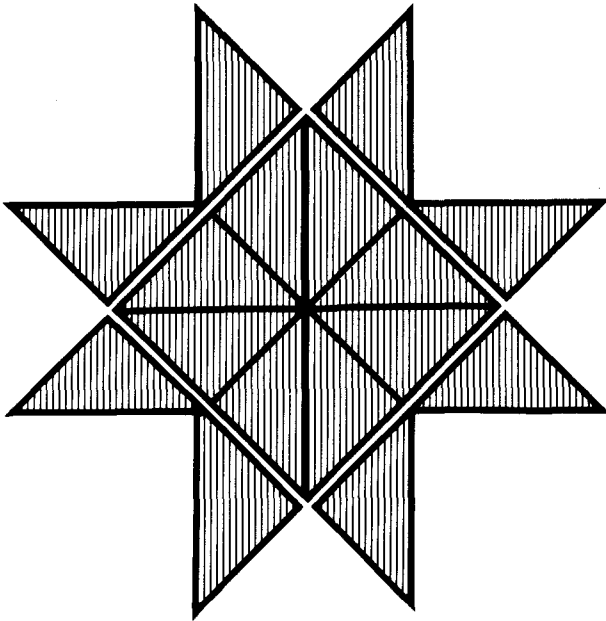


# Health Sciences Interdisciplinary Courses

UNIVERSITY of MINNESOTA



*Reviewed and recommended  
by the Health Sciences  
Educational Policy Committee*

*1980-1981*

**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.

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**NOTE:** Please check the University of Minnesota Class Schedule Brochure each Quarter for building and room number for each class.

**Course #****HSU 5-001 (also PubH 5-013)**

Title: Interdisciplinary Team Training in Health Services Delivery  
Credits: 3  
Primary Instructor(s): Robert Schwanke, 373-4453; Barbara Reynolds, 373-8055; Miriam Cohn, 373-2635; James Ayers, 373-1906  
Sponsor(s): School of Public Health; School of Social Work  
Quarter, Hour, Days: Fall 6:00-9:00 p.m. Wednesday  
Prerequisites: Consent of Instructor  
For whom intended: Health Sciences Students  
Maximum enrollment: 50 (25 for HSU)

**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 Objectives:** The student will:  
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.

A special community project is available this year for those interested in working with older adults. Because the project will require additional time students should sign up for extra credit. See instructor for specific information regarding registration if you are interested in this unique opportunity.

**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, reading assignments, and written exam.

**Course #****HSU 5-002**

**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 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.

**Course #****HSU 5-006**

Title: Evaluation and the Health Care Professional  
Credits: 4  
Primary Instructor(s): Thomas Kiresuk, Ph.D., and Staff, 348-7811  
Sponsor(s): Allied Health Programs  
Quarter, Hour, Days: Fall 4:15-6:00 p.m. Tuesday, Thursday  
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.

**Course #**

**HSU 5-007 (also PubH 5-007)**

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 1	Monday-Undergraduates Only Rothenberger
	Section 2	Wednesday-Graduates Only Staff
	Section 3	Wednesday-Graduates Only Staff
	Spring	4:15-6:00 p.m.
	Section 1	Monday-Undergraduates Only Rothenberger
	Section 2	Wednesday-Graduates Only Staff
	Section 3	Wednesday-Graduates Only Staff

Prerequisites: Consent of Instructor

For whom intended: Health Sciences Students

Maximum enrollment: 12 each section (total 36 per quarter) (HSU 5 each section)

**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.



Course #

## **HSU 5-007 (also PubH 5-007)**

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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.

Course #

## **HSU 5-008 (also PM&R 5-445)**

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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  
Objectives:**

The student will be able to:

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

Discuss the process of psychological adjustment to disability.

Course #

**HSU 5-008 (also PM&R 5-445) Cont'd**

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.

Course #

**HSU 5-009 (also CPsych 5-310; Educ 5-440; PA 5-671; SW 5-010; Soc 5-960)**

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 for HSU

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

**Course Objectives:** The course was designed to enable class participants:

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 perspec-

**Course # HSU 5-009 (also CPsych 5-310; Educ 5-440; PA 5-671; SW 5-010; Soc 5-960)**

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tive 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, sociological, 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; retirement.

**Student Evaluation:**

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

**Course # HSU 5-010 (also PubH 5-010)**

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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: 150 (60 for HSU)

**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.

**Course #****HSU 5-010 (also PubH 5-010) Cont'd**

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.

**Course #****HSU 5-011 (also PubH 5-064)**

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  
Spring 3:15-6:00 p.m. Monday

Prerequisites: None

For whom intended: Health Sciences Students

Maximum enrollment: 30 (15 for HSU)

**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 #

## **HSU 5-011 (also PubH 5-064)**

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**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.

Course #

## **HSU 5-012 (also CISy 5-209)**

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**Title:** Principles and Procedures in Designing Instruction

**Credits:** 4

**Primary Instructor(s):** Carol Carrier, 376-1274; Robert Tennyson, 373-5158

**Sponsor(s):** Curriculum and Instructional Systems

**Quarter, Hour, Days:** Spring 4:15-7:00 p.m. Tuesday

**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 its 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.

**Course #****HSU 5-013 (also CISy 5-201)**

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Title: Systems Approach to the Design of Instruction  
Credits: 3  
Primary Instructor(s): Carol Carrier, 376-1274; Robert Tennyson, 373-5158  
Sponsor(s): Curriculum and Instructional Systems  
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.

**Course #****HSU 5-017**

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Title: Written Communication Skills for Health Professionals  
Credits: 4  
Primary Instructor(s): Edna Maneval  
Sponsor(s): Physical Medicine and Rehabilitation  
Quarter, Hour, Days: Winter 6:00-9:00 p.m. Wednesday  
Prerequisites: Knowledge of medical terminology  
For whom intended: Health Sciences 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

**Course #**

**HSU 5-017**

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.

**Course #**

**HSU 5-018 (also LMed 5-346)**

**Title:**

Computer Applications for Health Care

**Credits:**

3 (1 additional credit available for extra work)

**Primary Instructor(s):** Laëll 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

**Course #**

**HSU 5-018 (also LMed 5-346) Cont'd**

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.

**Course #**

**HSU 5-019 (also PubH 5-616)**

**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.



**Course #**

**HSU 5-019 (also PubH 5-616)**

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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.

**Course #**

**HSU 5-021 (also AdPy 5-509)**

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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

**Course #****HSU 5-021 (also AdPy 5-509) Cont'd**

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.

**Course #****HSU 5-022 (also PubH 5-850)**

**Title:** Health Sciences Education in the 20th Century

**Credits:** 3 (also the following continuing education credits have been approved: 20 AMA Category 1 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 (25 for HSU)

**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 #****HSU 5-022 (also PubH 5-850)****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.)

**Course #****HSU 5-023 (also AdPy 5-510)**

Title:

Interdisciplinary Clinical Team Services for the Aging

Credits:

Arrange

Primary Instructor(s):

Manfred Meier, Ph.D., 373-8272; Floyd Garetz, M.D., 373-8103, Coordinators; and other faculty:

Monica Bossenmaier

Nursing

373-3115

Miriam Cohn

Social Work

373-2635

**Course #****HSU 5-023 (also AdPy 5-510) Cont'd**

Marian Eliason	Occupational Therapy	373-9031
Corrine Ellingham	PM & Rehabilitation	373-9007
Frank Lassman	Audiology	373-9663
Patricia Lentsch	Public Health Nursing	373-8055
James Marttila	Pharmacy	645-2139
Allan Petersen	Dentistry	376-4171
Barbara Reynolds	Public Health Nursing	373-8055
Jeanne Rousu	Dietetics	376-4798
Jill Stoltenberg	Dental Hygiene	373-3271

Sponsor(s): Allied Health Programs and Psychiatry

Quarter, Hour, Days: Fall, Winter, Spring, Summer Session I and Summer Session II; Arrange time and day

Prerequisites: HSU 5-001; PubH 5-008; PubH 5-013, 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

Course #

**HSU 5-023 (also AdPy 5-510)**

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served, measured in terms of specifiable expectancies and outcome.

**Student Evaluation:**

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

Course #

**HSU 5-024 (also PubH 5-851)**

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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) Wednesday; 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 (10 for HSU)

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

**Course Objectives:** In this course the student will:  
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 effect 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

**Course #**

**HSU 5-024 (also PubH 5-851)Cont'd**

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.

**Course #**

**HSU 5-025 (also PubH 5-021; FSoS 5-240a)**

**Title:** Human Sexuality for the Health and Helping Professionals I  
**Credits:** 2-4  
**Primary Instructor(s):** William R. Terrell, M.P.H., 373-4453  
James W. Maddock, Ph.D., 373-1186  
**Sponsor(s):** Allied Health Programs; School of Public Health; Department of Family Social Science  
**Quarter, Hour, Days:** Fall 4:15-6:00 p.m. Thursday  
**Prerequisites:** Enrollment in Health Sciences, Public Health, a Graduate program in Family Social Sciences or consent of instructor  
**For whom intended:** Students in health sciences or helping professions  
**Maximum enrollment:** 60 (20 for HSU)

**Overall Goal:** To prepare students in health sciences and helping professions to render effective sexual health care in a variety of role contexts and service settings. The student will also gain an awareness of his/her self as a sexual being.

**Course Objectives:**

- Upon completion of the course, the student will:
1. Demonstrate an accurate knowledge of the physiology of sex.
  2. Be able to affirm his/her own sexual values.
  3. Demonstrate a professionally tolerant and nonjudgmental stance toward patients' attitudes and behaviors that differ from his/her own.
  4. Analyze societal influences on sexual values.
  5. Differentiate between negative and positive attitudes toward sexuality.
  6. Know the nature of sexual health needs and problems associated with special populations such as physically disabled, children, aging, etc.

**Course # HSU 5-025 (also PubH 5-021; FSoS 5-240a)**

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- 7. Know the nature of sexual health needs and problems experienced through the human life cycle.
- 8. Know the relationship between sexuality and public and social health problems such as alcohol and drug abuse, child abuse, aggressive behavior, venereal disease.

**Course Description:**

Multidisciplinary approach to human sexuality as it affects quality of life, health, well-being of individuals, communities and society. Lecture, discussion, films, readings examine the role of sex through the life cycle, with emphasis on sexual problems relating to physical disease and disability, mental health, family and relationship difficulties.

FOR TWO CREDITS: Students are required to attend regular class sessions and complete regular course grading requirements (see STUDENT EVALUATION).

FOR THREE CREDITS: Students are required to do the above PLUS participate in a 15-hour Sexual Attitude Reassessment workshop scheduled during the quarter.

FOR FOUR CREDITS: Students are required to do the above PLUS attend a weekly small group discussion session for exploration of personal sexual issues, under the guidance of a trained leader.

**Student Evaluation:**

Students may register either S-N or A-N. For a grade of "S" or "C," students are required to attend class and to submit a "Self Analysis Paper." For a grade of "B," students are required to do the above PLUS receive a grade of 75% or better on a multiple choice final exam. For a grade of "A," students are required to do the above PLUS write a topic paper on a public health, social health, or relationship problem involving some aspect of sexual health.

**Course # HSU 5-026 (also PubH 5-852)**

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Title: Program Evaluation in Health and Mental Health Setting

Credits: 3

Primary Instructor(s): Judith Garrard, Ph.D., 376-1669

Sponsor(s): Health Care Psychology, School of Public Health

Quarter, Hour, Days: Winter 3:15-5:00 p.m. Monday, Wednesday

Prerequisites: PubH 5-414 or equiv basic statistics course

For whom intended: This is an introductory course intended for advanced undergraduate and graduate students in fields related to health or mental health

Maximum enrollment: 50 (25 for HSU)

**Overall Goal:** The emphasis in this course is on understanding and planning an evaluation study. This is not a practicum; therefore, the

**Course #**

**HSU 5-026 (also PubH 5-852) Cont'd**

implementation of an evaluation study is not expected as part of this course.

**Course Objectives:**

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

1. Define the term, evaluation, and describe the similarities and differences between evaluation, evaluation research, applied research, and basic research;
2. Describe how evaluation fits into the process of planning and implementation of a program;
3. Describe briefly the development of the "field" of evaluation from a historical perspective and discuss the impetus for evaluation studies during the past two decades;
4. Describe a ten step procedure for designing an evaluation study and (a) to apply this procedure to at least three evaluation studies published in the student's own professional discipline and (b) in collaboration with other students in the class to design and present an evaluation study based on this ten step procedure;
5. Discuss the kinds of theoretical models useful in designing an evaluation study;
6. Discuss some of the major methodological considerations in designing an evaluation study, such as validity and reliability, and the kinds of instruments used for collecting data;
7. Discuss the differences between experimental, quasi-experimental, and non-experimental designs;
8. Describe how data from an evaluation study can be interpreted and how a final report should be written;
9. Describe the relationships between evaluation and (a) quality assurance and (b) cost benefit analysis; and,
10. Discuss some of the practical aspects of conducting an evaluation study: recalcitrant subjects, logistical arrangements, political and ethical problems.

**Course Description:**

Lecture/discussion

**Student Evaluation:**

(1) Midquarter and final examinations based on required readings and class discussions. (2) Annotated bibliography of four studies from student's own field. (3) Group project.

**Course #**

**HSU 5-027 (also PubH 5-022; FSoS 5-240b)**

**Title:** Human Sexuality for the Health and Helping Professionals II

**Credits:** 3

**Primary Instructor(s):** James W. Maddock, Ph.D., 373-1186; William R. Terrell, M.P.H., 373-4453

**Sponsor(s):** Allied Health Programs; School of Public Health; Department of Family Social Science



**Course # HSU 5-027 (also PubH 5-022; FSoS 5-240b)**

Quarter, Hour, Days: Winter 4:15-6:00 p.m. Thursday  
Prerequisites: HSU 5-025 or consent of instructor  
For whom intended: Students in health sciences or helping professions  
Maximum enrollment: 60 (20 for HSU)

**Overall Goal:** To prepare students in health sciences and helping professions to render effective sexual health care in a variety of role contexts service settings.

- Course Objectives:** Upon completion of the course, the student will:
1. Recognize the need for attention to patients' sexual concerns as these emerge in clinical settings.
  2. Appreciate the integration of sexual health care with other aspects of health care delivery.
  3. 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, orologic and gynecologic disorders, neurologic and psychiatric disorders.
  4. Be able to identify the physical and psychosocial implications of aging for sexual functioning and satisfaction.
  5. Be able to identify the potential sexual implications and/or effects on sexual functioning and behavior of various prescription and non-prescription drugs.
  6. Be able to distinguish and identify basic organic, intrapsychic, relations and situational components of a sexual complaint.
  7. Be familiar with a variety of medicational, surgical, behavioral and counseling approaches to the treatment of sexual dysfunction.
  8. Be able to distinguish a routinely treatable sexual complaint from one requiring extensive specialized treatment.
  9. Be able to make an effective referral of patients with sexual problems to specialized resources.

**Course Description:** Lecture, discussion, films and readings will examine rationales for sexual health care and outline methods of intervention into sex-related problems of individuals, couples and families. Focus is on methods of assessment, creation of comfortable climate for exploration of sexual concerns, providing sex-related information, techniques for behavior change, and making referrals to specialized resources for treatment.

**Student Evaluation:** Students may register either S-N or A-N. For a grade of "S" or "C," students are required to attend class and submit a "Role Analysis Paper" on sexual health care. For a grade of "B," students are required to do the above, PLUS receive a grade of 75% or better on a multiple choice final exam. For a grade of "A," students are required to do the above, PLUS write a sexual health care topic report.

**Course #    HSU 5-028 (also PubH 5-023; FSoS 5-240c)**

**Title:** Human Sexuality for the Health and Helping Professionals III  
**Credits:** 3  
**Primary Instructor(s):** James W. Maddock, Ph.D., 373-1186; William R. Terrell, M.P.N., 373-4453  
**Sponsor(s):** Allied Health Programs; School of Public Health; Department of Family Social Sciences  
**Prerequisites:** HSU 5-027 **and** consent of instructor  
**For whom intended:** Students in health sciences or helping professions whose major focus of clinical work is/will be sexual health care, or students whose graduate studies include a sexual health care project, thesis or field experience  
**Maximum enrollment:** 16 (5 for HSU)

**Overall Goal:** To provide a student forum examining the impact of health care policies upon human sexuality and to consider preventive aspects of sexual health care and sex education.

**Course Objectives:** Upon completion of the course, the student will:

1. Recognize the impact of public health care policies on human sexual behavior.
2. Know a cognitive framework for examining controversial policy issues regarding sexual health.
3. Be able to construct guidelines for the establishment of institutional policies on sexual health care.
4. Be comfortable interacting with a variety of health care professional, health care institutions and legislative and community leaders on issues related to sexual health.
5. Be able to discuss the advantages and disadvantages of sex education programs in homes, schools and in community organizations.
6. Have completed two position papers on opposing views of a contemporary sexual health controversy.

**Course Description:** A seminar focusing on issues of health policy, preventive education and service in human sexuality. Policy-making process and current controversial sexual issues will be studied. Resource persons will join the class for several sessions. Student teams will investigate problems in contemporary sexual health policy. Students with knowledge of and/or experience with particular sexual health policy issues will have opportunity to share these. Content will include discussion of sexual normalcy, variance/deviance; ethical and legal considerations; public policies on sexual minorities; institutional policies on sexual health care; sex education programs for children and adults; alternatives for sexual health service delivery.

**Student Evaluation:** Students may register either S-N or A-N. For a grade of "S" or "C," students will be expected to attend class sessions and to

**Course # HSU 5-028 (also PubH 5-023; FSoS 5-240c)**

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participate in class discussions and activities. Grades of "B" or "A" will be assigned on the basis of quality of work on two short papers (5-8 pages each). In the first paper, the student will take a stand on a controversial sexual health issue and argue his/her case concisely and convincingly. In the second paper, the student will take the **opposite** point of view on the same issue, arguing the case against the first position. Paper due by the eighth class and will be the basis of class discussion.

**Course # HSU 5-033 (also PubH 5-033)**

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Title: Fundamentals of Alcohol and Drug Problems  
Credits: 3  
Primary Instructor(s): James C. Kincannon and James Rothenberger, 373-4453  
Sponsor(s): School of Public Health  
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 (30 for HSU)

**Overall Goal:** The student will have explored the contributors to and resolutions of alcohol/drug-related problems with a special emphasis on the public health perspective and on prevention.

**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 aid procedures in alcohol/drug-related crises.  
Be able to describe referrals appropriate for different alcohol/drug-related problems.  
Be able to explain the different contributors to alcohol/drug problems 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, sociocultural and attitudinal aspects of alcohol/drug-related problems. Emphasis on incidence, prevalence, high risk populations, prevention and intervention.

**Course #****HSU 5-033 (also PubH 5-033) Cont'd**

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**Student  
Evaluation:**

Students shall complete and be evaluated on (1) self analysis paper; (2) a short essay answer midquarter examination, and (3) a short essay answer final examination.

**Course #****HSU 5-035 (also PubH 5-035)**

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**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 5-033, PubH 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 (10 for HSU)

**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;

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.

**Course #****HSU 5-037 (also PubH 5-037)**

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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 and **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 (10 for HSU)

**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 reduction 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.

**Course #****HSU 5-039 (also PubH 5-039)**

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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 and Winter 3:15-4:30 p.m. Tuesday, Thursday  
Prerequisites: An introductory course in Alcohol and Drug Problems and **consent of instructor**

**Course #**

**HSU 5-039 (also PubH 5-039) Cont'd**

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

**Maximum enrollment:** 16 (8 for HSU)

**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 competently complete a role play with the instructor. Failure to meet the criteria for B or A will result in a lower grade.

**Course #**

**HSU 5-040 (also PubH 5-040, Mort 5-040, Hlth 5-402)**

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**Title:** Dying and Death in Contemporary Society

**Credits:** 3

**Primary Instructor(s):** Robert Slater, 373-3870; James Rothenberger, 373-4453; Robert Cobb, 373-3403

**Sponsor(s):** School of Public Health; Mortuary Science; School Health Education

**Quarter, Hour, Days:** Winter 4:15-6:00 p.m. Monday  
4:15-5:00 p.m. Wednesday

**Course # HSU 5-040 (also PubH 5-040, Mort 5-040, Hlth 5-402)**

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Prerequisites: Limited to health science major, School of Public Health major, education senior, Mortuary Science major, or #

For whom intended: See above

Maximum enrollment: 44 (10 for HSU)

**Overall Goal:** To introduce students in the health sciences and the helping professions to basic concepts in the areas of dying and death, to allow for interaction across disciplines, and to provide opportunities for students to examine their own attitudes.

**Course Objectives:** The student will:  
Examine the meaning of death to man  
Examine the attitudinal and emotional correlates of death and dying  
Discuss ways of coping with death, grief, and bereavement  
Analyze the attitudinal and emotional correlates of suicide and suicide attempts  
Examine the potential for death education programs in schools, communities, and professional groups.

**Course Description:** Basic background information on concepts, attitudes, ethics, and life-style management in relation to dying, death, grief, and bereavement. Emphasis will be placed on the educational aspects of the above topics for community health and helping professionals and educators.

**Student Evaluation:** Students shall complete and be evaluated on (1) a midquarter examination that is objective in nature, (2) a final examination that will be a combination of objective and short-answer subjective, and (3) a group project. Students may register either A-N or S-N.

**Course # HSU 5-210 (also Phar 5-210)**

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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

Course #

**HSU 5-210 (also Phar 5-210) Cont'd**

- 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 90% on the quizzes and the final exam. If one achieves an average of 90% on the quizzes, the final exam need not be taken. Similarly, a score of 90% 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 80-90%, and a grade of C will be given for an average score of 70-80%.