examination that will be a combination of objective and short-answer subjective questions.

(A Joint Day/Extension Class)
HSU 5210 (also Phar 5210)

Course #

Title: Terminology of the Health Sciences
Credits: 2
Primary Instructor: Thomas McKennell, (624-2442)
Sponsor: College of Pharmacy
Quarter, Hour, Days: Fall, Winter, Spring (Summer Session I and II, Day School Only) Day and time arranged
Prerequisites: None
For Whom Intended: Open
Maximum Enrollment: Open

Overall Goal: The course is intended to provide the student in any of the Health Sciences disciplines or preprofessional studies with a working knowledge of the terminology used in the Health Sciences.

Course Objectives: Upon completion of the course, the student will be able to:
Define words used in the health professions from prefixes, suffixes, word roots, and combining forms;
Recognize and interpret words constructed from prefixes, suffixes, word roots, and combining forms;
and

Correctly spell the terms used in the health professions.

Course Description: This course is a self study course which meets biweekly for tests. The day and time for the tests are arranged at the beginning of each term. There are no lectures or formal class sessions other than the test periods.

Student Evaluation: The grade for the course will be based on the student's performance on the four tests during the term and a comprehensive examination. A grade of "A" will be awarded for an average score of 90% on the tests. If one achieves an average of 90% on the tests, the final exam need not be taken. A grade of "B" will be awarded for an average score of 80-90% and a grade of "C" will be given for an average score of 70-80%.

Although this is basically a self study course, attendance at an orientation session is required. Please call 624-2442 for the times and location for the orientation sessions for each quarter.

NOTES
