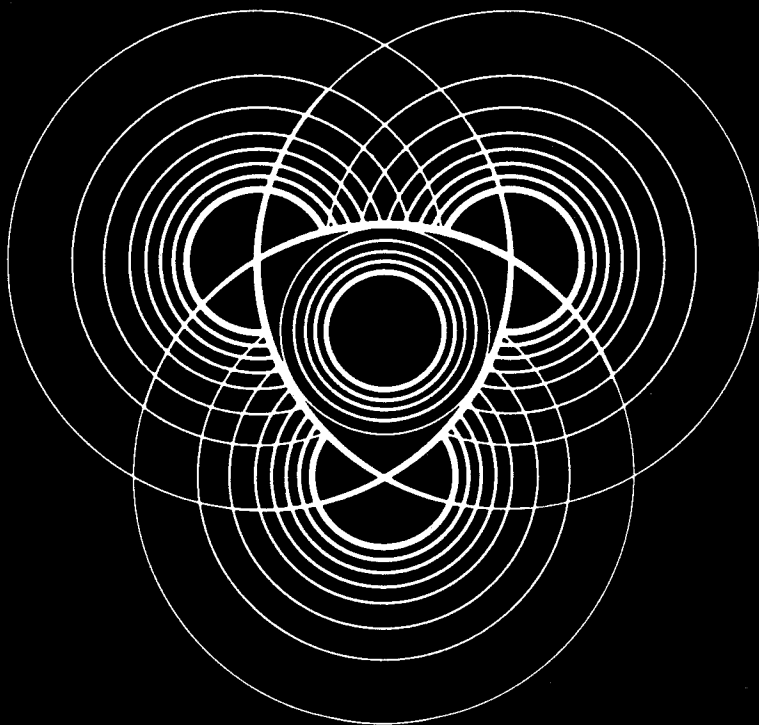


Health Sciences Interdisciplinary Courses

(Joint Day / Extension Courses)

UNIVERSITY OF MINNESOTA

1984 - 1985



ENROLLMENT GUIDELINES

This initial listing of Health Sciences Interdisciplinary Courses is intended to provide a broad sampling of team-relevant educational activities. The Health Sciences collegiate units have agreed to release from their schedules a specific "time-window." A number of interdisciplinary courses are offered in this "time-window." You can elect to take these courses under the departmental course number or under the HSU listing.

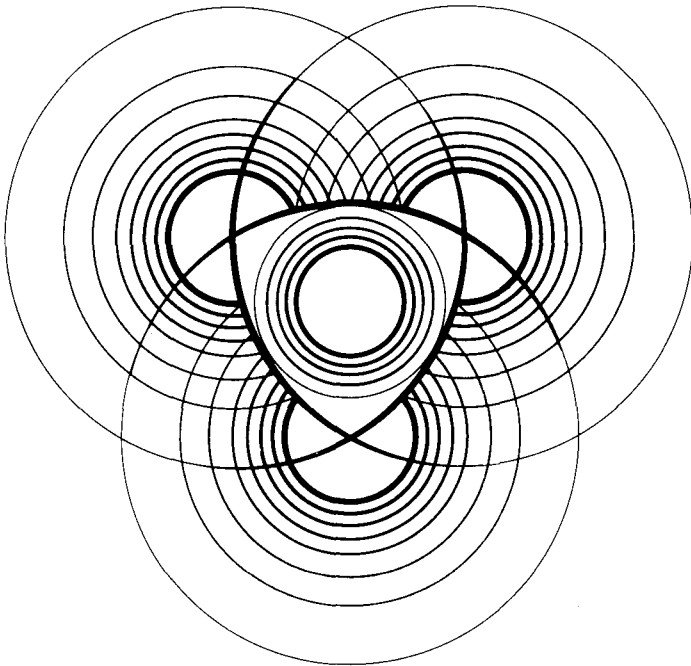
Questions regarding selection of interdisciplinary courses to the student's individual program should be directed to the major advisor. Enrollment with a departmental designation should be arranged through the sponsoring unit by contacting the primary instructor listed in this brochure.

Enrollment under the HSU designation can be arranged by contacting Gerrie Jensen, Teaching Assistant, W64, Centennial Hall, 425 Harvard (376-5069).

MSD
A22h

Health Sciences Interdisciplinary Courses

**UNIVERSITY OF MINNESOTA
1984-85**



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

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.

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

HEALTH SCIENCES UNITS (HSU) COURSES
(Joint Day/Extension Courses)

FALL QUARTER 1984

	Page
HSU 5009 (CPsych 5305; Educ 5440; PA 5671; SW 5024; Soc 5960; Phar 5009) "Multidisciplinary Perspectives on Aging," Instructor(s): Staff	10
HSU 5013 (CISy 5201) "Systems Approach to the Design of Instruction," Instructor: Carol Carrier	12
HSU 5017 "Written Communication Skills for Health Professionals," Instructor(s): Edna Maneval; David Garloff	12
HSU 5025 (PubH 5021; SW 5021; FSoS 5240) "Human Sexuality for the Health and Helping Professionals I," Instructor(s): Noel Larson; William Terrell	18
HSU 5033 (PubH 5043) "Analysis of Alcohol and Drug Problems," Instructor(s): James Kincannon; Linda Schenck	26
HSU 5039 (PubH 5049) "Alcohol and Drug Use Associated Problems: Assessment and Response," Instructor: James Kincannon	28
HSU 5210 (Phar 5210) "Terminology of the Health Sciences," Instructor(s): L. Peter Bast; M. W. Anderson	30

WINTER QUARTER 1985

HSU 5001 (PubH 5013; SW 5013) "Interdisciplinary Team Training in Health Services Delivery," Instructor(s): Robert Schwanke; Miriam Cohn .	7
HSU 5008 (PM&R 5445) "Social and Psychological Aspects of Physical Disability," Instructor(s): Nancy M. Crewe; Gary T. Athelstan	9
HSU 5018 (LMed 5346) "Computer Applications for Health Providers," Instructor: Laël Gatewood	13
HSU 5026 (PubH 5852) "Program Evaluation in Health and Mental Health Setting," Instructor: Judith Garrard	19
HSU 5027 (PubH 5022; SW 5022; FSoS 5240) "Human Sexuality for the Health and Helping Professionals II," Instructor(s): James W. Maddock; Noel R. Larson	20
HSU 5029 (Phar 5305; Engl 5910, Sec. 2) "Humanistic Case Studies in Health Care," Instructor: Bart Galle	23

WINTER QUARTER

Cont'd

HSU 5031 (Dent 5070; Phar 5007) "Biology of Aging," Instructor(s): Bart Galle; Staff **25**

HSU 5033 (PubH 5043) "Analysis of Alcohol and Drug Problems," Instructor(s): James Kincannon; Linda Schenck **26**

HSU 5037 (PubH 5047) "Public Health Strategies for Changing Health Compromising Behavior," Instructor: James Kincannon **27**

HSU 5040 (PubH 5040; Mort 5040) "Dying and Death in Contemporary Society," Instructor(s): Robert Slater; Earl Burger; James Rothenberger **29**

HSU 5210 (Phar 5210) "Terminology of the Health Sciences," Instructor(s): L. Peter Bast; M. W. Anderson **30**

SPRING QUARTER 1985

HSU 3003 (PubH 3003) "Fundamentals of Alcohol and Drug Abuse," Instructor: James Kincannon **7**

HSU 5011 (PubH 5064) "The Teaching-Learning Process in the Health Care Setting," Instructor: David Garloff **11**

HSU 5019 (PubH 5616) "The Rights of Children and Youth: Abuse and Neglect," Instructor: Robert W. tenBensel **14**

HSU 5021 (AdPy 5509) "Health Care for the Elderly," Instructor: Manfred Meier .. **15**

HSU 5022 (PubH 5850) "Health Sciences Education in the 20th Century," Instructor(s): Judith Garrard, Coordinator; John Eyler; Isabel Harris; Mike Loupe **16**

HSU 5028 (PubH 5023; SW 5023; FSoS 5240) "Human Sexuality for the Health and Helping Professionals III," Instructor(s): William R. Terrell; James W. Maddock **22**

HSU 5030 (Phar 5008) "Humanities and Aging," Instructor: Bart Galle **24**

HSU 5032 (PubH 3003) "Fundamentals of Alcohol and Drug Abuse," Instructor: James Kincannon **25**

HSU 5039 (PubH 5049) "Alcohol and Drug Use Associated Problems: Assessment and Response," Instructor: James Kincannon **28**

HSU 5210 (Phar 5210) "Terminology of the Health Sciences," Instructor(s): L. Peter Bast; M. W. Anderson **30**

SUMMER SESSION I, 1985

HSU 5009 (CPsych 5305; Educ 5440; PA 5671; SW 5024; Soc 5960; Phar 5009)
"Multidisciplinary Perspectives on Aging," Instructor(s): Staff **10**

HSU 5040 (PubH 5040; Mort 5040) "Dying and Death in Contemporary Society,"
Instructor(s): Robert Slater; Earl Burger; James Rothenberger.... **29**

HSU 5210 (Phar 5210) "Terminology of the Health Sciences," Instructor(s): L.
Peter Bast; M. W. Anderson **30**

SUMMER SESSION II, 1985

HSU 5210 (Phar 5210) "Terminology of the Health Sciences," Instructor(s): L.
Peter Bast; M. W. Anderson **30**



Extension Class Only
HSU 3003 (also PubH 3003)

Course #

Title: Fundamentals of Alcohol and Drug Abuse
Credits: 2
Primary Instructor(s): James Kincannon, 373-4453
Sponsor(s): School of Public Health
Quarter, Hour, Days: Spring 6:30-8:30 p.m. Thursday
Prerequisites: None (Meets concurrently with HSU 5032; PubH 5003)
For Whom Intended: Undergraduate students who have had no previous academic exposure to an alcohol/drug related issues
Maximum Enrollment: Open

Course Objectives: The student will:
Be able to relate the extent and nature of alcohol and other drug use to problems in our society.
Be able to explain what alcohol and other drugs do.
Be able to name the major contributors to alcohol/drug use associated problems.
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 the prevention of alcohol and drug-related problems.
Be able to describe the relative effectiveness, as well as the relative costs, of most strategies adopted to resolve alcohol/drug use associated problems.

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

Student Evaluation: Students shall complete and be evaluated on (1) a midquarter examination of multiple choice questions, and (2) a final examination of multiple choice questions.

(A Joint Day/Extension Class)
HSU 5001 (also PubH 5013; SW 5013)

Course #

Title: Interdisciplinary Team Training in Health Services Delivery
Credits: 3
Primary Instructor(s): Robert Schwanke, 373-4453; Miriam Cohn, 373-2635

(A Joint Day/Extension Class)

Course #

HSU 5001 (also PubH 5013; SW 5013)

Cont'd

Sponsor(s): School of Public Health; School of Social Work
Quarter, Hour, Days: Winter 6:10-9:10 p.m. Wednesday
Prerequisites: Consent of Instructor
For Whom Intended: Health Sciences Students
Maximum Enrollment: 10 HSU Day; 10 HSU Extension (30 for PubH; 20 for SW)

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 in 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, reading 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 minutes, personal assessment of team functioning, team project assignment and oral presentation, reading assignments, and written exam.

(A Joint Day/Extension Class)
HSU 5008 (also PM&R 5445)

Course #

Title: Social and Psychological Aspects of Physical Disability
Credits: 4
Primary Instructor(s): Nancy M. Crewe, Ph.D., Gary T. Athelstan, 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: (40 for HSU) 20 for HSU Extension

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.
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 midquarter and final examinations, and individual student projects.

Course #

(A Joint Day/Extension Class)

HSU 5009 (also CPsych 5305; Educ 5440; PA 5671; SW 5024; Soc 5960; Phar 5009)

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
Summer Session I (For Time and Days call 376-1759)
Prerequisites: None
For Whom Intended: Undergraduate and Graduate students with no prior specialized educational background in aging
Maximum Enrollment: 200 (20 from HSU Day; 20 from HSU Extension)

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

Course Objectives: The course is designed to enable class participants:

1. To develop an understanding of aging as a normal process and its consequences for biological, psychological, and sociological functioning.
2. To become aware of health and social problems accompanying aging in contemporary society.
3. To develop an appreciation for a multidisciplinary 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, 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, midquarter and final examination; one take home written exercise.

(A Joint Day/Extension Class)
HSU 5011 (also PubH 5064)

Course #

Title: The Teaching-Learning Process in the Health Care Setting
Credits: 3
Primary Instructor(s): David Garloff, 376-4666
Sponsor(s): Health Sciences Learning Resources and School of Public Health
Quarter, Hour, Days: Spring 3:15-6:00 p.m. Monday
Prerequisites: None
For Whom Intended: Health Sciences Students
Maximum Enrollment: 40 (20 for HSU) 10 for HSU Extension

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 behavior 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.

(A Joint Day/Extension Class)

Course #

HSU 5013 (also CISy 5201)

Title: Systems Approach to the Design of Instruction

Credits: 3

Primary Instructor(s): Carol Carrier, 376-1274

Sponsor(s): Curriculum and Instructional Systems

Quarter, Hour, Days: Fall 4:15-6:00 p.m. Tuesday

Prerequisites: None

For Whom Intended: Health Science Students

Maximum Enrollment: HSU Day 15; HSU Extension 15

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.

(A Joint Day/Extension Class)

Course #

HSU 5017

Title: Written Communication Skills for Health Professionals

Credits: 4

Primary Instructor(s): Edna Maneval; David Garloff, 376-4666

Sponsor(s): Physical Medicine and Rehabilitation; Health Sciences Learning Resources

Quarter, Hour, Days: Fall 6:15-9:00 p.m. Wednesday

Prerequisites: Knowledge of medical terminology

For Whom Intended: Health Sciences Students

Maximum Enrollment: 40 (20 from HSU Day; 20 from HSU Extension)

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

(A Joint Day/Extension Class)

Course #

HSU 5017

Cont'd

Course Objectives: To improve ability to evaluate written material; to increase sensitivity to good and bad writing; to improve writing skills.

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, clarity of presentation, conciseness, and transition. Sexism in medical writing, abstract writing, ethics, grant proposal writing, mechanics, and use of illustrations will be included. Students will submit a paper suitable for publication.

Student Evaluation: Based on assignments, class participation, final examination, and the required paper.

(A Joint Day/Extension Class)

Course #

HSU 5018 (also LMed 5346)

Title: Computer Applications for Health Providers

Credits: 3 (1 additional credit for optional computer project)

Primary Instructor(s): Laël Gatewood, V362A VFWCRC, 373-0325

Sponsor(s): Health Computer Sciences

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

Prerequisites: For those with health experience or current enrollment in health studies; permission of instructor required for all others.

For Whom Intended: Professionals or students in health-related disciplines (nurses, physicians, social workers, dentists, hygienists, nutritionists, pharmacists, therapists, health educators, technologists. . .)

Maximum Enrollment: 100 (35 from HSU Day; 35 from HSU Extension)

Overall Goal: To inform health 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 further development.

Course Objectives: Skill development will focus on the following areas:
DEFINITIONS: Identify the block elements and interconnections of a clinical computer system; 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 constraints on staff performance.

(A Joint Day/Extension Class)

Course #

HSU 5018 (also LMed 5346) Cont'd

ACCESS: Evaluate various ways of transferring data to and from computers; Describe possible input/output flows for operations in designated health field.

TRAINING: Design a training program for new users of a departmental computer; Contribute a Computer-Aided-Instruction (CAI) example for continuing or health education.

IMPACT: Outline reasons why computers are not more widely used in health care; Identify potential areas of difficulty with increasing automation.

RESOURCES: List sources and access methods for commonly-used health data bases; Investigate support mechanisms for microcomputer training, maintenance, development and user aids.

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 and associated provider roles in health care areas, both in the hospital and in the community. Procedures for instructional modules, data entry, report production, record summaries, status monitoring, and decision support are reviewed. Lectures are individualized to meet the projected professional needs of the students. Other learning activities include directed readings, topical literature review and critique, observation and evaluation of selected health-related computer systems, and assigned computer interactions in the Health Sciences Learning Resource Center, 270 Diehl Hall.

Student Evaluation:

Students may register either S-N (strongly encouraged for those with no computer experience), or A-N. Evaluation will be based on class discussions, weekly assignments, literature presentation, concept mastery quiz and final written examination. An extra credit is available for group or individual computer projects—check with instructor.

(HSU for Extension ONLY)

Course #

HSU 5019 (also PubH 5616)

Title: The Rights of Children and Youth: Abuse and Neglect
Credits: 4
Primary Instructor: Robert W. tenBensel, M.D., M.P.H., 373-8066
Sponsor: School of Public Health
Quarter, Hour, Days: Spring 4:15-6:00 p.m. Monday, Wednesday
Prerequisites: None

(HSU for Extension ONLY)

Course # HSU 5019 (also PubH 5616) Cont'd

For Whom Intended: Health Sciences Students, all interested University students, and interested community persons.

Maximum Enrollment: 230 (100 students from extension; 30 from HSU or #)

Overall Goal: To introduce student 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.

(A Joint Day/Extension Class)

Course # HSU 5021 (also AdPy 5509)

Title: Health Care for the Elderly

Credits: 3

Primary Instructor(s): Manfred Meier, Ph.D., 373-8272

Sponsor(s): Department of Psychiatry and Allied Health Programs

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

Prerequisites: None

For Whom Intended: Students interested in health aspects of aging

Maximum Enrollment: 50 (25 from HSU Day; 25 from HSU Extension)

(A Joint Day/Extension Class)

Course #

HSU 5021 (also AdPy 5509) Cont'd

- Overall Goal:** To provide students with the basic knowledge and essential skills for serving health needs of an aging population.
- Course Objectives:**
- The student will develop knowledge of the biologic aspects of human aging.
 - The student will become familiar with standard methods of evaluating the psychologic, social and physical health status of older adults.
 - The student will gain knowledge of common medical, dental, and pharmaceutical clinical problems of older adults, their diagnosis and treatment.
 - The student will gain knowledge regarding major issues in the delivery of health care to the older adults.
 - The student will have an opportunity to participate in a workshop designed to explore one's own affect and attitudes toward aging.
- Course Description:** The course will be taught by a multidisciplinary faculty representing the major health professions. The sessions will follow a lecture/discussion format. Ample use will be made of case examples and audio visual aids.
- Student Evaluation:** Objective examination. Graduate students required to write paper or perform clinical project.

(A Joint Day/Extension Class)

Course #

HSU 5022 (also PubH 5850)

- 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) & Sponsor(s):** Judith Garrard, 373-1901, 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:** Students in the School of Public Health; other Health Sciences Students; Undergraduates and graduate students in other colleges; faculty and staff in the health sciences.
- Maximum Enrollment:** 60 (25 for HSU) 15 for HSU Extension

(A Joint Day/Extension Class)

Course #

HSU 5022 (also PubH 5850) Cont'd

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 credit 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.)

(A Joint Day/Extension Class)

Course #

**HSU 5025 (also PubH 5021; SW 5021;
FSoS 5240)**

Title: Human Sexuality for the Health and Helping Professionals I

Credits: 3-4

Primary Instructor(s): Noel R. Larson, Ph.D.; William R. Terrell, M.P.H.

Sponsor(s): Allied Health Programs; School of Public Health; School of Social Work; Department of Family Social Sciences

Quarter, Hour, Days: Fall 5:15-7:30 p.m. Thursday

Prerequisites: Health Sciences; Public Health; graduate program in Family Social Science/Social Work, or #

For Whom Intended: Students in health sciences or helping professionals

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

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

1. Demonstrate an accurate knowledge of the anatomy and physiology of sexual function and dysfunction.
2. Be able to affirm his/her own sexual values.
3. Demonstrate a professionally tolerant and nonjudgmental stance toward patients'/clients' sexual attitudes and behaviors that differ from her/his own.
4. Analyze societal influences on sexual values and behavior.
5. Differentiate between negative and positive attitudes toward sexuality.
6. Know the nature of normal sexual health needs and typical sexual problems experienced through the human life cycle, particularly in the family context.
7. Know the nature of sexual health needs and problems associated with special populations, such as children the physically disabled, sexual minorities, aging persons, etc.
8. Know the relationship between sexuality and public and social health problems such as alcohol and drug abuse, child abuse, aggressive behavior, venereal disease, etc.

Course Description: Multidisciplinary approach to human sexuality from the perspective of public and social health and well-being of the community, society and individuals. Lecture, discussion, films, readings examine the role of sex in health with emphasis on sexual problems relating to physical disease and disability, mental health, family and relationship difficulties.

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

Course #

(A Joint Day/Extension Class)

**HSU 5025 (also PubH 5021; SW 5021;
FSoS 5240)** *Cont'd*

FOR FOUR CREDITS: Students are required to do the above PLUS participate in a 13-hour Sexual Attitude Reassessment workshop scheduled for Friday, October 26 (5:00-10:00 p.m.), and Saturday, October 27 (9:00a.m.-5:00 p.m.). NOTE: There is a charge to attend this workshop . . . you will be told what the cost is the 1st night of class.

**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 #

(A Joint Day/Extension Class)

5026 (also PubH 5852)

Title: Program Evaluation in Health and Mental Health Setting
Credits: 4
Primary Instructor(s): Judith Garrard, Ph.D., 373-1901
Sponsor(s): Health Care Psychology, School of Public Health
Quarter, Hour, Days: Winter 2:15-4:00 p.m. Monday, Wednesday
For Whom Intended: PubH 5806 basic statistics course
Prerequisites: This is an introductory course intended for students in the School of Public Health and for advanced undergraduate and graduate students in fields related to health or mental health.
Maximum Enrollment: 50 (25 for HSU) 10 for HSU Extension

Overall Goal: The emphasis in this course is on understanding and planning an evaluation study. This is not a practicum; therefore, the 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 briefly the development of the "field" of evaluation from a historical perspective and discuss the impetus for evaluation studies during the past two decades;

Course #

(A Joint Day/Extension Class)
5026 (also PubH 5852)

Cont'd

3. 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;
4. Discuss at least five types of evaluation;
5. 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;
6. Discuss the differences between experimental, quasi-experimental, and non-experimental methodological designs;
7. Describe how data from an evaluation study can be interpreted and how a final report should be written;
8. 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) Analysis of 3 evaluation studies in the student's own field using the 10-step procedure presented in class. (3) Team project.

Course #

(A Joint Day/Extension Class)
HSU 5027 (also PubH 5022; SW 5022; FSoS 5240)

Title: Human Sexuality for the Health and Helping Professionals II
Credits: 3
Primary Instructor(s): James W. Maddock, Ph.D.; Noel R. Larson, Ph.D.
Sponsor(s): Allied Health Programs; School of Public Health; School of Social Work; Department of Family Social Sciences
Quarter, Hour, Days: Winter 5:15-7:30 p.m. Thursday
Prerequisites: Completion of Human Sexuality for Health and Helping Professionals I, HSU 5025; PubH 5021; SW 5021; FSoS 5240 or #
For Whom Intended: Students in health sciences or helping professions

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 #

(A Joint Day/Extension Class)
**HSU 5027 (also PubH 5022; SW 5022;
FSoS 5240)** *Cont'd*

Course Objectives:

Upon completion of the course, the student will:

1. Recognize the need for attention to patients/clients 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, urologic 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 provide brief treatment for sexual problems amenable to short-term counseling.
10. Be able to make an effective referral of patients/clients 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.

(A Joint Day/Extension Class)

Course #

HSU 5028 (also PubH 5023; SW 5023; FSoS 5240)

Title: Human Sexuality for the Health and Helping Professionals III
Credits: 3
Primary Instructor(s): William R. Terrell, M.P.H.; James W. Maddock, Ph.D.
Sponsor(s): Allied Health Programs; School of Public Health; School of Social Work; Department of Family Social Sciences
Quarter, Hour, Days: Spring 5:15-7:30 p.m. Thursday
Prerequisites: Completion of Human Sexuality for Health and Helping Professionals I (HSU 5025; PubH 5021; SW 5021; FSoS 5240) or #
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.

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 and social welfare 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 and helping professionals, health and welfare 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 and welfare 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.

Course #

(A Joint Day/Extension Class)
**HSU 5028 (also PubH 5023; SW 5023;
FSoS 5240) Cont'd**

**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 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 (3-5 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 #

(A Joint Day/Extension Class)
**HSU 5029 (also Phar 5305; Engl
5910, Sec. 2)**

Title: Humanistic Case Studies in Health Care
Credits: 3 (4 in Engl 5910)
Primary Instructor: Bart Galle, 376-5314, Assistant Director, Continuing Education, College of Pharmacy; 373-8012, Interim Director, Continuing Medical Education
Sponsor(s): College of Pharmacy, Department of English
Quarter, Hour, Days: Winter 4:15-6:00 p.m. Thursday
Prerequisites: None
For Whom Intended: Health Sciences students and others interested in the full human context of health care.
Maximum Enrollment: 40 (15 from HSU Extension)

Overall Goal: To provide students in the health professions and the humanities with an opportunity to examine health care issues through the perspective of modern literature.

Course Objectives: At the completion of this course, students will be able to:

1. describe the broad range of human concerns potentially bearing on health care decisions;
2. discuss selected health-care issues within the framework of fully articulated human situations;
3. pursue the study or practice of health care with greater sensitivity and empathy.

Course Description: An exploration of health care issues through their embodiment in selected modern plays and novels. Discussion will focus on the full human context in which health-care decisions are made. Themes to be investigated include terminal care, the practitioner-patient relationship, the elderly patient, mental health

Course # (A Joint Day/Extension Class)
HSU 5029 (also Phar 5305; Engl 5910, Sec. 2) Cont'd

and madness, and the politics of health-care institutions. Not a course in literary analysis.

Student Evaluation: Students will be required to read the assigned books, give a brief in-class report, and complete a final examination (or essay).

Course # (A Joint Day/Extension Class)
HSU 5030 (also Phar 5008)

Title: Humanities and Aging
Credits: 2
Primary Instructor: Bart Galle
Sponsor(s): All University Council on Aging; College of Pharmacy
Quarter, Hour, Days: Spring 4:15-6:00 p.m. Wednesday
Prerequisites: None
For Whom Intended: Undergraduate and Graduate students with an interest in aging
Maximum Enrollment: 50 (10 from HSU Day; 15 from HSU Extension)

Overall Goal: To provide an expanded awareness of the potential of older people and the complexity of the aging experience.

Course Objectives: Students will be able to:

1. Describe changing attitudes towards America's elderly;
2. Describe the historical experience of today's elderly cohort;
3. List significant ethical issues surrounding death and dying;
4. Discuss the liabilities of intervention into the lives of older people;
5. Identify cultural attitudes towards aging through music and art;
6. Experience aging through its representation in literature.

Course Description: An examination of aging—through the perspectives of literature, music, art, philosophy, and history. Discussion will focus on such topics as the historical experience of today's elderly cohort, paternalism, generational conflict, cross-cultural ceremonies of aging, and changing attitudes toward the elderly in America.

Student Evaluation: Based on class participation, a final examination, and a brief written assignment or project.

(A Joint Day/Extension Class)

Course #

**HSU 5028 (also PubH 5023; SW 5023;
FSoS 5240) Cont'd**

**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 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 (3-5 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.

(A Joint Day/Extension Class)

Course #

**HSU 5029 (also Phar 5305; Engl
5910, Sec. 2)**

Title:

Humanistic Case Studies in Health Care

Credits:

3 (4 in Engl 5910)

Primary Instructor:

Bart Galle, 376-5314, Assistant Director, Continuing Education, College of Pharmacy; 373-8012, Interim Director, Continuing Medical Education

Sponsor(s):

College of Pharmacy, Department of English

Quarter, Hour, Days:

Winter 4:15-6:00 p.m. Thursday

Prerequisites:

None

For Whom Intended:

Health Sciences students and others interested in the full human context of health care.

Maximum Enrollment: 40 (15 from HSU Extension)

Overall Goal:

To provide students in the health professions and the humanities with an opportunity to examine health care issues through the perspective of modern literature.

Course

Objectives:

At the completion of this course, students will be able to:

1. describe the broad range of human concerns potentially bearing on health care decisions;
2. discuss selected health-care issues within the framework of fully articulated human situations;
3. pursue the study or practice of health care with greater sensitivity and empathy.

Course

Description:

An exploration of health care issues through their embodiment in selected modern plays and novels. Discussion will focus on the full human context in which health-care decisions are made. Themes to be investigated include terminal care, the practitioner-patient relationship, the elderly patient, mental health

Course # (A Joint Day/Extension Class)
**HSU 5029 (also Phar 5305; Engl
5910, Sec. 2) Cont'd**

and madness, and the politics of health-care institutions. Not a course in literary analysis.

Student Evaluation: Students will be required to read the assigned books, give a brief in-class report, and complete a final examination (or essay).

Course # (A Joint Day/Extension Class)
HSU 5030 (also Phar 5008)

Title: Humanities and Aging
Credits: 2
Primary Instructor: Bart Galle
Sponsor(s): All University Council on Aging; College of Pharmacy
Quarter, Hour, Days: Spring 4:15-6:00 p.m. Wednesday
Prerequisites: None
For Whom Intended: Undergraduate and Graduate students with an interest in aging
Maximum Enrollment: 50 (10 from HSU Day; 15 from HSU Extension)

Overall Goal: To provide an expanded awareness of the potential of older people and the complexity of the aging experience.

Course Objectives: Students will be able to:

1. Describe changing attitudes towards America's elderly;
2. Describe the historical experience of today's elderly cohort;
3. List significant ethical issues surrounding death and dying;
4. Discuss the liabilities of intervention into the lives of older people;
5. Identify cultural attitudes towards aging through music and art;
6. Experience aging through its representation in literature.

Course Description: An examination of aging—through the perspectives of literature, music, art, philosophy, and history. Discussion will focus on such topics as the historical experience of today's elderly cohort, paternalism, generational conflict, cross-cultural ceremonies of aging, and changing attitudes toward the elderly in America.

Student Evaluation: Based on class participation, a final examination, and a brief written assignment or project.

(A Joint Day/Extension Class)

Course # **HSU 5031 (also Dent 5070; Phar 5007)**

Title: Biology of Aging
Credits: 2
Primary Instructor: Bart Galle and Staff, 376-5314
Sponsor(s): Health Sciences Units; School of Dentistry; School of Pharmacy
Quarter, Hour, Days: Winter 4:15-6:00 p.m. Wednesday
Prerequisites: None
For Whom Intended: Health Sciences Students, all interested University students and other helping professionals
Maximum Enrollment: 60 (10 from HSU Day; and 10 from HSU Extension)

Overall Goal: To provide an overview of human biology related to the aging process.

Course Objectives: To have the student develop a working knowledge of the biology of aging by examining theories of aging, cardiovascular and renal systems, reproductive and endocrine systems, the nervous system, immunity, and issues of health and disease.

Course Description: The class will follow a lecture/discussion format under the direction of 4-5 faculty members. Registered students will be given readings to complete before the course begins.

Student Evaluation: Midterm (30%), Final Exam (40%), Term Paper (30%)
The term paper will include at least 10 references in referred journals, 10-12 pages in length, double spaced type or legible handwritten equivalent.

(Extension Class Only)

Course # **HSU 5032 (also PubH 5003)**

Title: Fundamentals of Alcohol and Drug Problems
Credits: 2
Primary Instructor: James Kincannon, Ph.D., 373-4453
Sponsor(s): School of Public Health
Quarter, Hour, Days: Spring 6:30-8:30 p.m. Thursday
Prerequisites: Limited to seniors of graduate students (Meets concurrently with HSU 3003; PubH 3003)
For Whom Intended: Seniors and graduate students who have had no previous academic exposure to alcohol/drug related issues
Maximum Enrollment: Open

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

(Extension Class Only)

Course #

HSU 5032 (also PubH 5003) Cont'd

- Be able to explain what alcohol and other drugs do.
- Be able to name the major contributors to alcohol/drug use associated problems.
- 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 the prevention of alcohol and drug-related problems.
- Be able to describe the relative effectiveness, as well as the relative costs, of most strategies adopted to resolve alcohol/drug use associated problems.

Course Description:

Lectures, discussion, and special readings on the scientific, socio-cultural, and attitudinal aspects of alcohol and other drug abuse problems, with special emphasis on incidence, prevalence, high-risk populations, prevention and intervention.

Student Evaluation:

Students shall complete and be evaluated on (1) a midquarter examination requiring short essay answers, and (2) a final examination requiring short essay answers.

Course #

HSU 5033 (also PubH 5043)

- Title: Analysis of Alcohol and Drug Problems
- Credits: 3
- Primary Instructor(s): James C. Kincannon, Ph.D.; Linda Schenck, M.D., 373-4453
- Sponsor(s): School of Public Health
- Quarter, Hour, Days: Fall 2:15-4:30 p.m. Thursdays
Winter 2:15-4:30 p.m. Thursdays
- Prerequisites: Limited to seniors and graduate students
- For Whom Intended: Seniors and graduate students in the health or other helping professions who have had no previous academic exposure to alcohol/drug related issues.

Overall Goal:

- The student will:
- Be able to relate the extent and nature of alcohol and other drug use to problems in our society.
 - Be able to describe the influence of governing images with respect to the definition of, the rate of, and the societal responses to alcohol/drug use associated problems.
 - Be able to explain what alcohol and other drugs do.
 - Be able to describe the relationship of inheritance, personal history, and environmental factors to alcohol/drug use associated problems.

Course #

HSU 5033 (also PubH 5043) Cont'd

Be able to discuss the relative types and merits of primary, secondary and tertiary prevention strategies with respect to alcohol/drug problems.

Be able to describe the relative effectiveness, as well as the relative costs, of most strategies adopted to resolve alcohol/drug use associated problems.

**Course
Description:**

Lectures, discussion, and readings considering the use patterns, personal and social problems, risk factors, and resolution strategies (prevention, intervention, and treatment) associated with commonly used intoxicating substances.

**Student
Evaluation:**

Students shall complete and be evaluated on (1) a midquarter examination requiring short essay answers, and (2) a final examination requiring short essay answers.

Course #

HSU 5037 (also PubH 5047)

Title: Public Health Strategies for Changing Health Compromising Behavior

Credits: 3

Primary Instructor(s): James C. Kincannon, Ph.D., 373-4453

Sponsor(s): School of Public Health

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

Prerequisites: Limited to seniors and graduate students

For Whom Intended: Seniors and graduate students in Health Sciences and other helping professions

Overall Goal: The student will:

Be able to identify behavior patterns shown to be related to major health problems.

Be able to use theoretical constructs from the behavioral sciences to generate strategies for altering the environments, social dynamics, behavior and attitudes which contribute to health compromising behavior.

Be able to construct specific action plans for the reduction of the health compromising aspects of the behavior which are defensible on theoretical and empirical grounds.

**Course
Description:**

Brief lectures, discussions, small group projects to explore strategies for changing patterns of health compromising behavior consistent with a Public Health perspective.

Course #

HSU 5037 (also PubH 5047) Cont'd

Student

Evaluation:

The grade of B is achieved by (1) appropriate class participation and (2) one typewritten page (or handwritten equivalent if *legible*) of interactive notes for each assigned reading. Students seeking an A must prepare a paper describing the nature and extent of a particular health problem, a summary of the known behavioral contributors to that problem, a proposed strategy to minimize the risk associated with that behavior pattern, and a consideration of the relative costs and benefits of the proposed strategy. Failure to meet the criteria for B or A will result in a lower grade.

Course #

HSU 5039 (also PubH 5049)

Title:

Alcohol and Drug Use Associated Problems: Assessment and Response

Credits:

3

Primary Instructor(s): James C. Kincannon, Ph.D., 373-4453

Sponsor(s):

School of Public Health

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

Prerequisites:

HSU 5033; PubH 5043, or other introductory course in Alcohol and Drug Problems or consent of the instructor

For Whom Intended:

Seniors and graduate students in Health Sciences and other helping professions who will have clinical contact with individuals experiencing alcohol and drug use associated problems.

Overall Goal:

The student will:

Be able to identify alcohol/drug use associated problems.

Be able to appropriately intervene into problems associated with alcohol/drug use.

Be able to construct treatment plans appropriate to different types of alcohol/drug use associated problems.

Be able to mobilize resources to help clients achieve treatment objectives

Be able to use professional and nonprofessional collaterals in the resolution of alcohol/drug use associated problems.

Course

Description:

Discussions, role playing and readings to help the health professional assess and appropriately respond to the most common problems associated with alcohol/drug use.

Course #

HSU 5039 (also PubH 5049) Cont'd

Student Evaluation: The grade of B is achieved by means of (1) appropriate class participation and (2) one typewritten page (or handwritten equivalent if *legible*) of interactive notes for each assigned reading. Students seeking an A must demonstrate competence via a standardized role play with the instructor. Failure to meet the criteria for B or A will result in a lower grade.

(A Joint Day/Extension Class)

Course #

HSU 5040 (also PubH 5040; Mort 5040)

Title: Dying and Death in Contemporary Society
Credits: 3
Primary Instructor(s): Robert Slater, 373-3870; Earl Burger, 373-3870; James Rothenberger, 373-4453
Sponsor(s): School of Public Health; Mortuary Science
Quarter, Hour, Days: Winter 4:15-6:00 p.m. Monday
4:15-5:00 p.m. Wednesday
Summer Session I (Day school only June 12-June 29)
1:30-4:00 p.m. Mon, Tues, Wed, Thurs, Fri.
Prerequisites: Limited to Health Science major, School of Public Health major, education senior, Mortuary Science major, or #
For Whom Intended: See above
Maximum Enrollment: 60 (15 from HSU Day; 15 from HSU Extension)

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

Course #

HSU 5039 (also PubH 5039) Cont'd

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.

(A Joint Day/Extension Class)

Course #

HSU 5210 (also Phar 5210)

Title: Terminology of the Health Sciences

Credits: 2

Primary Instructor(s): L. Peter Bast; M. W. Anderson, 373-9146

Sponsor(s): College of Pharmacy

Quarter, Hour, Days: Fall, Winter, Spring (Summer Session I and II Extension only)

Day and time arranged

Although this is basically an independent study course, attendance at an orientation session is required. Please call 373-9146 for the times and locations for the orientation sessions for each quarter.

Prerequisites: None

For Whom Intended: Open

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 prefixes, suffixes, word roots, and combining forms.

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

Correctly spell the terms used in the Health Sciences.

Course Description: The course is an independent study course which meets biweekly for tests. The day and time for the tests are arranged at the beginning of each term. There are no lectures or other formal class sessions other than the test 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 4 tests during the term and on a comprehensive examination. A grade of A will be awarded for an average score of 90% on the tests. If one achieves an average of 90% on the tests, the final exam need not be taken. 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%.

