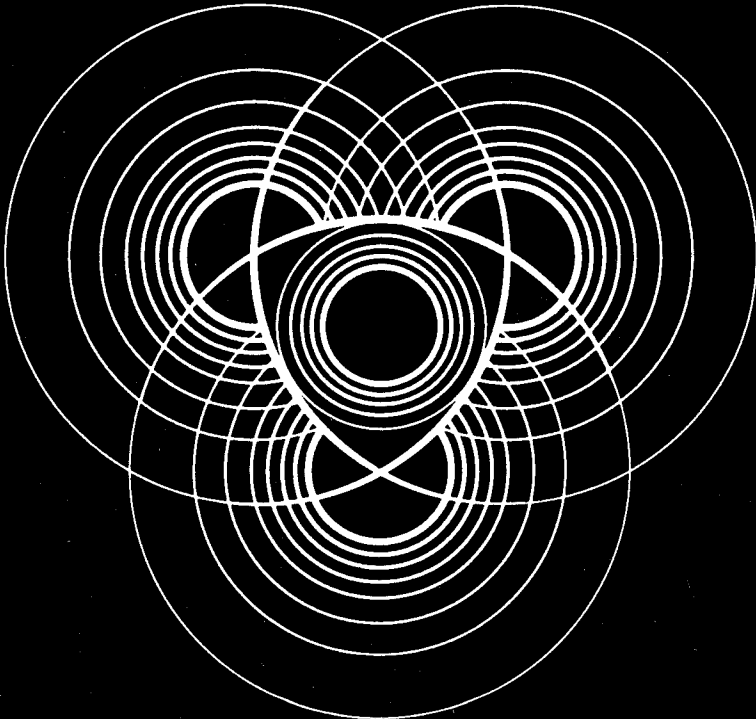


# **Health Sciences Interdisciplinary Courses**

**(Joint Day / Extension Courses)**

**UNIVERSITY OF MINNESOTA  
1985 - 1986**



### **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.

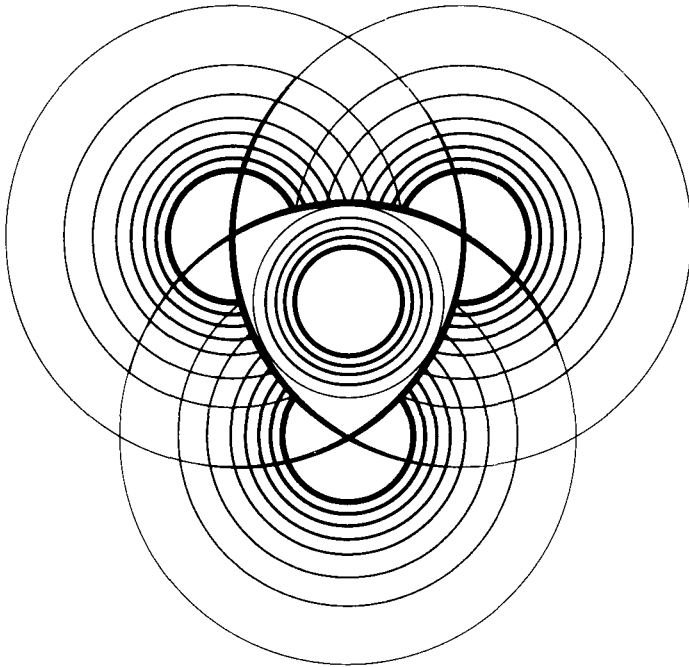
Questions regarding selection of interdisciplinary courses to the student's individual program should be directed to the major advisor. Enrollment with a departmental designation should be arranged through the sponsoring unit by contacting the primary instructor listed in this brochure.

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

MSU  
2/20/86

# **Health Sciences Interdisciplinary Courses**

**UNIVERSITY OF MINNESOTA  
1985 - 1986**



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

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**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.

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

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**SUMMER SESSION I, 1986  
EXTENSION ONLY**

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**SUMMER SESSION II, 1986  
EXTENSION ONLY**

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(Extension Class Only)  
**HSU 3003 (also PubH 3003)**

Course #

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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 #

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

Course #

(A Joint Day/Extension Class)  
**HSU 5001 (also PubH 5013; SW 5013)**  
*Cont'd*

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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 team organization and process including interpersonal, group communications with application to interdisciplinary health and human service projects. 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 process record, 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 #

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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., (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.

**HSU 5009 (also CPsych 5305; Educ 5440; PA 5660; SW 5024; Soc 5960; Phar 5009)**

Course #

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Title: Multidisciplinary Perspective on Aging  
Credits: 4  
Primary Instructor(s): Bart Galle and Staff, 376-1759  
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)  
Extension Only:

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)  
**HSU 5013 (also Cisy 5201)**

Course #

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Title: Systems Approach to the Design of Instruction  
Credits: 3  
Primary Instructor(s): Staff  
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)  
**HSU 5017**

Course #

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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.

(Extension Only)  
**HSU 5017**

Course #

*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)  
**HSU 5018 (also LMed 5346)**

Course #

**Title:** Computer Applications for Health Providers  
**Credits:** 3 (1 additional credit for optional computer project)  
**Primary Instructor(s):** Laëli 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 care experience or current enrollment in health studies; permission of instructor required for all others.

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

**Maximum Enrollment:** 50 (20 from HSU Day) 20 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 present 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:** Define 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; Evaluate the contribution of environment, training, feedback and system constraints on staff performance.

(A Joint Day/Extension Class)  
**HSU 5018 (also LMed 5346)**

Course #

cont'd

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

**RESOURCES:** List sources and access methods for commonly-used health data bases; Investigate support mechanisms for micro-computer 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 special individual or group computer projects—check with instructor.

(HSU for Extension ONLY)  
**HSU 5019 (also PubH 5616)**

Course #

**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)  
**HSU 5019 (also PubH 5616)**

*cont'd*

Course #

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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)

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

Course #

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Title: Human Sexuality for the Health and Hearing Professionals I

Credits: 3-4

Primary Instructor(s): Noel R. Larson, Ph.D.; James W. Maddock, Ph.D.

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

Quarter, Hour, Days: Fall 6:00-8:15 p.m. Thursday

(A Joint Day/Extension Class)  
**HSU 5025 (also PubH 5021; SW 5021;  
FSoS 5240)**

Course #

Cont'd

**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).

**FOR FOUR CREDITS:** Students are required to do the above PLUS participate in a 13-hour Sexual Attitude Reassessment workshop scheduled for Friday, October 25 (5:00-10:00 p.m.), and Saturday, October 26 (9:00 a.m.-5:00 p.m.); NOTE: There is an extra charge for students to attend this workshop . . . you will be told what the cost is the 1st night of class.

(A Joint Day/Extension Class)

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

Course #

*Cont'd*

**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.

(A Joint Day/Extension Class)

**HSU 5026 (also PubH 5852)**

Course #

Title: Program Evaluation in Health and Mental Health Setting

Credits: 4

Primary Instructor(s): Judith Garrard, Ph.D., 373-8106

Sponsor(s): Health Education, 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;
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;

Course #

(A Joint Day/Extension Class)  
**HSU 5026 (also PubH 5852)** *cont'd*

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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)**

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Title: Human Sexuality for the Health Professionals II  
Credits: 3  
Primary Instructor(s): James W. Maddock, Ph.D.; Noel R. Larson, Ph.D.  
Sponsor(s): Health Sciences; School of Public Health; School of Social Work; Department of Family Social Sciences  
Quarter, Hour, Days: Winter 6:00-8:15 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 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.

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

Course #

*Cont'd*

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.

(Extension Only)

Course #

**HSU 5028 (also PubH5023; SW5023;  
FSoS 5240)**

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**Title:** Implementation of Sexual Health Programs and Policies  
**Credits:** 3  
**Primary Instructor(s):** James W. Maddock, Ph.D.  
**Sponsor(s):** Health Sciences; School of Public Health; School of Social Work; Department of Family Social Sciences  
**Quarter, Hour, Days:** Spring 6:00-8:15 p.m. Thursday  
**Prerequisites:** Completion of Human Sexuality for Health and Helping Professionals I (HSU 5025; PUBH 5021; SW 5021; FSoS 5240; FSoS 5001 or #)  
**For Whom Intended:** Students in health sciences, education or helping professions; personnel in mental health or family service agencies; staff of clinics and hospitals; educators and counselors in school systems.  
**Overall Goal:** To explore basic approaches to sex education and preventive sexual health care and examine social and institutional policies which promote sexual health.

**Course Objectives:**

- Upon completion of the course, the student will:
1. Be familiar with several basic approaches to sex education for children, adults and health/helping professionals.
  2. Be able to construct guidelines for establishing institutional policies on sex education and preventive sexual health care.
  3. Be able to discuss the advantages and disadvantages of sex education programs in homes, schools, community organizations and health care institutions.
  4. Recognize the impact of public health and social welfare policies on human sexual behavior.
  5. Have a cognitive framework for examining controversial issues related to sex education and sexual health.
  6. Be familiar with approaches and issues related to preventive sexual health care for sexual minorities and various special populations.

**Course Description**

Issues, controversies, alternative approaches to preventive programs, policies. Ethical/legal aspects, sexual normalcy, variants/deviance, and health care. Emphasizes sexual health education for adults, children.

A conceptual framework for preventive sexual health care will be presented, followed by an exploration of values issues underlying sex-related social policies. The class will consider both the policy-making process and the content of some current controversial sexual issues. Then resource persons will join

(Extension Only)

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

Course #

*Cont'd*

the class on a regular basis to describe their efforts in sex education and preventive health care, from which will evolve class discussions of problems in implementing policies and programs. Students will be asked to prepare thoroughly for each class session by studying assigned readings in order to promote maximum class discussion and cooperative problem solving efforts.

**Student  
Evaluation**

Students may register either S/N or A/N. For a grade of "S" or "C", students are required to participate in class discussions and activities and to write a one-page statement describing a sexual health policy or program goal. Grades of "B" or "A" can be earned by writing two short papers, taking OPPOSITE points of view on a controversial sexual health issue or by writing one longer paper outlining a self-designed sex education or preventive health program aimed at a specified population.

(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, 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;

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

Course #

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 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).

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

Course #

Title: Humanities and Aging

Credits: 2

Primary Instructor: Bart Galle, and Staff, 376-1759

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.



(A Joint Day/Extension Class)

Course #

**HSU 5030 (also Phar 5008)**

*Cont'd*

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**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 Phar 5007)**

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**Title:** Biology of Aging

**Credits:** 2

**Primary Instructor:** Bart Galle and Staff, 376-1759

**Sponsor(s):** Health Sciences Units, 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 (20 from HSU Day; and 20 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)

**HSU 5032 (also PubH 5003)**

**Course #**

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**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.
- 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 #**

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**HSU 5033 (also PubH 5043)**

**Title:** Analysis of Alcohol and Drug Problems  
**Credits:** 3  
**Primary Instructor(s):** James C. Kincannon, PhD.; Linda Schenck, M.D., 373-4453  
**Sponsor(s):** School Of Public Health  
**Quarter, Hour, Days:** Fall 2:15-4:30 p.m. Tuesday  
Winter 2:15-4:30 p.m. Tuesday

**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.  
 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.

**(A Joint Day/Extension Class)**

Course #

**HSU 5034**

**Title:** Scientific Information Research Strategies  
**Credits:** 2  
**Primary Instructor(s):** Mary Mueller, Gertrude Foreman (373-5584)  
**Sponsor(s):** Bio-Medical Library  
**Quarter, Hour, Days:** Winter 4:15-6:00 p.m. Wednesday  
**Prerequisites:** None

(A Joint Day/Extension Class)

Course #

**HSU 5034**

*Cont'd*

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For Whom Intended: Health sciences, students, undergraduate and graduate students in other colleges, University, Faculty and Staff

Maximum Enrollment: 25 (15 for Day) 10 for Extension

**Overall Goal:** To develop the knowledge and skills necessary to conduct library research and manage recorded information.

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

1. Define his/her information needs.
2. Find information in various formats using a variety of resources.
3. Conduct a MEDLINE search.
4. Compile a subject bibliography and store it on a microcomputer disk.

**Course Description:** Lectures and practice sessions will allow students to explore (1) various library research methods and resources (2) methods for managing recorded information. Students will produce a microcomputer-based bibliography using print, audiovisual and database sources.

**Student Evaluation:** Evaluation will be based on the bibliography produced and other assignments. Students may register A/N -S/N

Course #

**HSU 5035 (also PubH 5045)**

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Title: Development and Prevention of Adolescent Drug Abuse

Credits: 3

Primary Instructor(s): David M. Murray and Cheryl L. Perry

Sponsor(s): Division of Epidemiology; School of Public Health

Quarter, Hour, Days: Winter 11:15 a.m. - 1:45 p.m. Mondays

Prerequisites: PubH 5043; HSU 5033 or consent of instructor

For Whom Intended: Public Health, Graduate students in Health Sciences and other helping professions with some academic experience with alcohol/drug problems

Maximum Enrollment: 20 (10 for HSU)

- Course Objectives:** The student will be able to:
1. Describe the factors which predict adolescent drug use.
  2. Describe both the opportunities for and the limitations of Public Health approaches currently employed to reduce the onset and intensity of adolescent drug use.
  3. Explore alternative initiatives specific to different levels of intervention (individual, social, legislative).
  4. Consider the major barriers to the reduction of these problems.

**Course Description:** Lectures, readings and discussions of published studies of and reviews on the secondary prevention of smoking, drinking and/or associated problems among adolescents in this country and others.

**Student Evaluation:** Grade dependent on the quality of review of the assigned readings and participation in discussions. Students seeking an A will prepare one class presentation on a specific approach chosen jointly by them and one instructor. Failure to meet the criteria for a B or an A will result in a lower grade.

**Title:** Intervention/Secondary Prevention of Drug Abuse in Adults  
**Credits:** 3  
**Primary Instructor(s):** Terry Pechacek; James Kincannon, 373-4453  
**Sponsor(s):** School of Public Health; Division of Epidemiology and Health Education  
**Quarter, Hours, Days:** Spring 2:15-4:30 p.m. Thursdays  
**Prerequisites:** PubH 5043; HSU 5033 or consent of instructor  
**For Whom Intended:** Public Health, Graduate students in Health Sciences and other helping professions with some academic experience with alcohol/drug problems  
**Maximum Enrollment:** 10 for HSU

**Overall Goal:** Consider the most cost-effective measures to reduce unnecessary morbidity and mortality related to the use of legal

drugs in the general population with particular emphasis on nicotine and alcohol.

**Course Objectives:**

The student will be able to:

1. Describe the history of smoking and drinking problems in this country.
2. Describe both the opportunities for and the limitations of Public Health approaches currently employed to reduce unnecessary morbidity and mortality associated with nicotine and alcohol use in the adult population.
3. Explore alternative initiatives specific to different levels of intervention (individual, social, legislative).
4. Consider the major barriers to the reduction of these problems.

**Course Description:**

Lectures, readings and discussions of published studies of and reviews on the secondary prevention of smoking, drinking and/or associated problems among adults in this country and others.

**Student Evaluation:**

Grade dependent on the quality of review of the assigned readings and participation in discussions. Students seeking an A will prepare one class presentation on a specific approach chosen jointly by them and one instructor. Failure to meet the criteria for a B or an A will result in a lower grade.

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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.	Thursday
	Winter	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.		

Course #

**HSU 5039 (also PubH 5049)** *cont'd*

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- 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.
- 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)  
**HSU 5040 (also PubH 5040; Mort 5040)**

Course #

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- 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
- 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)

(A Joint Day/Extension Class)

**HSU 5040 (also PubH 5040; Mort 5040)**

Course #

*Cont'd*

**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.

(A Joint Day/Extension Class)

**HSU 5210 (also Phar 5210)**

Course #

**Title:** Terminology of the Health Sciences

**Credits:** 2

**Primary Instructor(s):** Thomas McKennell, 376-5315

**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 376-5315 for the times and locations for the orientation sessions for each quarter.



Course #

(A Joint Day/Extension Class)  
**HSU 5210 (also Phar 5210)**

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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%.

