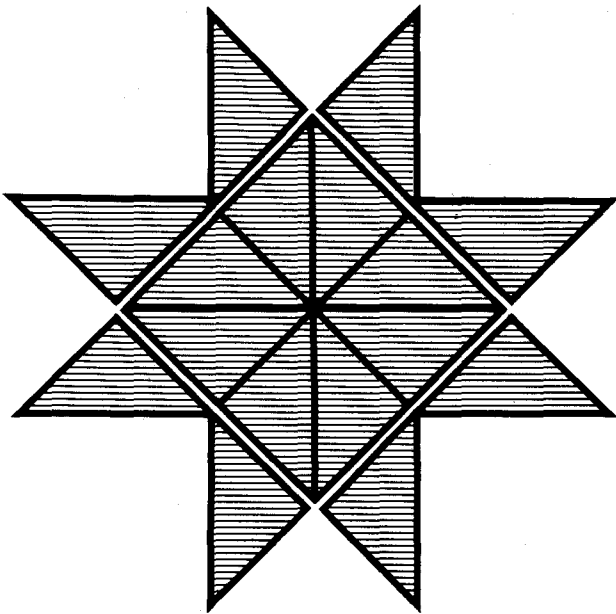


Health Sciences Interdisciplinary Courses



UNIVERSITY
OF
MINNESOTA

1978~1979

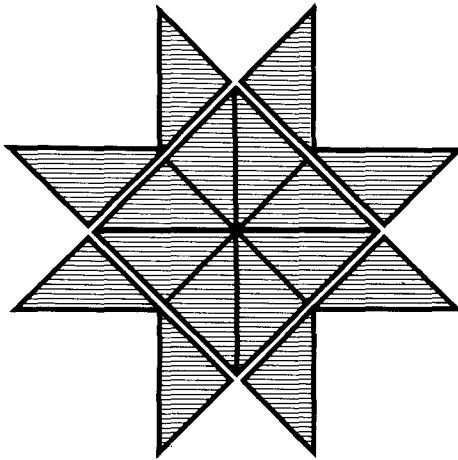
ENROLLMENT GUIDELINES

This initial listing of Health Sciences Interdisciplinary Courses is intended to provide a broad sampling of team-relevant educational activities. The Health Sciences collegiate unites have agreed to release from their schedules a specific "time-window." A number of interdisciplinary courses are offered in this "time-window." 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 Gerrie Jensen, I-752 Unit A, Health Sciences Bldg., (376-5069).

Health Sciences Interdisciplinary Courses

UNIVERSITY of MINNESOTA



*Reviewed and recommended
by the Health Sciences
Educational Policy Committee
1978-1979*

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 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.

HEALTH SCIENCES UNITS (HSU) COURSES

HSU 5-001 (also PubH 5-013) (F) Interdisciplinary Team Training in Health Services Delivery, 3 cr., Schwanke, Reynolds	5
HSU 5-002 (also HCPy 5-002) (W) The Patient and the Health Care Team, 2 cr., Verstraete and other Health Sciences Staff	6
HSU 5-003 (also HCPy 5-003) (S) The Patient-Professional Interaction: Legal, Ethical, Educational Issues, 3 cr., Meier	7
HSU 5-006 (also HCPy 5-006) (S) Cooperative Patient Management, 3 cr., Meier	8
HSU 5-007 (also PubH 5-007) (W, S) Health Leadership and Effecting Change, 4 cr., Marquart, Russell, Rothenberger	9, 10
HSU 5-009 (also Soc 5-960; Educ 5-103, Sec 2; CPsy 5-310; PA 8-991) (F,W,S) Multidisciplinary Perspective on Aging, 4 cr., Copeland, and other University Staff	11
HSU 5-010 (also PubH 5-010) (F,S) Interpersonal Behavior in Health Organizations, 4 cr., Gordon, Veninga	12
HSU 5-011 (also HCPy 5-011) (F) Instructional Skills: The Teaching-Learning Process, 3 cr., Garloff	13
HSU 5-012 (also CISy 5-100) (W) Principles and Procedures in Designing Instruction, 4 cr., Garloff, Carrier	14
HSU 5-013 (also CISy 5-201) (S) Systems Approach to Design of Instruction, 3 cr., Garloff, Carrier	15
HSU 5-017 (also HCPy 5-017) (W) Written Communication Skills for Health Professionals, 4 cr., Maneval	16
HSU 5-018 (also LMed 5-346) (W) Computer Applications for Health Care Providers, 3 cr., Gatewood	17
HSU 5-019 (also PubH 5-616) (S) The Rights of Children and Youth: Abuse and Neglect, 4 cr., tenBensel	18
HSU 5-033 (also PubH 5-033) (F,W,S) Fundamentals of Alcohol and Drug Problems, 3 cr., Kincannon, Rothenberger, Kruzich . . .	19
HSU 5-035 (also PubH 5-035) (W) Contributors to Alcohol and Drug Problems, 3 cr., Kincannon, Guests	20
HSU 5-037 (also PubH 5-037) (S) Seminar in Prevention of Alcohol and Drug Problems, 3 cr., Kincannon	21
HSU 5-039 (also PubH 5-039) (F,W) Alcohol and Drug Problems: Assessment and Response, 3 cr., Kincannon	22
HSU 5-210 (also Phar 5-210) (F,W,S) Terminology of the Health Sciences, 2 cr., Bast	23
HSU 5-970, 5-980, 5-990 (F,W,S) Independent Study, 1 - 15 cr., arrange	24

Title: Interdisciplinary Team Training in Health Services Delivery

Credits: 3

Primary Instructor(s): Robert Schwanke 373-4453, School of Public Health. Barbara Reynolds 373-8055, School of Public Health

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

Prerequisites: None

For whom intended: Health Sciences Students

Maximum enrollment: 50

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

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: Cooperative Patient Management
 Credits: 3
 Primary Instructor(s): Manfred Meier, 373-8879, Allied Health Programs
 Quarter, Hour, Days: Spring 4:15-7:00 p.m. Tuesday
 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): Roberta Marquart 373-8055, School of Public Health. Dorothea Russell 373-8055, School of Public Health. James Rothenberger 373-4453, School of Public Health.

Quarter, Hour, Days: Winter 4:15-6:00
 Section I Monday-Graduates Only-Rothenberger
 Section II Wednesday-Graduates Only-Marquart
 Section III Wednesday-Undergraduates Only-Rothenberger

Spring 4:15-6:00
 Section I Monday-Undergraduates Only-Rothenberger
 Section II Wednesday-Graduates Only-Marquart
 Section III Wednesday-Graduates Only-Russell

Prerequisites: None

For whom intended: Health Sciences Students

Maximum enrollment: 12 each section (total 36 per quarter)

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 The student will:

Objectives: 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 organizations.

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.

HSU 5-009 (also Soc. 5-960; Educ. 5-103,

Course #: **Section 2; CPsy 5-310; PA 8-991)** 11

Title: Multidisciplinary Perspectives on Aging

Credits: 4

Primary Instructor(s): Harlan Copeland, Coordinator 376-3501, Curriculum Instruction; other University Staff.

Quarter, Hours, Days: Fall, Winter, Spring 4:00-6:00 p.m. Monday-Wed.

Prerequisites: None

For whom intended: Undergraduate and Graduate Students with no prior specialized educational background in aging

Maximum enrollment: 50

Overall goal: To provide a multidisciplinary introduction to aging and the aging process.

Course The course was designed to enable class participants:

Objectives:

1. To develop an understanding of aging as a normal process, and its consequences for biological, psychological, and social functioning.
2. To become aware of health and social problems accompanying aging in contemporary society.
3. To develop an appreciation for a multi-disciplinary perspective for studying aging and dealing with the aging process and its consequences.
4. To develop awareness of alternative biological and social gerontological theories of aging.
5. To become aware of interventions in the aging process provided by society and older people themselves.
6. To become aware of public policy pertaining to older adults.
7. To develop a personal interest in influencing one's personal response to the aging process.
8. To become aware of career opportunities in the field of aging.

Course Description: Topics include: biological, social, psychological aspects of aging; theories of aging; death and bereavement; issues and problems of older adults in America; human services and their delivery systems such as health, nutrition, long-term care, and education; public policy and legislation; environments and housing; advocates; retirement.

Student Evaluation: Based on readings, participation in aging attitude reassessment seminar, midquarter and final examination; one take home written exercise.

Title: Interpersonal Behavior in Health Organizations

Credits: 4

Primary Instructor(s): Ken Gordon 376-3287, School of Public Health
Bob Veninga 373-9729, School of Public Health

Quarter, Hour, Days: Fall 4:15-6:00 p.m. Monday-Wed.
Spring 3:15-5:00 p.m. Monday-Wed.

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 current theories of work motivation and specify how these theories are reflected in the effectiveness of the "health care 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 6:00-9:00 p.m. Monday

Prerequisites: None

For whom intended: Health Sciences Students

Maximum enrollment: 40

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: Principles and Procedures in Designing Instruction
Credits: 4
Primary Instructor(s): Carol Carrier 376-1274, Instructional Systems Graduate Program; David Garloff 376-4666, Learning Resources Center
Quarter, Hour, Days: Winter 4:15-7:15 p.m. Tuesday
Prerequisites: HSU 5-011
For whom intended: Health Sciences Students
Maxium enrollemnt: 40

Overall goal: This course presents a broad picture of the development process. Students will be given the opportunity to consider each step in the process with respect to it's appropriateness for developing instruction within their present or intended context of professional activity.

Course Objectives:

1. To familiarize students with the steps involved in the instructional development (ID) process as described in several major models (e.g., Gagne, Briggs, Glaser).
2. To provide a framework which students can use to make decisions about what type of model-process will be most effective in a given setting.
3. To acquaint students with terms used in the ID literature.
4. To provide an applications experience in which students design an ID model for a setting of their choice.

Course Description: An introduction to the major models of instructional development and an examination of some generic components which are critical in the design of learning environments. Through the examination of a number of design models, this course will provide an in-depth review of the area of instructional design as a field of inquiry.

Student Evaluation: Student grades will be based on (1) scores on weekly quizzes on covering readings (2) a major paper and (3) a final exam.

Title: Systems Approach to the Design of Instruction
Credits: 3
Primary Instructor(s): Carol Carrier 376-1274, Instructional Systems Graduate Program; David Garloff 376-4666, Learning Resources Center
Quarter, Hour, Day: Spring 4:15-6:15 p.m. Thursday
Prerequisites: None
For whom intended: Health Science Students
Maximum enrollment: 40

Overall goal: This course should prepare the student to design and develop instructional materials. The student should also learn procedures for evaluating instructional materials.

Course Description: The objective of this course is to have each student follow an instructional design guide in the development and evaluation of a concept learning lesson. Although the course is primarily individualized, there are specific due dates for the various steps in the development process. Also, the learning materials are presented in the book, *Teaching Concepts: An Instructional Design Guide*, thus there will be no conventional lecture sessions for the purpose of presenting the content. Students are expected to read and study the book and then to proceed in the development of an instructional lesson.

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

Title: Written Communication Skills for Health Professionals
Credits: 4
Instructor: Edna Maneval, Physical Medicine and Rehabilitation
Quarter, Hour, Days: Winter 6:00-9:00 Wednesday
Prerequisites: Knowledge of medical terminology
For whom intended: Health Science Students
Maximum enrollment: 30

Overall goal: To develop and improve writing skills. Emphasis on writing journal articles for publication.

Course Objectives: To improve ability to evaluate written material; to increase sensitivity to good and bad writing; to suggest how to proceed in improving one's written communication; to introduce useful references and people as aids in the writing process; and to establish a foundation in writing skills which can be built on in future years.

Course Description: Students will examine numerous medical papers, learning to distinguish between good writing and bad writing. The major faults of writing and how to make necessary corrections will be presented. Short presentations will be followed by correlated small group work sessions. We will discuss how to identify who you are writing for, and will work on problems of organization, style, grammar, proper word choice, and revision. An introduction to scientific literature research techniques; the use of the library; what function an editor serves; and how to use graphs, charts, photographs, tables, and illustrations will be included. Students will submit a paper suitable for publication.

Student Evaluation: Based on writing exercises, class participation, and the required paper.

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: For Health Services Majors only
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; HSU 50)

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 indepth 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. Evaluation of the student will be based 50% on 7 multiple choice examinations and 50% on a 8-10 page paper of the student's choice of topic.

Title: Fundamentals of Alcohol and Drug Problems
Credits: 3
Primary Instructor(s): James C. Kincannon, James Rothenberger
373-4453, School of Public Health; David Kruzich
373-2632, School of Social Work.
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.

Maximum enrollment: 80

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

Course Objectives: The student will:
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 and procedures
in alcohol/drug-related crises.

Be able to describe 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
problems. Emphasis on incidence, prevalence, high risk
populations, prevention and intervention.

Student Evaluation: Students shall complete and be evaluated on (1) self analysis
paper; (2) a midquarter examination that is 50% objective and
50% essay, and (3) a final examination that is 75% objective
and 25% essay.

Title: Contributors to Alcohol and Drug Problems.
Credits: 3
Primary Instructor(s): James C. Kincannon 373-4453, School of Public Health and Guests.
Quarter, Hour, Days: Winter 2:15-4:30 p.m. Friday
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 who have taken an introductory course relevant to alcohol/drug problems (e.g., HSU 5-033) or have some experience in the field.

Maximum enrollment: 20

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:
Historical context of alcohol/drug use;
Drug actions, mechanisms and effects;
Stimulus and reinforcing properties of drugs;
Drug state dependent behavior;
Behavioral dependence on drugs;
Epidemiological, multiple-causation, and intervention-oriented approaches to drug problems;
Set, setting and placebo effects of drug-related behavior;
Genetic predispositions; and
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 alcohol and drug problems. Theories of drug problem causation.

Student Evaluation: The grade of B is achievable by (1) satisfactory critical review of assigned readings and (2) appropriate class participation. Students seeking an A must prepare a written paper between 5 and 7 typewritten pages based on 7 or more research studies in a circumscribed area. Failure to meet the criteria for B or A will result in a lower grade.

Title: Seminar in Prevention of Alcohol and Drug Problems

Credits: 3

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

Quarter, Hour, Days: Spring 2:15-4:30 p.m. Tuesday

Prerequisites: HSU 5-035 (also PubH 5-035) or consent of instructor.

For whom intended: Students in Health Sciences and other helping professions. Knowledgeable of the contributors to alcohol and drug problems.

Maximum enrollment: 20

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 problems and maximizing alcohol/drug-free alternatives.

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

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

Title: Assessment and Treatment of Alcohol and Drug Problems.

Credits: 3

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

Quarter, Hour, Days: Fall & Winter 3:15-4:30 p.m. Tuesday-Thursday

Prerequisites: An introductory course in Alcohol and Drug Problems or consent of instructor.

For whom intended: Students in Health Sciences and other helping professions who will have clinical contact with patients experiencing alcohol and drug related problems.

Maximum enrollment: 16

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 The student will:

Objectives: 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, role playing 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, and (2) appropriate class participation. Students seeking an A must prepare a 5 to 7 page paper based on at least 5 research studies in one circumscribed area relevant to the course, and complete a role play with the instructor. 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
Although this is basically an independent study course, attendance at an orientation session is required. Please call 376-5354 for the times and locations for the orientation sessions for each quarter.
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, (Gerrie Jensen) 376-5069
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.