

AHC STUDENT CONSULTATIVE COMMITTEE

2001-2002

List compiled on: 5/10/2002

REPRESENTATIVES, STUDENT

Andrew Grande

Medical School
1232 Knollwood Lane
Mendota Heights, MN 55118
grande@mail.ahc.umn.edu
651-451-0171
Term: 00-02

Yogindra Samant

Public Health
MMC 729 Mayo
East Bank
dryogi25@hotmail.com
378-1238
Term: 01-02

Mark Weisbrod

Medical School
619 Adams St NE
Minneapolis, MN 55413
weis0269@umn.edu
978-6261
Term: 01-02

Michael Hawley

Dental School
7629 Spring Lake Rd
St. Paul, MN 55112
haw10006@umn.edu
952-474-7829
Term: 01-02

Jessica Stamschror

Veterinary Medicine
1222 Rose Vista Court #8
Roseville, MN 55113
stam0019@umn.edu
651-646-4318
Term: 01-02

Matthew Wiisanen

UMD Med
wiis0006@umn.edu
218-722-5703
Term: 01-02

Melissa Highman

Nursing
1701 Elm St SE #303
Minneapolis, MN 55414
high0030@umn.edu
362-9944
Term:

Ali Toumadj

Pharmacy
427 4th St SE #202
Minneapolis, MN 55414
toum0002@umn.edu
952-894-3720
Term: 01-02

SENATE STAFF

Becky Hippert

University Senate
427 Morrill Hall
East Bank
hippe003@umn.edu
626-8743
fax: 626-1609
Term:
Civil Service

If you have any questions, please contact the University Senate Office at 625-9369

SEND ALL INFORMATION TO:

Barbara Brandt

Cathy Muchow, mucho001@umn.edu

AHC Special Programs

485 Childrens Rehab Bldg

East Bank

brand072@umn.edu

625-3972

fax: 626-2111

Term:

Asst Vice President

Frank Cerra

Kathy Anderson, ander105, 6-3700

Academic Health Center

MMC 501 Mayo

East Bank

cerra001@umn.edu

626-3700

fax: 626-2111

Term:

Provost

ACADEMIC HEALTH CENTER STUDENT CONSULTATIVE COMMITTEE (AHC SCC) MINUTES

NOVEMBER 14, 2001

5:00 - 6:00

406 CHILD REHAB CENTER

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

PRESENT: Andy Grande (Medical School), Jessica Stamschror (Veterinary Medicine), Mark Weisbrod (Medical School).

ABSENT: Michael Hawley (Dentistry), Melissa Highman (Nursing).

GUESTS: Barbara Brandt, Senior Vice President Frank Cerra.

Barbara Brandt began the meeting by discussing the background of the AHC SCC, including its past accomplishments. She then noted that several ideas from last year's committee will be implemented in the coming months, including a web portal, increased study space, and a clinical skills lab.

Dr. Cerra then joined the group, noting that he considers the AHC SCC to be an important link in the AHC. Each year, each college creates a compact and sets priorities. What students want, as learned from this committee, is then included in the compacts so that resources can be allocated.

He then said that Sostanza will be opening soon since the gate and card reader have already been installed. The hold-up came from Facilities Management who wanted \$80,000 per year for extra cleaning and straightening of the area. Dr. Cerra said that he negotiated a deal with UDS for only \$10,000 per year. He noted that this space will become increasingly important when the new building opens since there will be more undergraduate biology students in the area.

Other items that he is working on is fixing financial aid problems in Veterinary Medicine and closing the communication loop with each college.

The committee then discussed topics that they would like to consider this year:

- Having more students attend meetings
 - Student organizations should be shown what the AHC SCC has done in the past
 - Committed students should be found
 - Dr. Cerra will meet with each of the student councils
 - Representatives should be elected each spring with other positions
- Increasing student communication
- Closing the technology gap between colleges
- Working on health insurance for professional students
- Opening the clinical skills lab
- Adding a representative from the allied health program

With no further information, the meeting was the adjourned.

Becky Hippert
University Senate

5-125 ^{ITV}_{rooms}
Moos
2-107

anna abt
annaabt@hotmail.com

Pres: MW AC
AG
JS

1. background

2. ed materials

- portal idea last yr
- clinical skills lab

AC - important piece of AHC

- set priorities & compacts
- what stud want & prioritize resources
- portal w/this
- 5,000 ft new stud space
- dist Lrng
- Sostanza open soon
 - gate & card reader, installed
 - FM contract for \$80,000/yr
 - wkld deal w/UIDS for \$10,000
- undergrad biol stud @ night
- fin aid fixing Vet Med ~~prob~~ probs
- close communication loops

Items

- mtgs - people here (unique opp)
- show people results of ATH SCC
 - find right studs
 - meet w/ Pres of Stud Councils
 - target Spring elections

info loop

- studs set to wk when leave sch

tech gap between colleges

hlth insur for prof studs

Clinical skills lab

- hands on

rep from allied hlth (4 other prog)

Mtgs - not Mon

- send reminders / phone

Wk w/ Barbara Brandt

Kathy, mucho OOI

AHC STUDENT CONSULTATIVE COMMITTEE

2001-2002

List compiled on: 11/1/2001

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3 to be named

1 each from UMD Med, Phar, Pub Hlth
Term

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1232 Knollwood Lane
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grande@mail.ahc.umn.edu
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mellymarie@hotmail.com
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Becky Hippert
University Senate
427 Morrill Hall
East Bank
hippe003@umn.edu
fax: 626-1609
626-8743
Term

SEND ALL INFORMATION TO:

Barbara Brandt
AHC Special Programs
485 Childrens Rehab Bldg
East Bank
brand072@umn.edu
fax: 626-2111
625-3972
Term

Frank Cerra
Kathy Anderson, ander105, 6-3700
Academic Health Center
Box 501 Mayo
East Bank
cerra001@umn.edu
fax: 626-2111
626-3700
Term

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Nursing
1701 Elm St SE #303
Minneapolis, MN 55414
mellymarie@hotmail.com
362-9944
Term 01-02

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Veterinary Medicine
1222 Rose Vista Court #8
Roseville, MN 55113
stam0019@umn.edu
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ACADEMIC HEALTH CENTER STUDENT CONSULTATIVE COMMITTEE (AHC SCC) MINUTES

DECEMBER 19, 2001

5:00 - 6:00

406 CHILD REHAB CENTER

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

PRESENT: Andy Grande (Medical School), Jessica Stamschror (Veterinary Medicine).

ABSENT: Michael Hawley (Dentistry), Melissa Highman (Nursing), Mark Weisbrod (Medical School), Mark Wiisanen (UMD School of Medicine).

GUESTS: Barbara Brandt, Senior Vice President Frank Cerra.

The committee discussed the following topics with Dr. Cerra:

CLINICAL SKILLS LABS

Dr. Cerra said the physical space is being provided to create a clinical skills lab. The objective is to provide students with structured clinical exam practice, provided by actors serving as patients, to test a student's outcome competency. There are 18 rooms, in which a different patient awaits the student's diagnosis under a timed setting. This will be part of the board exams in the future and is being looked at for school accreditation. This was primarily conceived for the East Bank, but Veterinary Medicine is considering something similar, especially when dealing with companion animals and their owners, since there is much more contact in this case with the public.

Q: Do any schools use skills labs now?

A: The Medical School does and Pharmacy to a lesser extent.

Barbara Brandt noted that the intent is to develop interdepartmental scenarios that will force students across disciplines to work together on a diagnosis and its treatment.

A committee member noted that Veterinary Medicine provides little exposure to real-life settings since students only spend 4-12 weeks with practitioners, and only for two week rotations. The program only provides for one and a half years of hands-on experience, so there is not enough time to spend a long period in one place.

Dr. Cerra said that dental students never leave the school to treat patients so they are completely unprepared to work in a clinic setting, or manage their own. Some core faculty see the need for change, but change is slow at the University. This is not always bad, but it does leave room for improvement.

INTERDISCIPLINARY EDUCATION

Q: Are schools considering integrated education?

A: The schools are just beginning these talks, although the students seem to be in favor of this push. The problem is how to determine which course should be combined, which ones should be done first, who receives the tuition revenue, how are they scheduled, and who teaches the courses.

In these same talks, technologically integrated classes are being discussed to provide access to students who cannot be in the class on the East Bank.

Dr. Cerra noted that he is working on creating community clinic sites to which students from the Medical School, Nursing, and Pharmacy would be sent in teams to learn to coordinate efforts for patients.

A committee member said that it was hard to know what role each type of medical professional plays in a hospital or clinic setting since there is no education in this area.

Dr. Cerra said that this is the critical reason for interdisciplinary education since without this understanding, it leads to problems in health care delivery. Faculty need to understand the importance of interdisciplinary education, and students are the driving force to change

PHYSICAL SPACE

Q: Has anyone looked at the shape of classrooms and other facilities in the AHC?

A: All buildings in the health sciences area are being walked through and notes are being taken. The problem with classrooms here is that it is decentralized with a large capital expense. A central office was created two years ago to tackle this problem but it will take time to update the physical environment and technology. Even this will only reach certain classrooms which are centrally scheduled. There are still AHC, collegiate, and departmental classrooms which need to find other sources of funding to be updated. The main problem is that it is easier to receive funds for new buildings than to fix the old ones. AHC students feel the most impact since they can spend the entire day in the same room.

OTHER TOPICS

Barbara Brandt said that a pre-health sciences advising center will be opening soon to help undergraduates determine what field they would like to study. She has been in contact with the college's student service directors to make sure that there are similar programming services available for graduate and professional students already enrolled. She is looking for feedback on whether students needs are being met and if they are receiving wise advice. Focus groups were created to solicit this feedback, but they also brought up other issues, such as faculty use of technology and technology available in classrooms.

Dr. Cerra noted that students can be of assistance in helping to plan student learning space, web portals, and small exam rooms.

Q: Has the financial aid problem in Veterinary Medicine been resolved?

A: Hours are being established for a counselor to be available on the St. Paul campus to Veterinary Medicine students.

A committee member noted that the on-line access to journals through the BioMedical Library is a great improvement since it provides access whenever a students needs the information. The committee then discussed the use of Up-to-date regarding a student's ability to digest journal articles themselves instead of by an outside source and whether a course is needed to teach student's how to use and judge internet resources.

Q: How can students be made to use technology?

A: Students need to know that technology is a necessary tool in the health science field and that they cannot expect to succeed without this knowledge. Faculty also need to create reasons for

students to use it, such as quizzes, exams, and additional course materials. Computers should be a complement to learning.

With no further information, the meeting was the adjourned.

Becky Hippert
University Senate

Pres: AG, JS, FC, BB

Clinical Skills Lab

- physical space
- objective structured clinical exam
- actors play patients w/ scenarios
- 18 exams
- Component in board exam in future
- part of accreditation
- Vet Med thinking about this also
- fac wkg @ health care prof
- timed situation
- tech eval & tool
- prob is labor intensive

JS - useful for Vet Med too
- small companion animals

FC - duplicate part or do similar
- might be able to do small animals
- public interface

Q: what schls use?

A: med
phar some

BB - develop interdept scenarios for tech
across prof

4C - male & fem access to hlt services

BB - drug response
- info doesn't get included in curriculum

Q - other schls use labs

A: nurs, phar, med
dent modified
vet some
pub hlt for interdica

BB - req of residency ed

4C - tests outcome competency

Q - integrate ed

A: Start of talks
Combine some courses
which one first?

AG - interaction helpful

7C - many common courses
prob to solve
tuition/revenue
scheduling
who teaches

Q: St. Paul

A: use ITV & portal

BB- deans are mtg to discuss issues across colleges

AG- get to know other stud

AC- set up comm clinic sites to send med, nurs, & pharm stud in teams w/ coordinated sched

AG- roles of practitioners is hard to understand

AC- issue for interdisciplinary
 - leads to prob w/ health care delivery
 - fac need to understand
 - stud drive change

- comm-based ed in Vet Med
 - companion animal

JS- ivory tower tech
 4-12 wks, 2 wk rotating practitioner

AC- continuity care
 - wk w/ family of animal

JS - 1 1/2 yrs of hands-on experience
- Short time to do everything

AC - dental stud never leave sch to treat patients
- core fac who see need for change
- U's change slow
- not always bad, but lot of wk to do

AG - bc of assistance?

AC - help implement plans on stud living space, portal, small exam rooms

BB - pre-health sci advising ctr
- stud serv directors
- make sure comparable programming avail for grad/prof
- fulfill needs for grad/prof?
- get wise advise?
- focus grp info on services stud need
- level of tech use in classes
- fac develop
- classrooms tech

Q: fin aid in Vet Med
A: wk out hrs @ vet sch

Q: Seen face in shells

A: yes

throughout all health sci
decentralized w/ large cap expenses
new central office for classrooms
more efficiently sched
assess tech & shape in all rms
4 ways to sched rms

- central

- AHC

- college

- dept

ease in ^{to} fund new than fix old
stud stay in same rm all day

A6 Biomed Lib internet site.
on-line access to journals is great
convenient & useful

Up to date

pros & cons

residents use for patient care

no class on how to use internet

part of pharm

Vet med integrate tech

BB Consultant on tech

Q: how to make people use portal

A: expand classes outside TC

Stud need to grad knowing tech

Create reasons to use - needs want

- tools
- curriculum
- quizzes & tests
- convenience

Use comp to complement bk lng

ACADEMIC HEALTH CENTER STUDENT CONSULTATIVE COMMITTEE (AHC SCC) MINUTES

WEDNESDAY, JANUARY 21, 2002

5:00 - 6:00

406 CHILD REHAB CENTER

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ABSENT: Melissa Highman (Nursing), Mark Weisbrod (Medical School).

GUESTS: Barbara Brandt.

Barbara Brandt, Assistant Vice President for Education in the Academic Health Center (AHC), noted that Senior Vice President Cerra could not be today's meeting, but she would relay information and concerns to him. She noted that her position is just over one year old, and she works on community-based education, rural health education, technology, interdisciplinary education, faculty development, and classroom space programming.

She said that a clinical skills lab is being planned to simulate rotations for students and that a pre-health sciences advising office is being designed. The AHC Web Portal project is also progressing. Fourteen student focus groups have been completed, from which the top requests are more materials on the web for classes, as well as grades and financial aid. A common AHC on-line calendar, proposed by Andy Grande last year, is also under development. A demonstration will be given Friday to a state senator.

She then asked the students to tell her about classroom environment, classroom scheduling, classroom technology, computers in labs, and security and safety concerns in each of their schools.

Mike Hawley provided the following update for the Dental School:

- CHIP does a good job on security because of key card access
- 24 hour study lounge for dental students has also been fitted with key card access
- Problem remains because students are forced out of clinic floors at night by security even though the Dean has given them permission to study there
- Dental School has a new website
- Any web materials are always used by the students
- Dental School is working with clinics across the state to provide outreach
- Mandatory graduation requirement to spend two weeks in a practice
- This requirement is hard on people who have a family
- Dental School has a unique need for room scheduling since classes do not meet for 15 weeks or on the regular University time schedule
- Rooms for big and small groups are needed
- Students see bad classrooms as a result of scheduling
- Some rooms do not have enough seats or do not have desks to take notes
- Dental classes do not have classroom priority in the Dental Building
- Students want the problems fixed, but they are not sure what can be done
- Computer lab was needed so the Dean used his funds to purchase computers
- Lab is well-used by students

- Digital photography and slides are available in the lab to students
- The Minnesota Dental Association now purchases PDA's for first-year students, and the students are using them for clinic schedules and class notes
- It would be useful if more schedules could be used with the PDAs
- Student advocate position was created and is held by a faculty member.

Barbara Brandt noted that there are four levels to room scheduling: central university, AHC, college and departments. Health professions education classes are often scheduled when clinical faculty can be available. For example, in the School of Dentistry, clinics usually drive start and end times of classes. The AHC is working on a protocol to better utilize classroom space, plans to refurbish existing rooms, and a design to renovate the Mayo Auditorium.

Mark Wiisanen then talked about the conditions at the Duluth School of Medicine and the School of Public Health, where he was formerly a student:

- Duluth does not have the same problems as the Twin Cities in terms of poor classrooms and scheduling conflicts
- Medical students have a web portal link to use from the Duluth site
- Computer lab is very useful since exams, histology, and neuroanatomy are available.
- PDAs are being used more, but better links are needed for applications and web portals.
- Public Health does not have any space for a computer lab since there is no central location.
- A few computers are in one lounge, but they are older and not widely used since only word processing and statistics programs are provided

Barbara Brandt noted that the Pharmacy program will be expanding in 2003 to provide links to the Dentistry practice in Hibbing to foster rural health care. She then asked what services can be provided to the Duluth students to make them feel part of the AHC.

Mark Wiisanen replied that the second to third year transition is hard for students because they do not know what to expect when they move from Duluth to the Twin Cities. Any information that could be provided to students, besides their rotation schedule, would be greatly appreciated.

Mike Hawley noted that many students need the same information. In Dentistry, a three day orientation is provided to acclimate students to the school and the Twin Cities in general. It was decided that orientation examples would be collected to see if a more comprehensive program could be created for all the colleges to use. Information should be included on housing, parking, and carpooling.

Andy Grande said that security is a concern for third and fourth year students since they leave school on rotations. Many times they park farthest away from the hospital or clinic and have shifts that start or end late at night. On campus, key card access to PWB and Mayo at night would provide more security for students who are here late.

Jessica Stamschorr then made the following comments about Veterinary Medicine:

- St. Paul has no security people so most monitoring is done by the students themselves.
- Bags are being stolen out of classrooms when students leave for lunch.
- Key card access on classrooms would reduce security problems.
- There is not enough locker space for all the students.
- Parking is difficult since the closest lot is now a ramp.
- Students either have to pay to park near the building or walk across a deserted campus late at night to their car.
- Students are required to have a computer, although it does not have to be a laptop.
- Students use computers to study and take quizzes.
- Notes are provided on CDs since they are better organized and require less room.
- Radiology is on-line and X-rays are being digitized for the web.

Committee members then talked about note co-ops in the colleges. In this program, students pay to receive class notes, with each student taking notes one day. Members discussed the benefit of paper versus on-line notes, as well as video-streaming classes.

Members next discussed whether exams require students to critique information. For the first two year, Medical Schools exams are geared to prepare students for national tests which are multiple choice, so critiquing is not involved. Students learn to trust information at face value and not challenge any conclusions. Opposed to this is the Dental School which teaches students to study procedure and material claim since sales reps will try and get dentists to use new products and procedures. Veterinary Medicine also teaches a class on research design so that students can assess future work. Public Health does not provide a central orientation for critiquing, but all students are required to take classes in statistics and epidemiology so research design is studied through these classes.

Lastly, the committee discussed Diehl Library, noting that it is a “dark, sterile” environment. Many students use the library’s resources, but prefer to study at libraries at different colleges because it is a more esthetically pleasing environment. Some students do not come to campus when they have large lecture classes, preferring to study elsewhere. Improvements should be made so students can study in the library instead of going somewhere else.

With no further business, the meeting was adjourned.

Becky Hippert
University Senate

Subject: Re: AHC SCC

Date: Tuesday, January 15, 2002 3:16 PM

From: Matt Wiisanen <mewiisanen@yahoo.com>

To: Becky Hippert hippe003@umn.edu

Becky,

Sorry to bombard you with so many e-mails today. I can be reached at (218) 726-8253 tomorrow at a little before 5 PM. I hope this works out. Let me know if there is anything else I need to do.

Cheers,

Matt Wiisanen
M1 UMD-SOM

Do You Yahoo!?
Send FREE video emails in Yahoo! Mail!
<http://promo.yahoo.com/videomail/>

2x 944138771

AHC SCC

1-16-02

Pres: MH AG
JS MW

Barbara Brandt

1. Update

- Cerra not here
- excited @ # present
- Scope, needs
- AHC holds health schls together
- position is 1 yr old
- Community ed
- rural with
- tech to expand to other sites
- interdisc ed
- fac develop
- tech
 - biggest concern on campus
- space programming
 - clinical skills lab in all prof
 - simulate before rotations

- Bookstore → pre-health sci advising
 - model for current stud
- classrooms
 - environ
 - sched
 - tech
- concerns
 - comp in class & labs
 - security & safety
- Portal project
 - personalizing software
 - complete 14 stud focus grps
 - #1 request - more materials on web
 - grades, fin aid
 - common accessible on-line cal across colleges
 - demonstrate on Fri to state leg

PHH - Security

- CHHP does good job w/ key card
 - lounge in Dental Sch w/ access
 - 24 hr study space
- tech
- new web site
 - web materials always used

outreach

- several clinics
- now mandatory to graduate
 - 2 wks
 - hard on some families

Room scheduling

- unique need
- not distinct time periods
- big & small grps
- studs see bad classes & Sched
 - not enough seats
 - pushed around in bldg
 - not sure how to fix

BB - trying to understand

- 4 ways to schedule
 - 12 central
 - 11 AHC
 - ? college
 - ? dept
- AHC protocol to utilize space

MD runs w/ no desks

- all classes start & end @ same time

BB - diff

- based on clinics
- no planning to refurbish rooms
- design to renovate Mayo Aced

MH - Comp Lab

- needed in past
- purchased by dean
- lab used a lot
- digital photography & slides
- pda's
 - buy for 1st yr studs
 - use for sched, class
 - interface sched more w/ PDA

MW - Dul & Pub HTH (Melissa Fritz, Pres)

- good in Dul
- no sched probs
- web portal link is up on page
 - used by studs thru experimentation
- great comp lab
 - exams - histology & neuroanatomy
- using more PDA's
 - links/apps w/ AHC portal

AG - palmpilot web page

- worth looking @
www.med.student.umn.edu
- not U of M specific

MW expectations for Del?

BB- program expansion in 2003

- links w/ Hoising dentistry
- foster rural hth
- Med Schl unitary accreditation
 - link curriculum

- engage Del stud
- feel part of AHC
- what services can be provided

MW 2nd - 3rd yr transition

- what to anticipate
- easier transition

AG- basic info to stud besides rotation sched

- offer services
- not aware what Del stud need

BB- same info for all stud

MH- package from Dental Schl

- 3 day orientation

- generate list of needs

BB- meet w/ Assoc Dean & Stud Serv Dir

AG- note Co-op

- benefit?

- each yr Stud put in \$

- one person takes notes one day

- printed / put on web

- video-streaming of class

BB- exams?

AG- first 2 yrs geared up for multiple choice test

MA- some wk on-line

JS- handouts?

AG- yes

be prepared before going to class

MA- all notes on CD

- prob if taking poor notes

BB- req for why in lib & critique info

AG- up to date sys is useful

MH - med line
- do it quite a bit
- use it for some classes

AG - nothing req
- trust face value
- not much to challenge or question

BB - research design?

MH - natural aspect / salesman
JS > course

AG - nothing - epi class in summer - not carried thru curr

MW - teach med-line

Pub Hlth

- no central orientation
- Stats + epid
- learn res design

AG - not educated for drug reps

BB - orientation

- AG - Safety
 - 3rd & 4th cfl leave schl
 - park away from hospital
 - key card @ night in PWB + Mayo

- BB - Sestanza
 - AHC stud night access
 - lib + safety

- MH - stud pushed out of study space
 - kicked out of clinical floor when studying @ night

- AG - here late @ night
 - park in unsafe area
 - hard to discriminate who shouldn't be in lib

MH - stud advocate position (Rae) in Dental Schl

- JS - no security people
 - monitored by stud
 - not enough locker space
 - bags stolen out of rooms
 - pkg

AG - tips on pkg on porta ~~totte~~

MH - carpool + lottery sess

- IS - use comp
- study - quizzes
 - notes on CD
 - saves rooms & better organized
 - radiology on-line
 - ~~at~~ x-rays digital
 - req to have computer (not laptop)

MW Pub Hlth

- no space for lab
- a few in lounge
- no central location
- sterile lib environ

BB - req?

MW if enough to use
only word processing now + stats

AG - dark environment

BB - read or get books?

- use space for studying
- premier location for resources

Subject: February 20 AHC SCC Agenda
Date: Tuesday, February 19, 2002 10:24 AM
From: Becky Hippert <hippe003@UMN.EDU>
To: AHC SCC sen-ahcsc@UMN.EDU

*****PLEASE NOTE THE ROOM LOCATION*****

AHC SCC AGENDA
February 20, 2002
5:00 - 6:00 p.m.
Twin Cities: B-190 Phillips Wangensteen Bldg
Duluth: Medicine Bldg

1. Discussion of AHC Web Portal
2. Student Orientation Programs
3. Blood-borne pathogen policies

If you cannot attend the meeting, please let me know.

Thanks,

Becky

Becky Hippert
University Senate
427 Morrill Hall
100 Church St SE
Minneapolis, MN 55455
Phone: (612) 626-8743
Fax: (612) 626-1609
E-mail: hippe003@umn.edu
<http://www1.umn.edu/usenate>

AHC SCC

Pres: YS JS
DS

Ross

BB - guidance & info from studs
- Space programming
- this as classroom space
comp lab

- pre-eth sci advising
- current stud also interested

- refurbish all classrooms
- tech portal

- efficient way to teach use
- 14 stud groups for input
- on-line bk ordering

- blood-borne pathogen policies

- not Vet Med
- require immunization
- OSHA reg

- Boynton registry
- stud on clinic rotations

- across all schools
- stud input

1. Portal

- bkgrd
- AHC SC talked w/ JC
- access to on-line services
- stud focus
- customizable
- focus gyps for what stud wanted
 - external news
 - grades
 - fin aid
 - calendar
- list prioritized
- basic functionality
- x.500 basis
- soft roll-out March end of this wk
 - let stud play w/in while in develop
- enhancements before Fall
- usability testing
 - auto make accounts
- communication power
 - set-up gyps
 - fac class gyps
- News gyps
 - not much bkgrd on arch
 - showed demo
 - asked ?'s based on diff perspectives

- isolation for stud
 - poor communication
- more course materials on-line in a consistent format
- lectures & events on-line

Q: using U's e-mail
 A: yes

DS prob opening attachments
 octet stream o Mime

e-mail vs. info on portal
 ↓ as reminder

Subscribe to class (channel) ^{with a reminder} ~~on~~ a daily/monthly

DS default home page on AHC Computers
 computer labs

Ross Main page ^{w/} news content & channel subscription

Portfolio

- fac need to require use
- stud don't always know/use

IS - easier to find fac lecture notes

ROS - simple to upload info & links

Q: speed when not @ U

A: designed for 56k modem
portal - a navigation tool

Comp @ home or sch

- Classes w/ tutorials or supplements
- limited lab computers

Recommend high speed

- can't afford

U dial-up

- no, other company

Pharm - 34 comp labs

300 stud

- funds for new comp

- one kiosk in locker rm
for 1000 stud

ATHH Sew Res

- enough comp
- use library

increase laptops

- U subsidize
- free of charge / rental

Stud really want labs

deals for U stud on comp

- stud don't have \$

PDA's

- not req in class
- for rotation

open etherjacks

webmail

Classic vs. pro

Send reminder about March mtg

Subject: March AHC SCC Agenda

Date: Friday, March 8, 2002 6:29 PM

From: Becky Hippert <hippe003@umn.edu>

To: AHC SCC sen-ahcsc@umn.edu

Cc: Barbara F Brandt brand072@umn.edu, cerra001@umn.edu

*****PLEASE NOTE THAT THE ROOM LOCATION
WILL BE ANNOUNCED NEXT WEEK*****

AHC SCC AGENDA
March 13, 2002
5:00 - 6:00 p.m.
Twin Cities: TBA
Duluth: TBA

1. Student services (Financial aid, debt issues, career issues, etc)
-- what works, what doesn't , suggestions
2. Required immunizations and blood borne pathogen policy implementation

If you cannot attend the meeting, please let me know.

Thanks,

Becky

Becky Hippert
University Senate Phone: (612) 626-8743
427 Morrill Hall Fax: (612) 626-1609
100 Church St SE E-mail: hippe003@umn.edu
Minneapolis, MN 55455 <http://www1.umn.edu/usenate>

AHC SCC 3-13-02

Pres: YS JS
MW MW

Jane Miller
Barbara

BB - Passed reg immunization
cdc-wide

Jane - 4A
- improving fac tchg

Classroom Planning

- focus on computers
- tech req
- space on TC campus
- Diehl hall
- put in comp & trig fac - multi-media
- Current bookstore
- health sci advising
- program for AHC stud
- career services needed
 - jobs
 - residency

PWB basement

- more classes
- comp space
- what extent med labs
- stop

- just have access @ home

MD- wireless web for those who have laptops
- current sys limited

JS- req some kind of computer
- not everyone knows how to use comp

MD- tech integrated into classes
- stud have access & can use
- no central lab in TC (PH)

YS- international stud need trig
- include in int stud orientation

BB- req competency
- serious?
- possible?

MD- stud don't pass, then take course

BB- next up
- patient data privacy on-line
- with care sys gets penalty when
 privacy breached
- joint commission
- stud nametag that lists comp competency

MW not sure if test
 - many stud know
 - offer course to new stud

JM- self-assessment

MW fit in w/portal

BB- nothing mandated

MD- honor code to not cheat on tests
 - internet-based test
 - can go back & dbl ✓
 - get results immediately
 - bds on-line
 - this is a prep
 - 100 person lab

MW 3000-4000 stud w/only 15 comp

BB- need big labs
 - what would stud do
 - would stud stay late

JJ- no
 - have a comp
 - req access to instead

MD - 24 hr lab

- Stud use @ all times
- too long to download @ home

MW - TC get more comp to become like DuD

Career Ctr

- gen stud serv in career dev / fin aid

JS - fin aid & debt mgmt planning

- what to do to buy into a practice
- \$40,000 avg salary & debt same as med

MW - avg tuition is 4th higher
in-state, public

- inc awareness to ~~the~~ state

BB - how will undergrad Ctr affect grads

2 Pathogen Policy

- Stud on rotation - needle stick & exposure
- Vet med Sep
- 8le stud w/ needle-stick accidents
- 800,000 needle-sticks in hth care national
- need to start meds in 2 hrs

- where stud can access
- stud not employees
- 24 hr triage nurse
- train on rotation about process

MD - potential in P4 also
 - wks w/ infectious diseases

BB - need mandatory imm across schls
 - stud get ltr re: shots
 - include Hep B
 - hltz clearance form to go on rotation
 - trng before rotation

MD - no affiliation w/ schl
 - Dept of Hlth
 - handled risk well
 - some work sep w/ fac on projects

MD - info on needle-stick b-4 rotation
 - want program to pay for shots
 - \$90 @ Boynton
 - \$5 @ HMC

BB - mass immunize

- own protocol in Vet Schl
- Anthrax bigger issue
- Stud Self-contained in St. P
- mask fit testing in Med Schl
- OSHA req for TB
- set fitted for correct size
- applies to Dul Stud before go on rotation

Other Bus

get info back to Schl
 - Stud councils / Senates

- § fun aid
- set up @ beg of each semester
 - Scheduled hrs

Policy for Prevention of and Response to Educational Exposures to Blood Borne Pathogens and Tuberculosis

I. Purpose

The purpose of this document is to (1) list the required and recommended immunizations for University of Minnesota Academic Health Center (AHC) students; (2) prevent/manage blood borne and respiratory infections; (3) delineate the management if exposure to blood-borne pathogens should occur to AHC students while they are in the educational setting; and (4) describe the procedure for fit tested mask requirements for AHC students who rotate through areas at high-risk for tuberculosis.

II. Definitions

For the purpose of this policy, *AHC students* are defined as those current and visiting students who are required in their academic program to have responsibilities in clinical settings and/or community environments with significant exposure to human patients/clients.

An *educational exposure to blood-borne pathogens* is defined as a percutaneous injury (e.g., a needlestick or cut with a sharp object), contact with mucous membranes or contact with skin (especially when the exposed skin is chapped, abraded, or afflicted with dermatitis or the contact is prolonged or involving an extensive area) with blood, tissues, or other potentially infectious body fluids, which occurs in the educational setting.

The dean of the school, in consultation with Boynton Health Service, will determine whether the school's students are at risk of *significant educational exposure* to blood-borne pathogens or tuberculosis. Significant exposure to patients with blood borne pathogens is defined as actual contact with blood or other potentially infectious body fluids. Significant exposure to patients with tuberculosis is defined as five-minute face-to-face contact with patients who could have active pulmonary tuberculosis disease.

III. Health Insurance Coverage

It is expected that AHC students carry health insurance coverage to cover emergency medical situations. It is recommended that the AHC students carry the Blue Cross/Blue Shield student insurance policy because of its scope of coverage or other personal, spousal or parental policy that is equivalent to the current student insurance. Each AHC student should carry insurance information at all times on clinical and community educational rotations to have available in emergency situations.

IV. Immunizations

Required student immunizations and vaccinations are to comply with Minnesota State law and Occupational Safety and Health Administration regulations. Students may be expected to have other requirements by individual schools.

Upon admission to the AHC academic programs, students are required to submit proof of the following immunizations and vaccinations:

Required

- Measles/mumps/rubella documentation or positive titre
- Polio
- Tuberculosis Skin Test (Mantoux) A student who cannot provide documentation that he/she has had a yearly Mantoux is required to have a two-step Mantoux. A student with a positive Mantoux must show documentation of a negative chest x-ray.
- Hepatitis B series or documented immunity
- Past DTP or diphtheria/tetanus within the last 10 years should be recorded. If the student has not had a diphtheria/tetanus immunization within the last ten years, an immunization at the time of admission is not required because of the current shortage of diphtheria/tetanus vaccines. This policy will be reviewed in 2004.
- Varicella Zoster, positive history, or positive titre

AHC students are required to document an annual Mantoux test. An annual influenza immunization is strongly recommended.

If contraindicated for medical reasons, some of these vaccine requirements will be waived. Students will be required to file a waiver documenting medical contraindication.

If a student declines an immunization for conscientiously held beliefs (*e.g.*, religious or cultural), he/she must submit a vaccine declination form.

Students who have a positive Mantoux test will be required to complete a chest x-ray. For students not followed by Boynton Health Service, a documented treatment plan will need to be submitted to Boynton Health Service to assure that there is not a risk of transmission to students, faculty or patients.

Boynton Health Services is designated as the central data repository for AHC student immunization data and annual Mantoux testing. Students who are noncompliant will not be able to register for an academic year without the appropriate immunizations. Students must carry documentation of immunizations to early practice/shadowing experience, service-learning and clinical rotation sites.

A student's failure to have all required immunizations and vaccinations may influence the University's ability to place the student in clinical rotations.

V. General Information Regarding Prevention and Exposure to Blood Borne Pathogens During Educational Experiences

All AHC students in contact with patients or potentially infectious bodily fluids will receive information annually about standards precautions, blood borne pathogens, appropriate basic first aid, and the response procedure portion of this policy. This information will be appropriate to the student's educational level and the area of professional education. The educational office of the colleges and programs, or a designee will provide the required training.

Effective management of educational exposure to blood-borne pathogens requires coordination among multiple units of the University, Academic Health Center, and rotation sites. It requires training in prevention of injury and in the management of injuries when they occur. While students are not covered by OSHA regulations, the AHC policy is that OSHA regulations will serve to guide decisions regarding students during clinical and community rotations. Therefore, directives will be the same as those provided to employees with occupational injuries and will be developed by the AHC Student Educational Exposure to Blood-Borne Pathogens Task Force.

Experiential educational coordinators of each college and program will assure with the rotation site that students have access to care and first-response prophylactic medication by becoming familiar with facilities and pharmacies in the area of experiential rotations. Students and the BHS will be informed of the access to treatment and prophylactic medications. Preceptors should be familiar with this information and the AHC policies.

Upon arrival at a rotation site, AHC students will seek the information regarding site-specific protocols for managing exposure to blood borne pathogens and be familiar with the AHC protocols for managing education exposure to blood borne pathogens.

AHC students should following the current protocol for response to educational exposure to blood borne pathogens, attached to this document.

VI. Prevention of Tuberculosis During Educational Rotations

In accordance with OSHA regulations for health care workers, AHC students will be required to complete mask fit testing. Students will carry documentation of testing and the mask requirements during rotations.

Protocol for Exposure to Blood Borne Pathogens During Educational Experiences

1. Perform basic first aid immediately as instructed in the student orientations prior to rotations. These instructions are:
 - Clean the wound, skin or mucous membrane immediately with soap and running water. Allow blood to flow freely from the wound. Do not attempt to squeeze or “milk” blood from the wound.
 - If exposure is to the eyes, flush eyes with water or normal saline solution for several minutes.

2. All students on an educational rotation in the State of Minnesota will contact the Boynton Health Service (BHS) 24-Hour Triage Nurse immediately at calling (612) 625-7900 and notify his/her preceptor at the site. **The student will identify him/herself as having a blood-borne pathogen exposure.**
 - The BHS Triage Nurse will take the student through a rapid assessment about risk status and direct the student where to seek treatment.
 - Students will be expected to contact BHS immediately because of the need for rapid assessment about prophylactic medications, rapid prescribing of medications, if indicated, and the limited capacity of a student to assess his/her own injury.
 - With assistance of the BHS 24-Hour Triage Nurse and the student’s preceptor or other designated person, the student will attempt to secure pertinent information about the source patient information for discussion during the risk assessment.

3. Standard employee procedures of institution where exposure occurs will be used for initial assessment of the source patient. (permission form, what blood assays to draw, etc.) The standard procedures typically include the following information:
 - When: Approximate time of exposure
 - Where: Location of exposure (*e.g.*, hospital, office, clinic, etc.)
 - What: Source of the exposure (*e.g.*, blood, contaminated instrument, etc.)
 - How and How Long: Skin, mucous membrane, percutaneous; and how long (*e.g.*, seconds/minutes/hours), exposure time
 - Type of device
 - Status of the patient: negative, positive, unknown HIV/Hepatitis B/Hepatitis C status
 - a. Whether or not patient is at risk for HIV, Hepatitis B or Hepatitis C infection
 - b. Multiple blood transfusions (1978-1985)
 - c. IV Drug User
 - d. Multiple sexual partners, homosexual activity
 - e. Known HIV positive/and/or have symptoms of AIDS
 - f. Significant blood or body fluid exposure

4. If the student is assessed at high risk for HIV infection following rapid assessment, the student should seek prophylactic medication treatment immediately. HIV post-exposure prophylactic medication should ideally be instituted, (i.e., first dose swallowed), within two hours. During the evaluation, the BHS Triage Nurse will assist students in selecting the most appropriate location for initial treatment.
5. All students (high risk and low risk) with an exposure should complete a follow-up assessment at Boynton Health Services within 72 hours of exposure. This appointment can be scheduled during the initial assessment with the BHS Triage Nurse (612) 625-7900. The costs of prophylactic medications and follow-up treatment will be covered at Boynton Health Services by student fees. Off-campus treatment will be the student's personal responsibility or covered by the student's insurance coverage.
6. All students will complete a Boynton Health Service Reportable Educational Exposure Form and Occupational Exposure Form and mail or carry these completed forms to the BHS for their scheduled follow-up appointment. These forms will be available from the BHS Triage Nurse. **Students must know that blood-borne pathogen exposure and the possible subsequent treatment are treated as an OSHA incident, requiring documentation in a separate restricted access medical record. Confidentiality is assured.**
7. In accordance with the Needlestick Safety Law, the exposed student will receive prevention discussions, counseling and follow-up on the exposure.

Subject: May AHC SCC Agenda

Date: Monday, May 13, 2002 3:46 PM

From: Becky Hippert <hippe003@umn.edu>

To: AHC SCC sen-ahcsc@umn.edu

Cc: Barbara F Brandt brand072@umn.edu, cerra001@umn.edu, Kathy Anderson ander105@umn.edu, mucho001@umn.edu

AHC SCC AGENDA

May 15, 2002

5:00 - 6:00 p.m.

Twin Cities: 488 Child Rehab Bldg

Duluth: Same place as last meeting

1. Agenda topics for next year's committee
2. 2003-03 committee members
3. 2002-03 meeting schedule
4. Other Business

If you cannot attend the meeting, please let me know.

Thanks,

Becky

Becky Hippert
University Senate
427 Morrill Hall
100 Church St SE
Minneapolis, MN 55455
Phone: (612) 626-8743
Fax: (612) 626-1609
E-mail: hippe003@umn.edu
<http://www1.umn.edu/usenate>

AHC SCC 515

AG
JS
MW

Dr. Carra

1. Agenda items

- portals
 - study space
 - living space
 - small classroom space
- } being done
- orientation to AHC & campus - TC
 - will be included
 - initiatives are maintained & up-dated
 - maintenance plan
 - new pos under Barbara
 - ed info sys.
 - main included in reg budget
 - continue to receive stud input
 - needs to be in place
 - efficient & effective mtgs
 - UMD stud ~~now~~ transition to TC
 - what like & don't
 - UMD ^{access} ~~ask~~ to portal?

- Do UMD stud receive AHC newsletter?
 - supposed to
- accomplished better AHC interaction?
 - CHIP more active
 - Can never do too much
 - Stud & fac surveys in AHC
 - pos being created
- evaluate what other AHC's do for their students
- Stud living space bldg?
 - = w/ renovating Mayo project
 - few yrs in future

2. Comm members

Vet Med - decide in Sept
 Matt - here next yr
 Med Schl - 2 new people

3. Mtg Sched

noon - not wk for Vet Med

5-6 - better for UMD & Vet Med

Consistent day of wk

- Connect to Councils/boards
- Send information to each bd
- introduce @ each orientation
- call the night before
- Chair or no chair
- goals for the year
 - social setting
 - encourage involvement

March 29, 2002

To: Beth Esselstrom, Director, Office of Admissions, Duluth
Scott Hagg, Director, Office of Admissions, Morris
Russell Kreger, Director, Office of Admissions, Crookston
Wayne Sigler, Director, Office of Admissions, Twin Cities

From: Dorothy Anderson, Chair, Student Academic Integrity Committee (SAIC)

Re: Admissions Booklets

On February 6, the Student Academic Integrity Committee (SAIC) met with Wayne Sigler, Director of Admissions on the Twin Cities Campus regarding how academic integrity at the University is conveyed to prospective students. Mr. Sigler informed the committee that there is no written reference to academic integrity during the admissions process, but welcomed any advice from the committee.

SAIC reviewed the Twin Cities undergraduate admissions booklet at its March 6 meeting, and decided to draft text for this booklet. The committee would like to recommend that the following text be included in the printed undergraduate admissions booklets, and any web versions that exist, for each campus:

ACADEMIC REPUTATION

The academic reputation of a college or university is at the heart of who we are. As such, the ethical conduct of its faculty, staff, and students is its most prized possession. As a valued member of the University community of scholars, your academic integrity is vital to the University's academic reputation.

Academic performance at the University is more than grades. It is about how students earned those grades. The choices students make about their academic responsibilities usually reflect their personal values. The University advances the following five values*: Fairness, Honesty, Respect, Responsibility, and Trust.

For more information on academic integrity, please visit the Office for Student Academic Integrity web site <<http://www.osai.umn.edu/>>. Remember, you are welcomed into a community of scholars where the responsibility for academic integrity is shared.

*"The fundamental Values of Academic Integrity." Center for Academic Integrity, 1999.
www.academicintegrity.org/Values.asp (18 April, 2000)

If you have any changes to suggest in this wording, please send them to me for presentation to the committee. Otherwise, the committee would appreciate knowing when this change has been implemented.

Thanks.

Cc: Student Academic Integrity Committee members

Kathryn Skelton
- to Ed Policy
- work continued
- 8507
- Comm considering topic
- not recommend in admissions
- send booklet to Beth
706-8516
507-6035
218-8568