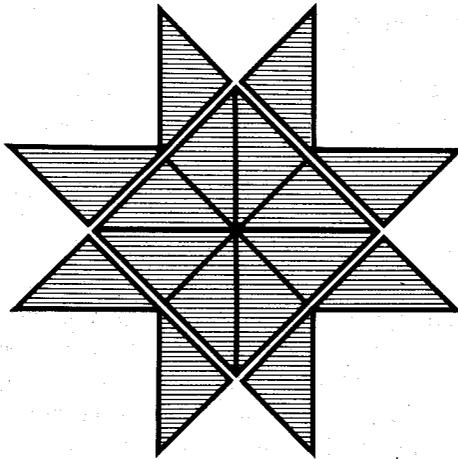


# Health Sciences Interdisciplinary Courses

UNIVERSITY of MINNESOTA



*Reviewed and recommended  
by the Health Sciences  
Educational Policy Committee  
1977-1978*

**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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Title: Interdisciplinary Team Training in Health Services Delivery

Credits: 3

Primary Instructor(s): Robert Schwanke 373-4453, School of Public Health

Quarter, Hour, Days: Fall, Spring 6:00-9:00 p.m. Wednesday

Prerequisites: None

For whom intended: Health Sciences Students

Maximum enrollment: 44

**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 4:00-6:00 p.m. Tuesday  
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 Objectives:** The student will:  
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: 3

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

Quarter, hour, days: Spring 4:15-7:00 p.m. Monday

Prerequisites: None

For whom intended: Health Sciences students

Maximum enrollment: 30

**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:** Program and Department Administration for Allied Health Professionals

**Credits:** 4

**Primary Instructor(s):** Manfred Meier 373-8879, Allied Health Programs  
(Please see instructor prior to registering for this course)

**Quarter, Hour, Days:** Winter 4:15-6:00 p.m. Monday-Wednesday

**Prerequisites:** None

**For whom intended:** Health Science Students

**Maximum enrollment:** 40

**Overall goal:** To provide an interdisciplinary approach to administration with a practical application of management techniques to problems encountered in departmental supervision and administrative roles.

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

- Distinguish between the relationships and job functions of supervisory management and supervised personnel.
- Identify the use of flow charts for simple procedures and processes.
- Identify factors affecting employee status and role work effectively in maintaining a satisfactory work environment.
- Describe the essential process for effective communication of various sorts, e.g., verbal, non-verbal, group, etc.
- Specify barriers to effective communication and means to provide communication upward through the organization.

**Course Description:** Units contained in this course will be on: Planning, Organizing, Directing and Controlling Work; Relating to Others Effectively; Improving Communication in Your Organization. Pragmatic applications of management theory will be developed for the problems encountered by supervisory and administrative personnel in health care institutions. A 3-10 page paper will be required describing the application of material to a project in each student's professional area.

**Student Evaluation:**

Lecture and class material	1/3 of grade
Analysis and participation in class	1/3 of grade
Paper describing project	1/3 of grade

Title: Cooperative Patient Management  
 Credits: 3  
 Primary Instructor(s): Maureen Redl 373-8879, Allied Health Programs  
 Quarter, Hour, Days: Winter 4:15-7:00 Wednesday  
 Spring 4:15-7:00 Thursday  
 Prerequisites: None  
 For whom intended: Health Sciences Students,  
 Maximum enrollment: 35

**Overall goal:** To develop student capabilities in assessing patients' educational needs, motivating patients to take responsibility for their own health management and setting appropriate health care goals.

**Course Objectives:** The student will develop assessment, planning and educational skills so she/he can identify patients' learning needs and produce appropriate educational plans.

The student will recognize conditions that either hinder or are conducive to learning and will structure his/her professional interaction accordingly so as to activate patient's involvement in his/her health management.

The student will indicate familiarity with the principles of goal attainment scaling by developing a set of attainable goals appropriate for a patient being cared for or treated by the student's professional discipline.

The student will indicate familiarity with an array of educational techniques and methods as well as their advantages and disadvantages in health care settings by including a rationale for their selected methods in planning patient education.

1. The student will develop assessment, planning and educational skills so she/he can identify patients' learning needs and produce appropriate educational plans.
2. The student will recognize conditions that either hinder or are conducive to learning and will structure his/her professional interaction accordingly so as to activate patient's involvement in his/her health management.
3. The student will indicate familiarity with the principles of goal attainment scaling by developing a set of attainable goals appropriate for a patient being cared for or treated by the student's professional discipline.
4. The student will indicate familiarity with an array of educational techniques and methods as well as their advantages and disadvantages in health care settings by including a rationale for their selected methods on planning patient education.

**Course Description:** Didactic presentations and experiential learning opportunities will be combined with case histories and group discussions to give students an opportunity to work with realistic patient problems in becoming aware of the various conditions in both patient and setting which must be considered in developing workable patient education plans. Emphasis will be placed on viewing learning needs as an integral part of total patient care management. Consideration will be given to factors which make patient education costs reimbursable by third party payers. Students will develop an interdisciplinary educational plan for a selected patient, indicating health care needs, and assessment of learning conditions, patient goals, prerequisite activities for their attainment and a rationale for their choices.

**Student Evaluation:** Students may register for A-N or S-N grading. Student evaluation will depend on the quality of assigned work plus the number of optional activities chosen by the student.

**Title:** Health Leadership and Effecting Change  
**Credits:** 4  
**Primary Instructor(s):** 373-8055, School of Public Health  
**Quarter, hour, days:** Fall, Spring 4:15-6:00 Section I, Monday  
4:15-6:00 Section II, Wednesday

**Prerequisites:** none

**For whom intended:** Health Sciences students

**Maximum enrollment:** 25 Each Section (Total of 50)

**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:** The Sensory and Motor Disabled Patient and the Health Professional

**Credits** 3

**Primary Instructor(s):** Patricia Golden 373-8880, Allied Health Programs

**Quarter, Hour, Days:** Spring 4:15-6:00 p.m. Monday-Wednesday

**Prerequisites:** None

**For whom intended:** Health Sciences Students

**Maximum enrollment:** 30

**Overall goal:** To provide students with sufficient information and communication tools to increase their confidence and competence in effectively working with sensory and motor disabled persons.

**Course Objectives:** The student will:

Develop increased awareness of and sensitivity to the cultural (psycho/social) ramifications of deafness, blindness, cerebral palsy, and other motor disabilities.

Develop skills in communicating effectively with sensory and motor disabled persons, through individual contact with deaf, blind, and cerebral palsied persons.

Develop awareness of roles that health professionals can play in affecting changes in legal, institutional, and social structures to minimize the "handicapping" impact of sensory and motor disabilities.

**Course Description:** This course is being taught from the perspective that sensory and motor disabilities have significant cultural ramifications for individuals. Cultural differences between disabled and non-disabled persons often impede effective communication. By becoming more aware of the cultural impact of deafness, blindness, cerebral palsy, and other motor disabilities, health professionals should be better equipped to provide effective, quality service to sensory and motor disabled persons.

This course will focus on the psycho-social aspects of (1) disabilities in general, (2) deafness, (3) blindness, (4) cerebral palsy, and (5) other motor disabilities. Communication models will be introduced and then used by students as a tool for developing skills in communication with sensory and motor disabled persons. Some emphasis will also be placed on the advocacy role health professionals can play in affecting changes beneficial to disabled persons.

Class format will be divided between lecture/discussions and lab activities involving individual student contact with persons from the different disability groups.

**Student Evaluation:** Evaluation will be based on classroom participation, written exercises, and individual student projects.

Title: Interpersonal Behavior in Health Organizations

Credits: 4

Primary Instructor(s): Ken Gordon 376-3287, School of Public Health

Quarter, hour, days: Fall 4:15-6:00 p.m. Monday-Wednesday  
Spring 3:15-5:00 p.m. Monday-Wednesday

Prerequisites: none

For whom intended: Health Sciences students

Maximum enrollment: 100

**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: The Teaching-Learning Process  
**Credits:** 3  
**Primary Instructor(s):** David Garloff 376-4666, Learning Resources Center  
**Quarter, hour, days:** Fall, Spring 6:00-9:00 p.m. Monday  
**Prerequisites:** None  
**For whom intended:** Health Sciences Students  
**Maximum enrollment:** 30

**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:** Upon completion of this 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 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. 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.

**Title:** Written Communication Skills for Health Professionals

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

**Primary Instructor(s):** Edna Maneval 373-8990

**Quarter, hour, days:** Winter 6:00-9:00 p.m. Wednesday

**Prerequisites:** none

**For whom intended:** Health Sciences students

**Maximum enrollment:** 45

**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. Emphasis will be on writing medical articles for journal publications.

**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 write a two to four page paper.

**Student Evaluation:** Evaluation will be based on completion of writing exercises and class participation.

**Title:** Computer Applications for Health Care Providers  
**Credits:** 3 (1 additional credit available for extra work)  
**Primary Instructor(s):** Laëli Gatewood 373-0325, Health Computer Sciences  
**Quarter, Hour, Days:** Winter 4:15-7:00 Monday  
**Prerequisites:** None  
**For whom intended:** Students in Health Care Disciplines (Nurses, physicians, social workers, dentists, hygienists, nutritionists, pharmacists, therapists, health educators, ...)  
**Maximum enrollment:** 50

**Overall goal:** To inform health service professionals about the current roles of computers in the delivery of health care, the types of access available, the current utilization, the need for quality control, and the capacity for modification and future development.

**Course Objectives:** The student will have skills in the following areas:  
**DEFINITIONS:** Identify the block elements and interconnections of a computer; Demonstrate familiarity with terms commonly used in data processing.  
**APPLICATIONS:** Explore current usage of computers in several health care settings; Examine the contribution of environment, training, feedback and system demands on employee performance.  
**ACCESS:** Evaluate various ways of transferring data to and from computers; Describe possible input/output flows for operations in their field.  
**CONTROL:** Devise checking procedures to ensure data quality control; Evaluate direct data acquisition by health care professionals.  
**TRAINING:** Design a training program for new users of a dedicated computer; Contribute a Computer-Aided Instruction example for continuing education.  
**IMPACT:** Outline reasons why computers are not more widely used in this field; Identify potential areas of difficulty with increasing automation.  
**DIRECTIONS:** Recognize desirable features of human/machine interactions; Review decision aids such as computer protocols for triage and care.

**Course Description:** The course offers a survey of current applications of computers in various health care areas, and will be individualized to meet the projected professional needs of the student group. Applications are illustrated through the use of the BASIC computer language and package computer programs. Learning activities include lectures and classroom discussion, directed readings, topical literature review and critique, observation and evaluation of selected health-related computer systems, and assigned computer examples.

**Student Evaluation:** Students may register either A-N or S-N. Evaluation will be based on class discussion, visitation reports, literature presentation, midquarter quiz and a final written examination. An extra credit is available for individual computer projects.

**Title:** The Rights of Children and Youth: Abuse and Neglect

**Credits:** 4

**Primary Instructor(s):** Robert W. tenBensel, M.D. 373-8066, School of Public Health

**Quarter, Hour, Days:** Spring 4:15-6:00 p.m. Monday-Wednesday

**Prerequisites:** None

**For whom intended:** Health Sciences Students, all interested University students, and interested community persons.

**Maximum enrollment:** 230 (100 students from extension)

**Overall goal:** To introduce students to the concepts of the needs and rights of children and the problems of child abuse and neglect in today's society.

**Course Objectives:** The student will be able to trace the historical development of children's rights and the rise and concern for the protection of children.

Define and describe the current definitions of child abuse and neglect and how to identify these conditions.

Relate the dynamics of abuse and neglect.

Become familiar with the general problems of violence in our society including the problems of wife-beating, and television and violence.

Become acquainted with the major disciplines involved in child abuse and neglect including social workers, judges, lawyers, police, teachers, and psychologists.

Know the community resources available, in the assessment, intervention and prevention of child abuse and neglect.

**Course Description:** The course is designed for students who wish to have a more in-depth learning experience in dealing with the needs and rights of children and parents, and with the problem of neglect and abuse in our society. The course will draw from several disciplines and will cover the above listed objectives.

**Student Evaluation:** Students may register either A-N or S-N. Students are given a choice on how they are to be evaluated. They may take either an objective test, write a paper of their own choosing, or discuss the dynamics of a case.

Title: Fundamentals of Alcohol and Drug Abuse  
Credits: 3  
Primary Instructor(s): James C. Kincannon and James Rothenberger  
373-4453, School of Public Health  
Quarter, hour, days: Fall, Winter & 1:15-2:00 p.m. Tuesday  
Spring 1:15-3:00 p.m. Thursday

Prerequisites: None

For whom intended: Students who have had no previous academic exposure to alcohol/drug-related issues; primarily health sciences and other helping professional students. Not intended for students who have taken HSU 5-285 (or Phar 5-285)

Maximum enrollment: 80

**Overall goal:** The student will have explored the various issues in the prevention of problem alcohol/drug use from the viewpoint of public health.

**Course** The student will:

**Objectives:** Be able to relate the extent and nature of alcohol and other drug use and problems in our society.

Be able to explain what alcohol and other drugs do.

Be able to determine the appropriate first aid procedures in alcohol/drug-related crises.

Be able to make referrals appropriate to different alcohol/drug-related problems.

Be able to explain the different theories of causation within the context of a public health model.

Be able to analyze the meaning and significance of the term "prevention" as it relates to alcohol/drug-related problems.

Be able to analyze the relationship of public policy and law to prevention of alcohol/drug-related problems.

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

**Student Evaluation:** Students shall complete and be evaluated on 1) a 5 to 6 page self-analysis paper, 2) a short, 5 to 6 page research/analysis paper on a circumscribed area of prevention, 3) a 50-question multiple choice exam on the readings and 4) a take-home essay final exam.

**Title:** Interdisciplinary Studies in Drug Problems: Causal Contributors

**Credits:** 3

**Primary Instructor:** James C. Kincannon 373-4453, School of Public Health

**Quarter, hour, days:** Fall 3:00-4:15 p.m. Tuesday-Thursday

**Prerequisites:** HSU 5-285 (also Pharm 5-285) or HSU 5-033 (also PubH 5-033, Phar 5-033) or consent of instructor.

**For whom intended:** Students in Health Sciences and other helping professions

**Maximum enrollment:** 15

**Overall goal:** The student will learn the multiple contributors (reservoir, vehicle, agent, host, environment and their interaction) to alcohol/drug-related problems.

**Course Objectives:** The student shall be able to explain:

1. Historical context of alcohol/drug use;
2. Drug actions, mechanisms and effects;
3. Stimulus and reinforcing properties of drugs;
4. Drug state dependent behavior;
5. Rate dependency hypothesis;
6. Behavioral dependence on drugs;
7. Epidemiological, multiple-causation, and intervention-oriented approaches to drug problems;
8. Effect of set, setting and placebo effects on drug-related behavior;
9. Genetic predispositions; and
10. Social and cross-cultural influences.

**Course Description:** Lectures and readings to help health professionals understand the various pharmacological, genetic, behavioral, psychological, sociological and cultural contributors to drug problems. Theories of drug problem causation.

**Student Evaluation:** The grade of B is achievable by 1) satisfactory critical review of assigned readings, 2) appropriate class participation, and 3) (if class is large) satisfactory performance on several brief quizzes. Students seeking an A must review 7 or more research studies in a circumscribed area and pass an independent examination. Failure to meet the criteria for B or A will result in a lower grade.

Title: Interdisciplinary Studies in Drug Problems: Prevention

Credits: 3

Primary Instructor: James C. Kincannon 373-4453, School of Public Health

Quarter, hour, days: Winter 1:15-4:15 p.m. Friday

Prerequisites: HSU 5-285 (also Phar 5-285) or HSU 5-033 (also PubH 5-033, Phar 5-033) or consent of instructor.

For whom intended: Students in Health Sciences and other helping professions

Maximum enrollment: 15

**Overall goal:** The student will have considered means of minimizing the pathological potential and maximizing the beneficial potential of all causal contributors to alcohol/drug-related problems.

**Course Objectives:** The student will:  
Be able to give at least one practical way to minimize each of the factors contributing to the risk of alcohol/drug-related problems.

Be able to identify major barriers to preventive efforts.

Have a tentative overall plan for minimizing alcohol/drug-related problem and maximizing alcohol/drug-free alternatives.

**Course Description:** Lectures and readings to help health professionals contribute to the prevention of various pharmacological, genetic, behavioral, psychological, sociological and cultural contributors to drug problems.

**Student Evaluation:** The grade is dependent upon 1) quality of the review of the assigned readings, 2) constructive class participation, and 3) quality of participation in the joint prevention plan. Students seeking an A will assume responsibility for circumscribed components of the joint plan. Failure to meet the criteria for B or A will result in a lower grade.

**Title:** Interdisciplinary Studies in Drug Problems: Response  
**Credits:** 3  
**Primary Instructor:** James C. Kincannon 373-4453, School of Public Health  
**Quarter, hour, days:** Spring 3:15-4:30 Tuesday-Thursday (available in Fall and Winter on request by 10 or more students. Time and place arranged.)  
**Prerequisites:** HSU 5-285 (also Pharm 5-285) or HSU 5-033 (also PubH 5-033, Phar 5-033) or consent of instructor  
**For whom intended:** Students in Health Sciences and other helping professions

**Maximum enrollment:** 15

**Overall goal:** The student will learn assessment and intervention techniques, the necessary components of a treatment plan and utilization of local resources with reference to alcohol/drug-related problems.

**Course Objectives:** The student will:  
Be able to ask questions which will be most likely to identify alcohol/drug-related problems.

Be able to identify alcohol/drug-related problems when they manifest themselves.

Be able to appropriately intervene in a pathological alcohol/drug-related process.

Be able to construct treatment plans appropriate to different alcohol/drug-related problems.

Be able to assess local resources to implement treatment plans.

Be able to deliver their particular health service(s) to individuals who are concurrently in a program of recovery from alcohol/drug-related problems.

Be able to work in the above areas with the collaterals of an individual hosting alcohol/drug-related problems.

**Course Description:** Lectures and readings to help health professionals assess and appropriately respond to the most common alcohol and other drug-related problems. Screening, referral, description of ideal resources, areas of controversy.

**Student Evaluation:** The grade of B is achievable by means of 1) satisfactory critical review of assigned readings, 2) appropriate class participation, and 3) (if the class is large) passing several brief quizzes. Students seeking an A must review 5 to 7 research studies in one circumscribed area and pass an independent examination. Failure to meet the criteria for B or A will result in a lower grade.

Title: Terminology of the Health Sciences  
Credits: 2  
Primary Instructor(s): L. Peter, Bast 376-5354, College of Pharmacy  
Quarter, hour, days: Fall, Winter, Spring      day and time arranged  
Prerequisites: None  
For whom intended: Health Science Students  
Maximum enrollment: Open

**Overall goal:** The course is intended to provide the student in any of the health science 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 should be able to:  
Build words used in the health sciences from the Greek and Latin prefixes, suffixes, word roots, and combining forms.

Recognize and interpret words constructed from the Greek and Latin prefixes, suffixes, word roots, and combining forms.

Correctly spell the terms used in the Health Sciences.

Correctly pronounce the health sciences terms.

Properly utilize a medical dictionary.

**Course Description:** The course is an independent study course which meets bi-weekly for quizzes. The day and time for the quizzes are arranged at the beginning of each term. There are no lectures or other formal class sessions other than the quiz periods, but conference hours will be available for informal discussion.

**Student Evaluation:** The grade for the course will be based on the student's performance on the five quizzes during the term and on the final examination. A grade of A will be awarded for an average score of 95% on the quizzes and the final exam. If one achieves an average of 95% on the quizzes, the final exam need not be taken. Similarly, a score of 95% on the final exam will qualify the student for a grade of A regardless of the student's quiz scores. A B grade will be awarded for an average score of 85 - 94%, and a grade of C will be given for an average score of 75% - 84%.

Title: Independent Study

Credits: 1-15, with a maximum of 5 to be earned under each course number

Primary Instructor(s): arranged through HSEPC, 373-3462

Quarter, hour, days: arranged

Prerequisites: None

For whom intended: Health Sciences students

Maximum enrollment: Open

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.