

[In these minutes: Input into the AHC's Strategic Positioning process on the quality of education and inter-professional education]

ACADEMIC HEALTH CENTER STUDENT CONSULTATIVE COMMITTEE (AHC SCC) MINUTES

WEDNESDAY, MARCH 1, 2006

5:00 - 6:00 p.m.

488 CHILD REHAB CENTER

[These minutes reflect discussion and debate at a meeting of a committee of the University of Minnesota Senate; none of the comments, conclusions, or actions reported in these minutes represent the view of, nor are they binding on the Senate, the Administration, or the Board of Regents.]

PRESENT:

Amy Cahoy (Nursing-Twin Cities), Autumn Erwin (Medical School-Duluth), Laura Hubbard (Pharmacy-Twin Cities), Karen Joye (Public Health), David Nelson (Medical School-1st Year), Shawn Peterka (Pharmacy-Duluth), Katherine Peterson (Veterinary Medicine), Jeff Pinnow (Medical School-3rd Year), Larry Pyers (Medical Technology), Joseph Steingraeber (Physical Therapy).

REGRETS: Jeremy Olsen, Chair (Medical School-4th

Year), Geoff Archibald (Dentistry), Larissa Denker (Dental Hygiene), Linnea Jorgensen (Nursing-Rochester), Alexander Rydell (Mortuary Science), Wayne Zerr (Occupational Therapy).

GUESTS: Barbara Brandt.

1. INPUT INTO THE AHC'S STRATEGIC POSITIONING PROCESS ON THE QUALITY OF EDUCATION AND INTER-PROFESSIONAL EDUCATION

Barbara Brandt reminded the committee that the AHC had four task forces that were working on strategic positioning and that she wanted the committee's input on some topics. She would like to know what works well and what does not.

Understanding other health professions

- Medical School and Dental School students have classes together the first year
- Physical Therapy and Medical School take classes together too during the first year
- Students are not sure how much they learn about other professions
- Zoonotic potential is not explored by AHC students
- First-year Nursing students have an ethics class with Medical School students; it is an interesting class and shows different approaches to issues
- There is limited exposure at Duluth; there is one meeting with students from another college, they work with mock patients in teams to see discipline strengths
- Duluth Medicine and Pharmacy are physically separated
- Duluth is trying to organize event with local Nursing students but it is hard academically
- Social events are good
- New Pharmacy building is planned for next to Medical School in Duluth
- Public Health students have a better understanding because of their dual-degree programs
- Phillips clinic provides a good experience for students but it offers limited involvement for Medical School, Physical Therapy, Public Health, Pharmacy, and Nursing students
- CHIP committees have representatives from across colleges and allows for a shared perspective that is not academic
- There are opportunities for interactions outside class, but not within
- Integration is needed earlier
- Students are receptive to experiences
- New trend is for pharmacists to change doctors' orders
- Duluth does community work during the first summer and allows work with other groups
- Work now would build professional relationships for the future

Where should inter-professional education fit in?

- Programs should build on ethics courses that students already take
- Cultural competencies
- It does not need to be field specific
- People-animal diseases
- Global health is an issue, which the Nursing and Physical Therapy programs require
- Case studies and problem-based study between disciplines is necessary
- Inter-professional lectures
- Exposure is needed prior to rotation so that students know how to work together; currently they are not taught how to communicate
- When different disciplines take classes together, they should be forced to mix when doing group work and everyone should have the same grade scale

How is the overall education?

- There are no courses on cultural competency
- Students are not being prepared to interact with the Twin Cities' culture
- Veterinary Medicine just receives sensitivity training
- Duluth has speakers to focus on communication skills, a focus on the Native American population, and an alternative medicine book club course
- Personal contact is needed
- Nursing requires two ethics courses and two other courses
- Physical Therapy has one, two-credit class and an on-site group project
- Exposure comes through clinical training and rotation through various hospitals
- Fewer PhDs should teach Veterinary Medicine classes since they do not interact well with students
- Lab experience vs. clinical settings
- Sometimes it is hard to distinguish what will be useful later
- Clinical-based faculty are used in Physical Therapy
- Internet-based courses at Duluth failed since they are not applicable and offer no contact

What things are students talking about that other institutions are doing ?

- Facilities
- Diverse student population
- Preparing students to work in the Midwest vs. anywhere in the U.S. or world
- Programs discourage working out-of-state
- International education needs more assistance

What is the student debt load?

- One student has reached cap on financial aid - \$190,000
- Debt is a big issue for Veterinary Medicine; students graduate \$120,000 in debt and do not make much
- State is pushing out family practitioners, which needs to change
- Loans cannot be deferred during residency
- Physical Therapy has an average debt of \$100,000
- There is poor secondary education funding from the state
- Nursing students are lucky since they are charged undergraduate tuition and can work at hospitals during the program to earn money
- Public Health offers resident assistantships and partnerships with outside organizations

In closing, Barbara Brandt said that any additional comments can be emailed to her. She encouraged members to read the final reports when available on April 27.

4. OTHER BUSINESS

With no other business, Jeff Pinnow thanked the members for attending and adjourned the meeting.

Becky Hippert
University Senate