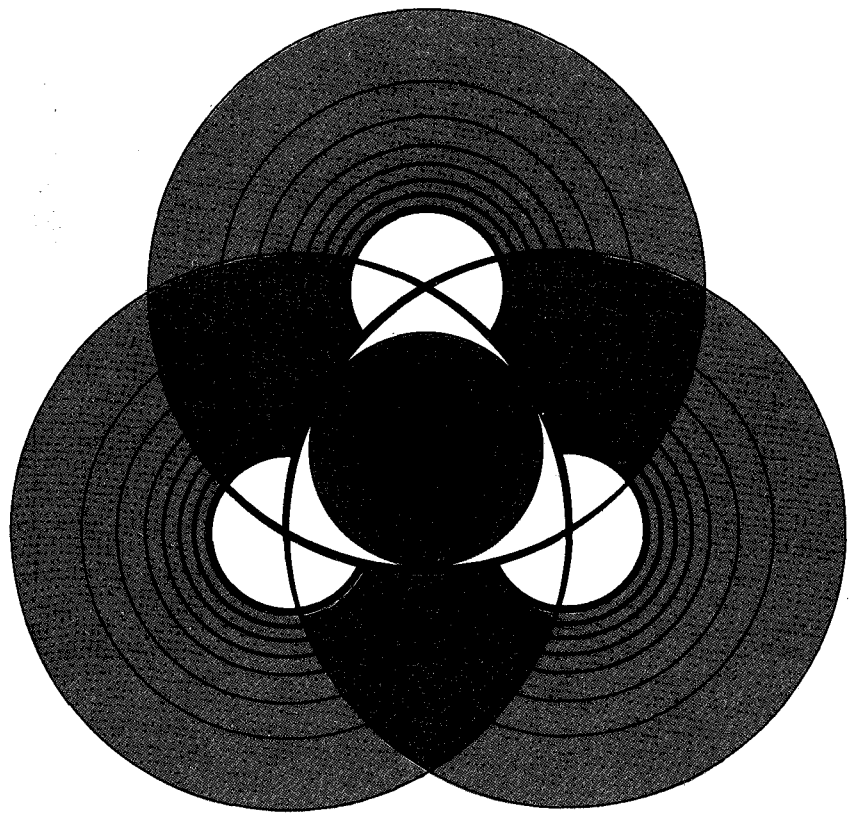


MSD  
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# Health Sciences Interdisciplinary Courses.

UNIVERSITY OF MINNESOTA  
1975-1976



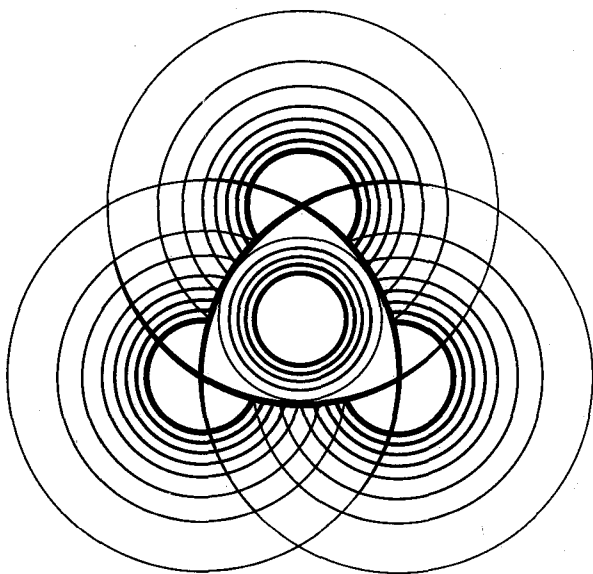
### **ENROLLMENT GUIDELINES**

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" for such activities—Period IX: 4:15-5:00 p.m., on Mondays and Wednesdays—during the academic year. You can 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. Enrollment under the HSU designation can be arranged by contacting the Health Sciences Educational Policy Committee (373-8879).

# Health Sciences Interdisciplinary Courses.

UNIVERSITY of MINNESOTA



*Reviewed and recommended  
by the Health Sciences  
Educational Policy Committee  
1975-1976*

**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 EPC, unit administration and 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 role of the HSEPC** includes consultation with the various Health Sciences collegiate units to review available interdisciplinary offerings and to generate new interdisciplinary courses as needed. Completed proposals are then submitted to the Health Sciences Council of Deans and Directors for approval and assignment to the collegiate units with the best capability to assume primary responsibility for implementation of a new offering.

**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 front 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.

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## HEALTH SCIENCES UNATTACHED (HSU) COURSES

<b>HSU 5-001</b> (F) Interdisciplinary Team Training in Health Care Delivery, 3 cr., Schwanke . . . . .	5
<b>HSU 5-002</b> (W) The Patient and the Health Care Team, 2 cr., Verstraete . . . . .	6
<b>HSU 5-003</b> (S) The Patient-Professional Interaction: Legal, Ethical, Educational Issues, 2 cr., Meier . . . . .	7
<b>HSU 5-004</b> (S) Law for Health Sciences Students, 2 cr., Kurzman . . . . .	8
<b>HSU 5-007 (also PubH 5-007)</b> (F, S) Health Leadership and Effecting Change, 4 cr., Sloan, Spradley . . . . .	9
<b>HSU 5-010 or PubH 5-010</b> (F, S) Interpersonal Behavior in Health Organizations, 4 cr., Gordon, Veninga . . . . .	10
<b>HSU 5-011</b> (F) Instructional Skills I: The Teaching-Learning Process, 3 cr., Bouvette, Garloff . . . . .	11
<b>HSU 5-012</b> (W) Instructional Skills II: Application of Instructional Techniques, 3 cr., Bouvette, Garloff . . . . .	12
<b>HSU 5-013</b> (S) Instructional Skills III: Program Design and Evaluation, 3 cr., Bouvette, Garloff . . . . .	13
<b>HSU 5-017 or P. Med. 5-500</b> (F) Written Communication Skills for Health Professionals, 3 (or 4) cr., Maneval, Weir . . . . .	14
<b>HSU 5-060 or CHS 3-060</b> (F) Selected Topics In Medical Ethics, 2 or 4 cr., Mosser, Bunzl . . . . .	15
<b>HSU 5-285 or Phar. 5-285</b> (W) Drugs and Society, 3 cr., Anthony . . . . .	16
<b>HSU 5-286 or Phar. 5-285</b> (W) Drugs and Society Workshop, 3 cr., Anthony . . . . .	17
<b>HSU 5-970, 5-980, 5-990</b> Independent Study, 1-15 cr., arranged . . . . .	18

Title: Interdisciplinary Team Training in Health Care Delivery

Credits: 3

Primary Instructor(s): Robert Schwanke 373-8060, School of Public Health

Quarter, hour, days: Fall 4:15-6:00 Monday-Wednesday

Prerequisites: none

For whom intended: Health Sciences students

Maximum enrollment: 75

**Overall goal:** To introduce students to the basic concepts of health services team functioning, the fundamentals of communications and group process; to provide experience functioning as interdisciplinary group; to expose students to variations in health service delivery teams.

**Course Objectives:** The student will:

- Be given direct training in communications and group process;
- Gain experiential learning in how he/she functions in a group;
- Gain experiential learning of how a group functions;
- Gain greater awareness of what other disciplines can and cannot do;
- Gain understanding of the various forms which health services teams may take to meet specific health needs;
- Become acquainted with major health services problems which lend themselves well to a team approach.

**Course Description:** Didactic presentations, role playing and simulated group exercise provide the student with the basic elements of interpersonal and organizational communications and group process. This will be followed by assignment to an interdisciplinary student team for the purpose of carrying out both an individual as well as group assignment involving analysis and critiquing of the group process used by a community health services or health care delivery team. A variety of community health teams will be examined, including teams dealing with a highly specific single disease or problem, a complex sociopolitical health problem, a broad primary care oriented program and a community problem-solving effort. Assignments include readings, student team generated task goal development, student team investigation into community team process, individual and group logs of group process, development of new topical health team structure.

**Student Evaluation:** Students may register either A-N or S-N. Evaluation will be based on attendance, participation in class discussions and small group process, content of weekly log and reading assignments.

Title: The Patient and the Health Care Team  
Credits: 2  
Primary Instructor(s): Dorothy Verstraete 373-8879, Allied Health Programs  
Quarter, hour, days: Winter 4:15-5:00 Monday-Wednesday  
Prerequisites: none  
For whom intended: Health Sciences students  
Maximum enrollment: 75

**Overall Goal:** The student will acquire understanding of the roles of various health professionals in the team delivery of patient care.

**Course** The student will:

**Objectives:** Demonstrate understanding of the roles of various health professionals in the maintenance of health care.

Explore interdisciplinary approaches to the prevention and clinical management of disease.

Identify the role overlap, independence and interdependence of health care professionals.

**Course Description:** Presentation of case studies illustrating delivery of health care to persons within the context of their total environment. Emphasis is on clinical problems of high incidence. Demonstration of interdisciplinary interaction in the planning and implementation of therapeutic programs. Students participate in analysis of team management of health care across the entire range of team applications: rural primary care, inner city emergency and crisis intervention, complex chronic disease problems and provision of continuity of care in the community. Role definitions of health care professionals are examined in detail, including interdependencies and transfer of leadership roles in the delivery process.

Format includes lecture presentations, team and/or patient presentations and student participation in discussions and evaluation of teams. Assignments include readings and visitation/observation of health care teams in action.

**Student Evaluation:** Based on readings, classroom participation, reports on visitations. Students may register A-N, S-N or Audit.

Title: The Patient-Professional Interaction: Legal, Ethical Educational Issues

Credits: 2

Primary Instructor(s): Manfred Meier 373-8879, Allied Health Programs

Quarter, hour, days: Spring 4:15-5:00 Monday-Wednesday

Prerequisites: None

For whom intended: Health Sciences students

Maximum enrollment: 75

**Overall goal:** To define for students the problems associated with changing values in the delivery of health care and assist them in defining a humanistic value system for patient-professional relationships.

**Course Objectives:** To define a humanistic value system for application to patient-professional interactions.

To identify major concepts and determinants governing relationships between patients and health professionals in the coordinated delivery of team care.

To establish a foundation for the subsequent refinement of clinical interviewing, patient education and advocacy skills.

**Course Description:** Didactic presentations will be provided by interdisciplinary faculty-student-patient teams to define for an interdisciplinary student body problems associated with changing values in the delivery of health care. The presentations emphasize conjoint approaches between health professionals and patients in the areas of patient rights and responsibilities, advocacy roles, professional ethical codes, patient education and activation in the helping process, and determinants of reduced accessibility and utilizability of health care systems in various subcultural and ethnic populations of the underserved urban and rural settings of this region. Group problem-solving exercises, based on a Goal Attainment Scaling model, will provide teams an opportunity to define objectives and strategies for improving patient-professional relationships. Assignments include required readings in each problem area and team-generated goal statements, implementation strategies and evaluations for a set of group programs, each focused upon a specific problem area.

**Student Evaluation:** Dependent upon quality of written final exam and evaluation of team-generated program design. Students may register A-N, S-N or Audit.



Title: Law for Health Sciences Students  
Credits: 2  
Primary Instructor(s): Marc Kurzman 376-3150, College of Pharmacy  
Quarter, hour, days: Spring 4:15-5:00 Monday-Wednesday  
Prerequisites: None  
For whom intended: Health Sciences Students and Faculty  
Maximum enrollment: 100...no more than 20% from any one discipline

**Overall Goal:** This course is intended as a survey in various aspects of law related to the professional, interprofessional and private functioning of health science students upon graduation.

**Course Description:** The student will:  
Develop appreciation of their individual and collective liability and susceptibility resulting from their professional practice related to patient rights, negligence (malpractice) and criminal law.

Demonstrate understanding of the legislative process as it relates to pending relevant state and federal statutes.

Identify potential areas of difficulty in "personal" areas of the law such as contracts and real estate.

Become familiar with the procedures involved in licensing and administrative law.

**Course Description:** Learning exercises include lectures, small group discussion and selected readings. Applied exercises involve interdisciplinary teams of students working with practicing health professionals in realizing actual situations where their individual and collective action presents a likelihood of liability. They then receive guidance from the faculty to enable them to research the probable legal result of their "test case" situation.

**Student Evaluation:** All students must obtain competency (95%) on a final exam based on the lectures and assigned readings. The exam may be retaken if competency is not achieved. Attainment of competency results in a grade of "B" or "S". Students desiring an "A" must complete an additional interdisciplinary research project.

**Title:** Health Leadership and Effecting Change  
**Credits:** 4  
**Primary Instructor(s):** Margaret Sloan, Barbara Spradley 373-8055,  
School of Public Health  
**Quarter, hour, days:** Fall, Spring 4:15-6:00 Monday-Wednesday  
**Prerequisites:** none  
**For whom intended:** Health Sciences students  
**Maximum enrollment:** 25

**Overall goal:** The purpose of this course is to provide health professionals with a theoretical base in leadership and planned change principles for their future roles in community health programs.

- Course Objectives:** The student will:
- Demonstrate understanding of tactics used by a successful community organizer.
  - Identify theory of planned change.
  - Demonstrate understanding of an analysis of the use of power by a religious leader.
  - Relate the dynamics of the change process to current health care problems.
  - Identify methods for solving leadership problems.
  - Identify means whereby conflict in groups and organizations can be utilized constructively.
  - Identify the problems associated with change in a society.
  - Demonstrate understanding of procedures conducive to maintaining the vitality of organizations.
  - Express a personal philosophy of leadership.

**Course Description:** This course relates to the identification of leadership qualities and their resulting effect on organizational behavior. Various themes of organizational change and their practical application to the field of health, including the health care team as a functional unit, will be examined. Considerations of the changing functions and role identities of various health professionals will be the primary focus of the material presented. Class format will be primarily small group discussions utilizing structured guides.

**Student Evaluation:** No final examination will be given. Cognitive maps are required on selected readings, and grade is based on these five cognitive maps. Students are expected to be prepared for discussion at every class meeting, and quality of discussion can influence borderline grades.

**Title:** Interpersonal Behavior in Health Organizations  
**Credits:** 4  
**Primary Instructor(s):** Ken Gordon, Robert Veninga 373-8060,  
School of Public Health  
**Quarter, hour, days:** Fall 4:15-6:00 Monday-Wednesday  
Spring 3:15-5:00 Monday-Wednesday  
**Prerequisites:** none  
**For whom intended:** Health Sciences students  
**Maximum enrollment:** 120

**Overall goal:** The goal of this course is to link behavioral sciences theory and research to issues and problems commonly found in health organizations.

**Course Objectives:** Upon completion of this course the student will be able to:  
Delineate factors which improve interpersonal communication.

Delineate causes of communication breakdowns.

Delineate procedures for resolving disruptive conflict.

Delineate basic leadership processes with small groups.

Delineate leadership styles and stipulate how they affect productivity and morale in human service agencies.

Delineate Maslow and Herzberg's conception of motivation and specify how these theories influence the effectiveness of the health team.

Delineate the process of socialization for a new employee in an organization, including the potential effects that a new member has on the work unit.

**Course Description:** Basic to the teaching of this course is the belief that human relations skills need to be integrated into the curriculum of students who are preparing for a health care profession. Effort will be made in the course to link behavioral science theory and research to issues and problems commonly found in health organizations.

**Student Evaluation:** Midquarter and final examinations testing whether objectives of the course have been met by the student.

Title: Instructional Skills I: The Teaching-Learning Process

Credits: 3

Primary Instructor(s): Hope Bouvette 376-4666, Allied Health Programs  
Dave Garloff 376-4666, Health Sciences Learning Resources

Quarter, hour, days: Fall 4:15-5:00 Monday-Wednesday

Prerequisites: None

For whom intended: Health Sciences students and faculty

Maximum enrollment: Open

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

**Course Objectives:** The student will:

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.

Construct behavioral learning objectives which are consistent with the assessment of the health learning needs of the client.

Select appropriate learning activities based upon learning objectives.

Determine clients' progress towards attainment of behavioral learning objectives.

**Course Description:** Learning activities include lectures, group discussion, written assignments and projects, observation and evaluation of individual and/or group teaching-learning situations and peer teaching. 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 written and/or project assignment and performance evaluation of a peer teaching (simulation) experience. The student will be involved in self-evaluation throughout the program and will be asked to evaluate various aspects of instruction and content during the course. No midquarter or final is planned.

Title: Instructional Skills II: Application of Instructional Techniques

Credits: 3

Primary Instructor(s): Hope Bouvette, Allied Health Programs  
Dave Garloff 376-4666, Health Sciences Learning Resources

Quarter, hour, days: Winter 4:15-5:00 Monday-Wednesday

Prerequisites: HSU 5-011 (Instructional Skills I)

For whom intended: Health Sciences students and faculty

Maximum enrollment: 40

**Overall Goal:** The student will increase and refine his/her skill in applying instructional techniques in formal and informal teaching-learning situations occurring in his/her health profession.

**Course Objectives:** The student will:  
Design appropriate learning activities based upon learning objectives.

Select instructional strategies.

Select and/or develop instructional materials and resources appropriate for learning activities.

Plan and deliver a 10 minute in-class teaching presentation of a cognitive component of students' health discipline.

Evaluate own teaching effectiveness.

Evaluate teaching effectiveness of peers.

**Course Description:** Learning activities include lecture and discussion, written assignments, projects and peer teaching. Learning activities will be consistent with the students' health discipline.

**Student Evaluation:** Planned evaluation is based upon performance evaluation of the students' two in-class teaching presentations, including instructional materials used and written outline of teaching plan.

Title: Instructional Skills III: Program Design and Evaluation

Credits: 3

Primary Instructor(s): Hope Bouvette, Allied Health Programs  
Dave Garloff 376-4666, Health Sciences Learning Resources

Quarter, hour, days: Spring 4:15-5:00 Monday-Wednesday

Prerequisites: HSU 5-011 (Instructional Skills I)

For whom intended: Health sciences students and faculty

Maximum enrollment: 40

**Overall Goal:** The student will further develop and refine specific instructional skills focusing on instructional analysis, course organization and development, formalized classroom teaching, individualized instruction and evaluation.

**Course Objectives:** The student will:  
Analyze the competencies included in a job, an occupational role or a subject area.

Construct behavioral learning objectives from the instructional analysis.

Prepare a course outline including behavioral objectives, skills and associated knowledge.

Develop a lesson plan for formalized classroom teaching which includes a description of learning activities and instructional aids.

Describe alternative procedures for individualized instruction.

Develop an evaluation instrument based upon stated behavioral objectives.

Outline a course of study or learning program for students' own health discipline.

Demonstrate understanding of correct supervisory principles and practice.

Demonstrate understanding of principles and practice of program administration.

**Course Description:** Learning activities include lectures and discussion, written assignments, projects and class presentation. If possible, students will design and deliver a teaching presentation to patients, paraprofessionals or the public learning activities will be consistent with the students' health discipline.

**Student Evaluation:** Planned evaluation includes product evaluation of the students' course outline, learning program and evaluation instrument and performance evaluation of the students' class presentation.

Title: Written Communication Skills for Health Professionals

Credits: 3 (1 additional credit available for extra work)

Primary Instructor(s): Edna Maneval 373-8990, Physical Medicine and Rehabilitation; Judith Weir 373-7685, Family Practice and Community Health

Quarter, hour, days: Fall 4:15-6:00 Wednesday

Prerequisites: none

For whom intended: Health Sciences students

Maximum enrollment: 30

**Overall goal:** The student will develop and improve practical skills in written scientific communications, such as reports, chart notes, manuals, letters, book reviews, grant proposals and journal articles.

**Course Objectives:** The student will:

- Demonstrate ability to evaluate written material;
- Develop sensitivity to good and bad writing;
- Demonstrate procedure useful in improving one's own written communication;
- Identify useful references and people as aids in the writing process;
- Establish a foundation in writing skills which can be built on in future years.

**Course Description:** The need for good writing and what it is will be stressed. Short presentations will be followed by correlated small group work sessions. Discussions will be held relative to how to identify who one is writing for, problems of organization, style, grammar, choice of words and revision of writing. An introduction to scientific literature research techniques, the use of the library, functions of an editor, and how to use graphs, charts, photographs, tables and illustrations will be included. A visit to a printing press will be arranged. Students will be required to keep a writing "scribble exercise" notebook during the entire quarter, a gestalt-type exercise designed to enhance writing skills. Students will be encouraged to work on a major writing project during the course, with an additional hour of credit available for such projects. An opportunity to publish articles in a new student journal will be available.

**Student Evaluation:** Evaluation will be based on completion of writing exercises and class participation (and preparation of a paper if this option is chosen).

Title: Selected Topics in Medical Ethics (CLA Honors Seminar)

Credits: 2 or 4

Primary Instructor(s): Martin Bunzl, Philosophy; Gordon Mosser  
378-2705, Internal Medicine

Quarter, hour, days: Fall 7:00-9:00 p.m. Tuesday

Prerequisites: Instructor's permission

For whom intended: CLA honors students and comparable health sciences students

Maximum enrollment: 16 (6 Health Sciences students)

**Overall goal:** To demonstrate the application of methods of philosophical analysis to moral problems encountered in medical practice.

**Course Objectives:** The student will:

Improve his ability to discuss and to think about moral problems in medicine in a reasoned and systematic way.

Gain an ability to recognize moral problems when they arise in the day-to-day course of his professional life.

Become familiar with several of the commonly espoused points of view on the specific moral problems noted in the course description.

**Course Description:** The instructors will lead the seminar in applying methods of philosophical analysis to moral problems encountered in everyday medical practice. The goals are to demonstrate a reasoned and systematic approach to such problems and to heighten the students' ability to recognize moral problems in clinical medicine—not to achieve uniformly accepted solutions. The topics to be considered are ones of interest both to practicing health professionals and to philosophers. Topics of concern primarily to academic physicians (for example, human experimentation) will not be considered. The course will deal with the problems raised by: terminating care to seriously ill or handicapped patients, euthanasia, abortion, civil commitment, allocation of scarce manpower and equipment.

**Student Evaluation:** No exam. Students taking the course for two credits will be evaluated on readings and seminar discussions. Those taking the course for four credits will be evaluated on the above in addition to the preparation of a paper.



Title: Drugs and Society  
Credits: 3  
Primary Instructor(s): James Anthony 376-3098, College of Pharmacy  
Quarter, hour, days: Winter 4:15-5:00 Monday-Wednesday  
Prerequisites: None  
For whom intended: Health Sciences students  
Maximum enrollment: 100

**Overall Goal:** The student will acquire knowledge about street drugs and alcoholic beverages which will improve the practice of his/her health profession as it relates to the prevention, treatment and community efforts to control drug use and abuse.

**Course** The student will:

**Objectives:** Be able to respond to the question, "What happens when someone takes a drug?" giving consideration to pharmacological, physiological, psychological, sociological, legal, medical and educational matters.

Be able to respond to the questions "Why do people begin to use drugs?" and "Why do people continue to use drugs?" "How can we prevent use?" and "How can we deal with continued drug use?" giving consideration to pharmacological, psychological, sociological, legal, treatment and educational matters.

Be able to respond to the question "What are some of the legal implications of the current laws regulating drug use as regards drug use, illicit drug sales, and professional responsibilities?"

Be able to respond to the question, "What treatment is appropriate in a drug use problem emergency?"

Be able to respond to the question, "What resources are available in the Minneapolis-St. Paul Metropolitan Area for the prevention and treatment of drug use problems?"

**Course Description:** Learning activities include lecture, interdisciplinary group discussion and assignments. Workshops and community experience augment the classroom presentations. The student may select sections devoted to individual directed study, group directed study or discussion and lecture.

**Student Evaluation:** Students receiving credit for the course must demonstrate attainment of negotiated behavioral objectives. Students wishing a grade of "A" contract for that grade by completing a project of their own design.

Title: Drugs and Society Workshop  
Credits: 3  
Primary Instructor(s): James Anthony 376-3098, College of Pharmacy  
Quarter, hour, days: Winter Arranged  
Prerequisites: HSU 5-285 Recommended  
For whom intended: Health Sciences students  
Maximum enrollment: 100

**Overall Goal:** The student will reinforce the knowledge, attitudes and skills acquired in HSU 5-285 (Drugs and Society) through training for and participation in community efforts to prevent, treat and/or control drug use problems.

**Course** The student will:

**Objectives:** Demonstrate an empathetic, non-judgmental approach toward the individual with a drug use problem.

Recognize the need to assess the potential for a drug use problem requiring further treatment in an individual having an emergency drug use problem.

Demonstrate ability to apply training in working effectively with an individual with a drug use problem.

**Course Description:** The training program involves a combination of lecture, discussion, small group workshops and observation of experimental prevention and treatment programs. Following training, the students participate in their implementation of innovative team exercises.

**Student Evaluation:** Students receiving credits must complete the training program and participate in the programs. Students wishing a grade of "A" contract for that grade by completing a project of their own interdisciplinary group design.

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Title:	Independent Study
Credits:	1-15, with a maximum of 5 to be earned under each course number
Primary Instructor(s):	arranged through HSEPC, 373-8879
Quarter, hour, days:	arranged
Prerequisites:	none
For whom intended:	Health Sciences students

Students are encouraged to undertake independent study programs through a Health Sciences Unattached listing when (a) the proposed study is clearly interdisciplinary in nature, and (b) there is more than one faculty member representing two or more collegiate units involved in the independent study project.

Students wishing independent study credit through Health Sciences Unattached listings should present their proposal prior to registering. Included with the request should be: (a) a statement of the nature of the independent study proposal; (b) a statement of support from the faculty members guiding the project; (c) a request for a specified number of credits; and (d) a written evaluation contract for the work to be undertaken. A decision as to the appropriateness of the project will be made by the Health Sciences Educational Policy Committee.