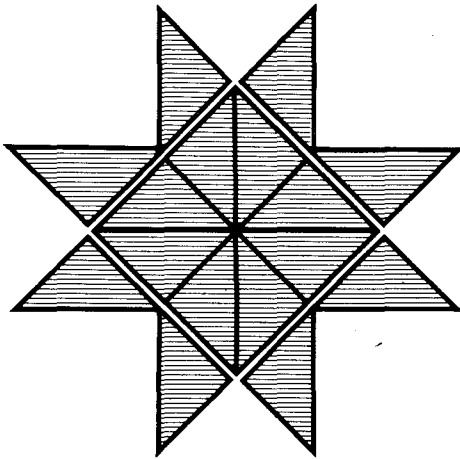


Health Sciences Interdisciplinary Courses

UNIVERSITY of MINNESOTA



*Reviewed and recommended
by the Health Sciences
Educational Policy Committee
1979-1980*

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	(W) The Patient and the Health Care Team, 2 cr., Verstraete, Health Science Staff.	6
HSU 5-006	(F) Evaluation and the Health Care Professional, 3 cr., Kiresuk, Meier.	7
HSU 5-007 (also PubH 5-007)	(F,S) Health Leadership and Effecting Change, 4 cr., Rothenberger, Staff.	8
HSU 5-008 (also PM & R 5-445)	(W) Social and Psychological Aspects of Physical Disability, 4 cr., Crewe, Athelstan, Murphy.	10
HSU 5-009 (also CPsy 5-310; PA 5-671; SW 5-010; Soc 5-960)	(F) Multi-disciplinary Perspectives on Aging, 4 cr., 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 PubH 5-084)	(F,W) The Teaching-Learning Process in the Health Care Setting, 3 cr., Garloff.	13
HSU 5-012 (also CISy 5-209)	(S) Principles and Procedures in Designing Instruction, 4 cr., Carrier, Garloff.	14
HSU 5-013 (also CISy 5-201)	(W) Systems Approach to the Design of Instruction, 3 cr., Carrier, Garloff.	15
HSU 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, 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 5-021 (also AdPy 5-509)	(W) Health Care for the Elderly, 3 cr., Garetz, Meier.	19
HSU 5-022 (also PubH 5-850)	(S) Health Sciences Education in the 20th Century, 3 cr., Garrard, Eyler, Harris, Loupe.	20
HSU 5-023	(From F) Interdisciplinary Clinical Team Services for the Aging, 3-6 Cr., Meier, Garetz.	21
HSU 5-024 (also PubH 5-851)	(F,W,S) Human Interaction Laboratory for Health Professionals, 4 cr., Ayers.	22
HSU 5-025 (also FPCH 5-950)	(W) Sexual Health Seminar, 2-4 cr., Maddock.	23
HSU 5-033 (also PubH 5-033)	(F,W,S) Fundamentals of Alcohol and Drug Problems, 3 cr., Kincannon, Rothenberger, Kruzich.	24
HSU 5-035 (also PubH 5-035)	(W) Contributors to Alcohol and Drug Problems, 3 cr., Kincannon, Guests.	25
HSU 5-037 (also PubH 5-037)	(S) Seminar in Prevention of Alcohol and Drug Problems, 3 cr., Kincannon.	26
HSU 5-039 (also PubH 5-039)	(F,W) Alcohol, Drug Problems: Assessment, Response, 3 cr., Kincannon.	27
HSU 5-210 (also Phar 5-210)	(F,W,S) Terminology of the Health Sciences, 2 cr., Bast.	28

Title: Interdisciplinary Team Training in Health Services Delivery.

Credits: 3

Primary Instructor(s): Robert Schwanke 373-4453
Barbara Reynolds 373-8055

Sponsor(s): 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 and to provide an interdisciplinary experience in working as a team, on a group project.

Course The student will:

Objectives: Be given direct training in communications and group process;
Gain experiential learning in how s/he 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;
Carry out a team project agreed upon by team members.

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, small group process, content of weekly team log, personal weekly journal, team project, and reading assignments.

Title: The Patient and the Health Care Team
Credits: 2
Primary Instructor(s): Dorothy Verstraete 373-8879; and other Health Science Staff
Sponsor(s): Allied Health Programs
Quarter, Hour, Days: Winter 4:15-6:00 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 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: Evaluation and the Health Care Professional
 Credits: 3
 Primary Instructor(s): Thomas Kiresuk, Ph.D. (348-7811)
 Manfred Meier, Ph.D. (373-8272)
 Sponsor(s): Psychiatry and Allied Health Programs
 Quarter, Hour, Days: Fall 4:15-6:00 p.m. Monday-Wednesday
 Prerequisites: Upper level undergraduate or graduate in health sciences or related discipline.
 For whom intended: Health Professions Students
 Maximum enrollment: 30

Overall Goal: To develop student knowledge and skills regarding techniques appropriate for the evaluation of professional health care services at both the client and program level.

- Course Objectives:**
- (1) The student will understand the basic nature and function of evaluation in health settings.
 - (2) The student will be able to identify the various existing approaches to evaluation, and relate these approaches to the needs of health care patients.
 - (3) Using the AVICTORY assessment method, the student will be able to recognize organizational conditions that hinder or facilitate the implementation and institutionalization of evaluation.
 - (4) The student will understand and be able to appropriately employ the following approaches to client outcome assessment: a) standard tests, b) individualized goal attainment assessment, and c) consumer satisfaction surveys.
 - (5) The student will understand and be able to appropriately employ the following approaches to program monitoring: a) service utilization, b) quality assurance, and c) cost finding.
 - (6) The student will demonstrate understanding of the stages involved in the development, implementation and institutionalization of an evaluation study.
 - (7) The student will understand the following potential impacts of evaluation on health care practice: a) treatment enhancement through client goal-setting, b) improved record keeping, c) treatment enhancement through corrective feedback to service providers.
 - (8) The student will understand the nature of potential obstacles to effective utilization of evaluation findings and will be able to identify strategies and techniques to circumvent these obstacles.

Course Description: Interdisciplinary didactic presentations and experiential learning opportunities will be combined with case histories and group discussions to give students an opportunity to work with realistic health care situations in developing workable evaluation plans. Particular emphasis will be placed on viewing evaluation as an inseparable aspect of health care services delivery and program management, and consideration will be accorded to the relation of evaluation to such functions as needs assessment, quality assurance, planning, program monitoring, outcome assessment, record-keeping and program development. Students will develop an evaluation plan for a selected health care program, indicating evaluation needs, goals, design and implementation strategy.

Student Evaluation: Students may register 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):	James Rothenberger (373-4453); and Staff
Sponsor(s):	School of Public Health
Quarter, hour, days:	Fall 4:15-6:00 p.m. Section I Monday-Undergraduates Only- Rothenberger Section II Wednesday-Graduates Only-Staff Section III Wednesday-Graduates Only-Staff Spring 4:15-6:00 p.m. Section I Monday-Undergraduates Only- Rothenberger Section II Wednesday-Graduates Only-Staff Section III Wednesday-Graduates Only-Staff
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 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 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.

Title: Social And Psychological Aspects of Physical Disability

Credits: 4

Primary Instructor(s): Nancy M. Crewe, Ph.D., Gary T. Athelstan, Ph.D., Kevin C. Murphy, Ph.D., (373-9098)

Sponsor(s): Physical Medicine & Rehabilitation

Quarter, hour, days: Winter 4:15-6:00 p.m. Tuesday-Thursday

Prerequisites: None

For whom intended: Health Sciences Students

Maximum enrollment: 35

Overall goal: A major goal of this course is to help health sciences students interact more comfortably and effectively with physically disabled individuals.

Course The student will be able to:

Objectives: Describe the etiology and functional implications of several common physical disabilities.

Discuss the process of psychological adjustment to disability.

Describe the limitations imposed on most severely disabled individuals by social and environmental barriers, including prejudice, poverty, architectural barriers, and lack of transportation.

Better understand the process of individual change through rehabilitation and social change through legislation and consumer organization.

Course Description: Communication barriers often exist between able-bodied people and those with physical disabilities. By understanding the psychological and cultural impact of various sensory and motor disabilities, health professionals should be better equipped to provide disabled patients with effective, quality service. Course content will include information about common disabling conditions, the impact of disability on lifestyle, the rehabilitation process, and society's response to disability.

Techniques for enhancing communication with people who are blind, deaf or have mobility impairments will be introduced. Attention will also be given to the advocacy role that health professionals can play in effecting social changes important to people with disabilities.

Student Evaluation: Evaluation will be based on class participation, a final examination, and individual student projects.

HSU 5-009 (also CPsy 5-310;

Course #:

PA 5-671; SW 5-010; Soc 5-960)

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Title: Multidisciplinary Perspectives on Aging
Credits: 4
Primary Instructor(s): Staff
Sponsor(s): All University Council on Aging and Health Sciences Faculty
Quarter, hour, days: Fall 4:15-6:00 p.m. Monday-Wednesday
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); Bob Veninga (373-9729)
Sponsor(s): 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 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: The Teaching-Learning Process in the Health Care Setting

Credits: 3

Primary Instructor(s): David Garloff (376-4666)

Sponsor(s): Learning Resources Center and School of Public Health

Quarter, hour, days: Fall 6:00-9:00 p.m. Monday
Winter 3:15-6:00 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: Principles and Procedures in Designing Instruction
Credits: 4
Primary Instructor(s): Carol Carrier (376-1274); David Garloff (376-4666)
Sponsor(s): Instructional Systems Graduate Program and Learning Resources Center
Quarter, hour, days: Spring 4:15-7:00 p.m. Monday
Prerequisites: HSU 5-011
For whom intended: Health Sciences Students
Maximum enrollment: 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); David Garloff (376-4666)
Sponsor(s): Instructional Systems Graduate Program and Learning Resources Center
Quarter, hour, days: Winter 4:15-6:00 p.m. Wednesday
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
 Credits: 3(1 additional credit available for extra work)
 Primary Instructor(s): Laël Gatewood (373-1325)
 Sponsor(s): Health Computer Sciences
 Quarter, hour, days: Winter 4:15-7:00 p.m. Monday
 Prerequisites: For Health Majors only
 For whom intended: Students in Health Care Disciplines (Nurses, physicians, social workers, dentists, hygienists, nutritionists, pharmacists, therapists, health educators,..)

Maximum enrollment: 30

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 develop 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)

Sponsor(s): 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; 50 for HSU)

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: Health Care for the Elderly
Credits: 3
Primary Instructor(s): Floyd Garetz, M.D. (373-8103); Manfred Meier, Ph.D. (373-8272)
Sponsor(s): Department of Psychiatry and Allied Health Programs
Quarter, hour, days: Winter 4:15-6:00 p.m. Monday-Wednesday
Prerequisites: None
For whom intended: Health Sciences Students
Maximum enrollment: 50

Overall goal: To provide health sciences students with the basic knowledge and essential skills for serving the aging population.

Course Objectives: The student will develop a working knowledge of the biology of aging with emphasis on anatomical and functional systems, nutrition, physical exercise, and central nervous system deterioration.

The student will develop a knowledge of sociological factors which are relevant to health care of the aged including cultural and subcultural determinants of health care practices, influence of retirement and leisure, adjustment to death and dying, sexuality in the aged, and public policy influences on health care for the aging.

The student will be able to describe changes in sensation, perception, cognition, emotion, and personality in the aging with a view to incorporating such information and knowledge into clinical interactions.

The student will be familiar with community resources for the aging population and identify clinical roles in serving the aging individual.

The student will learn to recognize individuals at risk for drug abuse, depression, chronic physical disease, and central nervous system degeneration and become familiar with major disease states and interventions.

Course Description: The course will introduce health professions students to the major health problems of the aging and to the current state of knowledge regarding the biological, psychological, and social systems affecting the health status of the older individual. Primary emphasis will be placed on clinical applications at all levels of health care. Didactic presentations by an assortment of disciplines and clinical demonstrations of preventive maintenance strategies for early detection and intervention of health changes in the aging will be augmented by group and panel discussions to facilitate active interdisciplinary exchanges and participation.

Student Evaluation: Objective examination. Graduate students required to write paper or perform clinical project. All students will participate in an interdisciplinary problem-solving exercise.

Title: Health Sciences Education in the 20th Century
Credits: 3 (also the following continuing education credits have been approved: 20 AMA Category I credit hours for MD's; 20 ADA credit hours for DDS's; continuing education credit hours for RN's)
Primary Instructor(s): Judith Garrard (376-1669) Coordinator, School of Public Health; John Eyler, Medical School; Isabel Harris, School of Nursing; Mike Loupe, Dental School
Quarter, hour, days: Spring 4:15-6:00 p.m. Wednesday
Prerequisites: None
For whom intended: Health Sciences Students; Undergraduates and graduate students in other colleges; faculty and staff in the health sciences.

Maximum enrollment: 60

Overall goal: The purpose of this course is to provide an understanding of major developments and trends in the 20th century in medical, dental, and nursing education, and to explore similarities and differences among these three disciplines.

Course Objectives: The student will be able to:

- (1) Describe major developments in medical, dental and nursing education at the turn of the century;
- (2) Describe major trends in these three disciplines from 1900 to WWII;
- (3) Compare the three disciplines on the basis of:
 - a) Educational change and reform from WWII to the present,
 - b) Funding in professional education,
 - c) The impact upon education by regulation of the professions through licensure and certification,
 - d) Discuss each of the three disciplines in terms of trends in specialization and professionalism,
 - e) Describe current educational trends and potential developments in the three disciplines.

Course Description: The course will concentrate on trends and developments during the 20th century in four major areas: (1) educational change and reform, (2) funding of education, (3) professional regulations (licensure and certification) and its impact upon education, and (4) specialization and professionalism and the effects on education. Medical education will be the major paradigm used to examine these issues, and dental and nursing education will also be examined.

The theme of the course underlying all of the lectures and discussions will be "Who controls the education of the profession, what is controlled, and why?"

Student Evaluation: There will be no final examination. The student enrolled for course credit will be required to complete the reading assignments, participate in class discussions and write a paper on a topic chosen by the student with approval of the instructor. The student enrolled for continuing education credits will be required to complete the reading assignments, participate in class discussions, write a critique of the course, and comply with requirements established by the respective certification body, i.e., AMA, ADA, or ANA. (Contact the Course Coordinator, Judith Garrard, about these CE requirements.)

Title: Interdisciplinary Clinical Team Services for the Aging

Credits: 3-6

Primary Instructor(s): Manfred Meier, Ph.D. (373-8272); Floyd Garetz, M.D. (373-8103)

Sponsor(s): Allied Health Programs and Psychiatry

Quarter, hour, days: From Fall 4:15-6:00 p.m. Monday, Wednesday or Arranged

Prerequisites: HSU 5-001, PubH 5-008 or Consent of Instructor

For whom intended: Health Professions Students

Maximum enrollment: Open

Overall goal: To prepare health sciences and other health-related students to function as members of interdisciplinary teams in non-traditional community sites in which the elderly are served, including senior citizens centers, day care centers, and congregate living complexes.

Course Objectives:

- 1) The student will develop skill for participation in orientation sessions for individuals residing in senior settings relative to the health screening and health maintenance operations to be provided by the team.
- (2) The student will participate in the conjoint development of a goal statement for the team, stated in terms of specific services to be provided to the individuals in the setting.
- (3) The student will negotiate specific roles, consistent with individual interdisciplinary identifications, in health screening or health maintenance procedures as appropriate.
- (4) The student will participate in team operations based on objective health needs assessment of the consumers within the complex and apply goal attainment scaling to the assessment of effectiveness of the team in health screening or in education for health maintenance.
- (5) The student will acquire knowledge of community resources and referral channels needed to meet the health needs of the elderly group being served.

Course Description: Interdisciplinary clinical teams will be assigned to community sites in which the elderly are served. Following an intensive supervised team training exercise, assessment and intervention teams will provide services designed to maintain realistic levels of health in the frail and well elderly in accord with a problem-oriented services delivery mode. Goal attainment scaling methodology will be applied to the evaluation of team operations and their impact upon the clients or patients being served, measured in terms of specifiable expectancies and outcomes.

Student Evaluation: Supervisory ratings will be combined with team effectiveness measures derived from Goal Attainment Scaling methodology.

Title: Human Interaction Laboratory for Health Professionals

Credits: 4

Primary Instructor(s): James Ayers, Ph.D. (373-1906)

Sponsor(s): Health Care Psychology, and Allied Health Programs

Quarter, hour, days: Fall, Winter, Spring 4:15-6:00 p.m. (Class) Wed. Laboratory (3 hours) each week, time arranged by students

Prerequisites: None

For whom intended: Health Sciences Students and other professions dealing with human interaction

Maximum enrollment: 20

Overall goal: To learn the skill of self-study as a professional competency in one's face-to-face professional interactions with others.

Course In this course the student will:

Objectives: Study certain facets of human interaction from the perspective of psychological processes and behavioral exchange.

Practice in experiencing and identifying how he/she is affected by others in face-to-face interactions.

Video tape (about 5 times) him/herself conversing about some topics which are personally relevant.

Review each video tape according to the Interpersonal Process Recall (IPR) procedure with the help of a colleague also in the course.

Develop skills of facilitating others to view themselves on video tape according to the IPR procedure.

Apply the IPR procedure within his/her own professional setting and report back to the class for feedback and support.

Participate in pre-and post-testing by taking a motion picture film test for assessing accuracy in perception of affect during face-to-face interactions.

Evaluate his/her performance in the entire course on the basis of how well the available resources were used.

Course Description: Participants will learn to apply the Interpersonal Process Recall (IPR) procedure of using video tape playback to study their own reactions and behavior in face-to-face interactions with each other. In IPR video playback is used to help an individual relive an experience and take time to identify and discover personal reactions to the experience. In this course students will study the **process** of human interaction. This course emphasizes individual and small group experiential learning as well as lectures and large group discussions on existing theories of face-to-face interaction. This course proceeds with a developmental sequence of learning tasks culminating with participants assisting each other in applying their learning to examine their ongoing personal and professional relationships outside of the course setting.

Student Evaluation: Students will assign their own grade in a brief paper documenting what they learned about themselves and how they came to learn this within the context of meeting the course objectives.

Title: Sexual Health Seminar
 Credits: 2-4
 Primary Instructor(s): James Maddock, Ph.D. (276-7520)
 Sponsor(s): Family Practice and Community Health; and Allied Health Programs
 Quarter, hour, days: Winter 4:15-6:00 p.m. Thursday
 Prerequisites: None
 For whom intended: Health Sciences Students
 Maximum enrollment: 40

Overall goal: To prepare health sciences and other health-related students to render effective sexual health care in a variety of role contexts and services settings.

- Course Objectives:**
- (1) The student will recognize the need for attention to patients' sexual concerns as these emerge in clinical settings.
 - (2) The student will appreciate the integration of sexual health care with other aspects of health care delivery.
 - (3) The student will be able to identify the major sexual concomitants of common diseases and disabilities, such as: diabetes mellitus, spinal cord trauma, cerebral palsy, coronary disease, hormonal and metabolic disease, urologic and gynecologic disorders, neurologic and psychiatric disorders.
 - (4) The student will be able to identify the physical and psychosocial implications of aging for sexual functioning and satisfaction.
 - (5) The student will be able to identify the potential sexual implications and/or effects on sexual functioning and behavior of various prescription and non-prescription drugs.
 - (6) The student will be able to distinguish and identify basic organic, intra-psychic, relational and situational components of a sexual complaint.
 - (7) The student will be familiar with a variety of medicational, surgical, behavioral and counseling approaches to the treatment of sexual dysfunction.
 - (8) The student will be able to distinguish a routinely treatable sexual complaint from one requiring extensive, highly specialized treatment.
 - (9) The student will be able to make an effective referral of patients with sexual problems to specialized resources when appropriate.

Course Description: To prepare students to render effective sexual health care to patients in a variety of clinical settings, in the context of overall health care delivery. This care will consist basically of creating a comfortable climate for exploration of sexual concerns, providing sex-related information, and taking appropriate steps to refer patients who require more specialized treatment. Lecture, discussions, films, and readings will examine rationales for sexual health care and outline methods of intervention into sex-related problems faced by individuals, couples, and families throughout the life cycle, with particular attention to those problems associated with disease or disability.

Student Evaluation: Students may register either S-N or A-N. Regular grades will be based upon class attendance, participation in class discussion, and a brief written paper exploring the role of the student as a provider of sexual health care in his/her future clinical setting. Students taking the course for 3 credits will be required to submit a written report on their exploration of a particular aspect of sexual health care. Students taking the course for 4 credits will, in addition to the above, be required to attend a Sexual Attitude Reassessment Seminar on one of

Title: Fundamentals of Alcohol and Drug Problems
 Credits: 3
 Primary Instructor(s): James C. Kincannon, James Rothenberger
 (373-4453) and David Kruzich (373-2632)
 Sponsor(s): School of Public Health; and School of Social Work
 Quarter, hour, days: Fall, Winter, Spring 1:15-2:00 p.m. Tuesday
 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 prevention 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) and Guests
Sponsor(s): School of Public Health
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(s): James C. Kincannon (373-4453)

Sponsor(s): 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 The student will:

Objectives: 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 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.

Description:

Student 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.

Evaluation:

Title: Alcohol, Drug Problems: Assessment, Response
Credits: 3
Primary Instructor(s): James C. Kincannon (373-4453)
Sponsor(s): School of Public Health
Quarter, hour, days: Fall & Winter 3:15-4:30 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 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, 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 (376-4893)
Sponsor(s): 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 376-4893 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%.