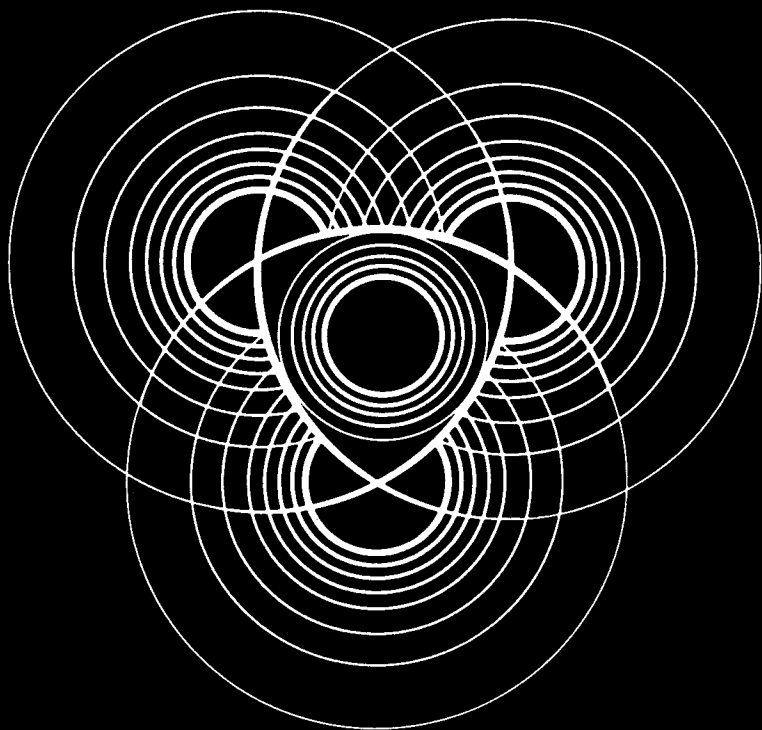


# **Health Sciences Interdisciplinary Courses**

**(Joint Day / Extension Courses)**



**UNIVERSITY OF MINNESOTA  
1989-1990**

### **ENROLLMENT GUIDELINES**

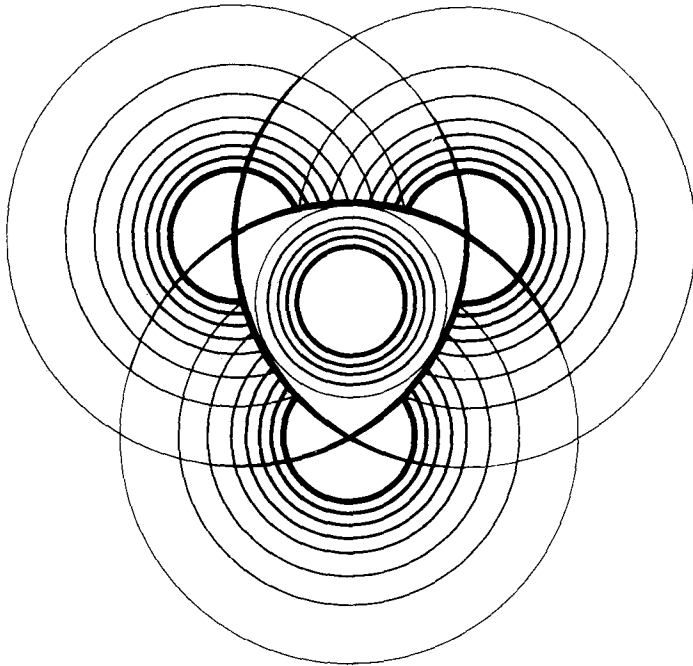
This initial listing of Health Sciences Interdisciplinary Courses is intended to provide a broad sampling of team-relevant educational activities. The Health Sciences collegiate units have agreed to release from their schedules a specific "time-window." A number of interdisciplinary courses are offered 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 for the student's individual program should be directed to the major advisor. Enrollment with a departmental designation should be arranged through the sponsoring unit by contacting the primary instructor listed in this brochure.

For more information contact Health Sciences Learning Resources, W42 Centennial Hall, 425 Harvard Street SE, (624-7102).

# **Health Sciences Interdisciplinary Courses**

**UNIVERSITY OF MINNESOTA  
1989-1990**



*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's Educational Policy Committee unit administration, and the Council for Health Interdisciplinary Participation (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 the location of each class.

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

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**SUMMER SESSION I, II, 1990  
DAY ONLY**

**HSU 5210 (SAHP 5210) "Terminology of the Health Sciences," Instructor: Thomas McKennell . . . . . 30**

**RECENT CHANGE**

Students who wish to use 5-level Health Science Units (HSU) courses toward M.Ed., M.P.H., and Pharm D may do so under the terms of their approved degree programs. However, HSU courses do not qualify for Graduate School credit. Students who wish to obtain Graduate School credit must register for the course under the other department's course number and designator.

Course #

(Extension Class Only)  
**HSU 3003 (also HSU 5032; PubH 3003;  
PubH 5003)**

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**Title:** Fundamentals of Alcohol and Drug Abuse  
**Credits:** 2  
**Primary Instructor:** James Rothenberger, (625-5692)  
**Sponsor:** School of Public Health  
**Quarter, Hour, Days:** Spring 6:30-8:30 p.m. Thursday  
**Prerequisites:** None  
**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)

Course #

**HSU 3005**

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**Title:** Orientation to the Health Sciences  
**Credits:** 2  
**Primary Instructors:** John D. Allison, S. Bruce Benson, Ronald Berkeland, Karen Karni, Kathleen Newell  
**Sponsor:** Health Science Units  
**Quarter, Hour, Days:** Winter 4:15-6:00 p.m. Tuesday  
**Prerequisites:** None  
**For Whom Intended:** Pre-Health Science students or anyone interested in the Health Sciences as a career.  
**Maximum Enrollment:** 200

**Course Objectives:** An overview of the Health Science professions through lectures, demonstrations, videotapes, and tours designed to provide factual information and guidance for students considering a Health Sciences career.  
**Student Evaluation:** S/N only.

(A Joint Day/Extension Class)

Course #

**HSU 5001 (also PubH 5013; SW 5013)**

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**Title:** Interdisciplinary Team Training in Health Services Delivery  
**Credits:** 3  
**Primary Instructor:** Robert Schwanke, (625-5478)  
**Sponsors:** School of Public Health, School of Social Work  
**Quarter, Hour, Days:** Winter 5:10-8:10 p.m. Wednesday  
**Prerequisites:** Consent of the Instructor  
**For Whom Intended:** Health Sciences Students  
**Maximum Enrollment:** 10 HSU Day; 10 HSU Extension (30 for PubH; 20 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 and 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 5007 (also PubH 5727)**

Course #

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**Title:** Health Leadership and Effecting Change  
**Credits:** 3  
**Primary Instructor:** Barbara Spradley, (625-1106)  
**Sponsors:** School of Public Health, Health Sciences  
**Quarter, Hour, Days:** Winter 4:15-7:00 p.m. Wednesday  
**Prerequisites:** Public Health, graduate student, or consent of the instructor.  
**For Whom Intended:** Public Health or other Health Sciences' graduate students interested in becoming more effective leaders and change agents in their professional roles.

**Maximum Enrollment:** 25

**Overall Goal:** To apply a broad theoretical base in leadership and planned change to solve problems in students' roles as leaders in the health professions.

**Course Objectives:** Upon completion of the course students will be able to:  
Describe the tactics used by a successful community organizer, (Alinsky);  
Describe the process of planned change and the role of the change agent, (Lippitt, et al);  
Examine the dynamics of organizational change, (Ouchi);  
Describe the theoretical bases for effective leadership, (Terry);  
Analyze the impact of major societal trends on health care leadership roles, (Naisbitt);  
Describe strategies for fostering organizational innovation, (Kanter);  
Analyze change literature in their own field of study;  
Articulate a personal philosophy of leadership and change;  
Discuss the means for maintaining the vitality of people and organizations, (Gardner).

**Course Description:** Application of a broad theoretical base in planned change to solve managerial and organizational problems in students' roles as leaders in the health professions.

**Student Evaluation:** The course is designed around background readings and weekly seminar discussions. Students are expected to prepare for discussion by developing a short, structured paper each week. Five of these papers are graded (60%) in addition to a short paper expressing the student's own philosophy of leadership and change (40%). Quality of students' participation in discussion influences borderline grades. There is no midterm or final examination.

(A Joint Day/Extension Class)

**HSU 5008**

**Course #**

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**Title:** Social and Psychological Aspects of Physical Disability  
**Credits:** 4  
**Primary Instructor:** Gary T. Athelstan, (626-4975)  
**Sponsor:** Physical Medicine & Rehabilitation  
**Quarter, Hour, Days:** Winter 3:15-5:00 p.m. Tuesday, Thursday  
**Prerequisites:** None  
**For Whom Intended:** Health Science Students  
**Maximum Enrollment:** (40 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 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 CPsy 5305; Educ 5440\*;  
PA 5414; SW 5024; Soc 5960; SAHP  
5009; PubH 5520)**

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**Title:** Multidisciplinary Perspective on Aging  
**Credits:** 4  
**Primary Instructor:** AUCA Faculty  
**Sponsors:** All University Council on Aging and Health Sciences Faculty  
**Quarter, Hour, Days:** Fall 4:15-6:00 p.m. Monday, Wednesday  
Spring 4:15-6:00 p.m. Monday, Wednesday  
(Extension only)  
**Prerequisites:** None  
**For Whom Intended:** Undergraduate and graduate students with no prior specialized educational background in aging  
**Maximum Enrollment:** 100 (10 from HSU Day; 10 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:  
To develop an understanding of aging as a normal process and its consequences for biological, psychological, and sociological functioning;  
To become aware of health and social problems accompanying aging in contemporary society;  
To develop an appreciation for a multidisciplinary perspective for studying aging and dealing with the aging process and its consequences;  
To develop awareness of alternative biological and social gerontological theories of aging;  
To become aware of interventions in the aging process provided by society and older people themselves;  
To become aware of public policy pertaining to older adults;  
To develop a personal interest in influencing one's personal response to the aging process;  
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, and one paper.

\* Fall quarter only.

(A Joint Day/Extension Class)  
**HSU 5010 (also PubH 5010)**

Course #

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**Title:** Public Health Approaches to AIDS  
**Credits:** 3  
**Primary Instructor:** James Rothenberger (625-5692)  
**Sponsor:** School of Public Health  
**Quarter, Hour, Days:** Fall 4:15-6:00 p.m. Monday  
4:15-5:00 p.m. Wednesday  
Spring 4:15-6:00 p.m. Monday  
5:15-5:00 p.m. Wednesday  
**Prerequisites:** None  
**For Whom Intended:** Health, education, and helping professions' students  
**Maximum Enrollment:** Open

**Overall Goal:** To provide the student with a public health context for the medical, social, and policy issues raised by the AIDS epidemic.

**Course Objectives:** Upon completion of the course the student will be able to:  
Discuss traditional public health approaches to disease as they relate to AIDS;  
Describe epidemiological and clinical features of HIV infection in Minnesota, the U.S., and the world;  
Discuss the ways in which HIV is transmitted, and ways to prevent transmission;  
Describe the political and social impact of AIDS on various U.S. subcultures and minority groups;  
Demonstrate familiarity with principles of health behavior change and public health interventions, as they relate to AIDS;  
Discuss legal, ethical, economic, and social policy implications of the epidemic of HIV infection.

**Course Description:** This course is a survey of the public health approaches to the AIDS epidemic. It is designed for students in the health and helping professions, education, and other related disciplines. Topics include epidemiological and clinical features of HIV infection; the impact of AIDS on certain communities and populations; and behavior change principles as they apply to AIDS education.

**Student Evaluation:** One 7-9 page self-analysis paper, covering professional attitudes and personal responsibilities, a midquarter (40% of the grade), and a final (60% of the grade). (The self-analysis paper will determine borderline grades.) Graduate students may choose to prepare a research or term paper, but must first advise the course coordinator or teaching assistant.

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

Course #

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**Title:** The Teaching-Learning Process in the Health Care Setting  
**Credits:** 3  
**Primary Instructor:** David Garloff, (624-5909)  
**Sponsors:** Health Sciences Learning Resources, School of Public Health  
**Quarter, Hour, Days:** Spring 2:30-5:15 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 them.

**Course Objectives:** Upon completion of the 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 the appropriate learning activities based upon learning objective;  
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:** Frank Roberts (625-8836)  
**Sponsor:** Curriculum and Instructional Systems  
**Quarter, Hour, Days:** Spring 6:15-8:00 p.m. Wednesday  
**Prerequisites:** None  
**For Whom Intended:** Health Sciences Students  
**Maximum Enrollment:** HSU Day 15; HSU Extension 15

**Course Objectives:** 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. The model presented can be used in designing instruction in any content area. Current research on concept lesson design will be presented.

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

**Course #**

**HSU 5018 (also CLS 5356, HInf 5430)**

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**Title:** Computer Applications in Health Services  
**Credits:** 3 (1 additional credit for optional computer project)  
**Primary Instructor:** Stanley Finkelstein, (625-6406)  
**Sponsor:** Health Computer Sciences  
**Quarter, Hour, Days:** Fall 9:15-10:00 a.m. Monday, Wednesday, Friday  
**Prerequisites:** None  
**For Whom Intended:** For those with health care experience or current enrollment in health studies; permission of instructor required for all others  
**Maximum Enrollment:** Open

**Overall Goal:** To inform about the technical capabilities of computers; their present roles in health care management; the systems and personnel involved; the costs and potential benefits of current applications; the justification, specification and evaluation of computer systems, and the capacity for future modification and development.

**Course Objectives:** The student will develop skills in the following areas:  
**DEFINITIONS:** Identify the block elements and interconnections of a computer network; demonstrate familiarity with terms commonly used in data processing;



**PROGRAMMING:** Use and evaluate package programs on microcomputers for education, word processing, and statistical analysis; develop simple health-related computer programs using the BASIC language;

**NOMENCLATURES:** Recognize commonly used medical coding systems and their applicability; formulate ways to link identifiers and integrate health care records.

**INFORMATION:** Characterize computer dictionaries and back/archival files; outline steps involved in data acquisition, storage, update, edit, and retrieval;

**ORGANIZATION:** Analyze information processing and decision support in health care areas; examine methods to justify, specify, and provide computer services;

**MANAGEMENT:** Indicate staff needs for supervision, operation, maintenance, and development; project various uses of simulations, quality control, and summary reports;

**OPERATIONS:** Review current implementations of computers in diverse clinical areas; evaluate direct data acquisition and entry by health care professionals;

**MAINTENANCE:** Indicate the need for training, manuals, and HELP sources; budget one-time and recurring costs for hardware, software, and facility support;

**IMPACT:** Identify potential areas of difficulty with increasing automation.

**Course  
Description:**

This course provides an overview of computer applications for health service professionals. Computer fundamentals are covered, and students are introduced to the elements of the BASIC programming language, microcomputers, and the utilization of package programs. Examples of existing systems in areas such as medical records, clinical laboratory and pharmacy, education, medical data base management, patient care, and hospital information systems are explored. Computer system operation and management functions are detailed, and the impact of computer technology in the health care environment is discussed. The course follows a lecture discussion format, supplemented with hands-on computer experience, directed readings, a topical literature review and critique, and visits and evaluation reports of selected health-related computer systems on campus and in the local community.

**Student  
Evaluation:**

Students may register either A/F or S/N. Grades will be based on tour reports (5%), topical literature review and critique (15%), computer assignments (25%), midquarter mastery exam (30%), and a project proposal (25%). Computer access and consultants are available in the Health Sciences Instructional Laboratory in 207 Diehl Hall (Biomedical Library Learning Resources Center).

Course #

## HSU 5026 (also PubH 5852)

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**Title:** Program Evaluation in Health and Mental Health Settings  
**Credits:** 4  
**Primary Instructor:** Judith Garrard, (624-6151)  
**Sponsors:** Division of Health Services, Research, and Policy; School of Public Health  
**Quarter, Hour, Days:** Winter 2:30-4:15 p.m. Monday, Wednesday  
**Prerequisites:** PubH 5806 or graduate level research course.  
**For Whom Intended:** 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:** 15

**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:

- Define the term evaluation, and describe the similarities and differences between evaluation, evaluation research, applied research, and basic research;
- 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;
- Describe a ten step procedure for designing an evaluation study and (a) to apply this procedure to at least two evaluation studies published in the student's own professional discipline and (b) in collaboration with other students in the class, to design and present a plan for an evaluation study based on this ten step procedure;
- Discuss at least five types of evaluation;
- 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;
- Discuss the differences between experimental, quasi-experimental, and non-experimental methodological designs;
- Describe how data from an evaluation study can be interpreted and how a final report should be written;
- Discuss some of the practical aspects of conducting an evaluation study; recalcitrant subjects, logistical arrangements, political and ethical problems.

(A Joint Day/Extension Class)

Course #

**HSU 5026 (also PubH 5852)**

*Cont'd.*

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**Course  
Description:**

Lecture/discussion

**Student  
Evaluation:**

(1) Midquarter examination based on required readings and class discussions. (2) Analysis of 2 evaluation studies in the student's own field using the 10-step procedure presented in class (3) Team project.

(A Joint Day/Extension Class)

Course #

**HSU 5027 (also FSoS 5001)**

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**Title:** Human Sexual Behavior

**Credits:** 5

**Primary Instructor:** James W. Maddock, (624-1281)

**Sponsors:** Health Sciences; Family Social Science

**Quarter, Hour, Days:** Fall 3:00-5:00 p.m. Tuesday, Thursday

**Prerequisites:** Upper division standing and 12 credits in social, behavioral, or health science or graduate status in behavioral, social, educational, health science or human service program, or consent of instructor.

**For Whom Intended:** Students in Human Relationships Program, as well as in behavioral science, human service, and health science programs. It is also a standard entry point for graduate students in these fields.

**Maximum Enrollment:** 75 (25 from HSU)

**Overall Goal:** Applying scientific knowledge to the promotion of sexual health through individual, family, and community services.

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

Demonstrate an accurate knowledge of the anatomy and physiology of sexual function in the human individual over the life cycle;

Know the basic patterns of psychosexual development that characterize childhood, adolescence, adulthood, and the aging process;

Know the nature of typical sexual health needs and typical sexual problems experienced over the human life cycle, particularly in the family context;

Know the nature of sexual health needs and problems associated with special populations, such as the physically disabled, the aging, sexual minorities, etc.;

Know the relationship between sexuality and health problems, such as disease, chemical abuse, family violence, etc.;

Be able to affirm her/his own sexual values in relation to professional identity;

Demonstrate a professionally tolerant and nonjudgmental stance toward clients' sexual attitudes and behaviors that differ from his/her own;

Analyze social issues and controversies in relation to sexuality;

Understand the implications of gender and role socialization upon individuals and upon society;

Know basic information about sexually transmitted diseases, their effects upon individuals, families, and society.

**Course  
Description:**

Multidisciplinary approach to human sexuality, with emphasis on sexual development through individual and family life cycles. Oriented toward applying scientific knowledge to the promotion of sexual health in individual, family, and communities.

**Student  
Evaluation:**

Students may register either S/N or A/N. For a grade of "S" or "C," students are required to attend class regularly and to receive a score of 75% or better on a multiple-choice final exam. For a grade of "B," students are required to do the above PLUS write a "Self Analysis Paper" of 5-8 pages. For a grade of "A," students are required to do all the above PLUS write a "Topic Paper" of 10-15 pages.

(Extension Class Only)

Course #

**HSU 5029 (also SAHP 5305; Engl 5920)**

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**Title:** Humanistic Case Studies in Health Care  
**Credits:** 3 (4 in Engl 5920)  
**Primary Instructor:** Bart Galle, Director, Continuing Medical Education (626-5525)  
**Sponsors:** College of Pharmacy, Department of English  
**Quarter, Hour, Days:** Spring 4:15-6:30 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:  
Describe the broad range of human concerns potentially bearing on health care decisions;  
Discuss selected health-care issues within the framework of fully articulated human situations;  
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 SAHP 5008)**

Course #

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**Title:** Humanities and Aging  
**Credits:** 2  
**Primary Instructor:** Robert Yahnke (625-0504)  
**Sponsors:** All-University Council on Aging, College of Pharmacy  
**Quarter, Hour, Days:** Spring 4:15-6:00 p.m. Thursday  
**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:  
Describe changing attitudes towards American's elderly;  
Describe the historical experience of today's elderly cohort;  
List significant ethical issues surrounding death and dying;  
Discuss the liabilities of intervention into the lives of older people;  
Identify cultural attitudes towards aging through music and art;  
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 three class reviews plus annotated bibliography (33% of grade); one 5-6 page essay (33% of grade); one final exam (33% grade).

(A Joint Day/Extension Class)  
**HSU 5031 (also SAHP 5007)**

Course #

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**Title:** Biology of Aging  
**Credits:** 2  
**Primary Instructor:** Thomas McKennell (624-2442)  
**Sponsors:** Health Sciences Units, School of Pharmacy  
**Quarter, Hour, Days:** Winter 4:15-6:00 p.m. Thursday  
**Prerequisites:** None  
**For Whom Intended:** Health Sciences students, all interested University students and other helping professionals  
**Maximum Enrollment:** 60 (20 from HSU Day; 20 from HSU Extension)

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

**Course Objective:** 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:** Class will follow a lecture/discussion format under the direction of one faculty member. Emphasizing human biology, guest lecturers present normal changes with age. Selected readings will be assigned during the course; in addition to an assigned text.

**Student Evaluation:** Two examinations—one midquarter (40% of the grade); one final (60% of the grade). Those taking the course for graduate credit will be assigned a number of additional readings.

(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 Rothenberger, (626-5692)  
**Sponsor:** School of Public Health  
**Quarter, Hour, Days:** Spring 6:30-8:30 p.m. Thursday  
**Prerequisites:** Limited to seniors or graduate students (Meets concurrently with HSU 3003; PubH 3003; PubH 5003)  
**For Whom Intended:** Seniors and graduate students who have had no previous academic exposure to alcohol/drug related issues.  
**Maximum Enrollment:** Open

**Course Objective:**

- 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.



(A Joint Day/Extension Class)

**HSU 5034**

**Course #**

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**Title:** Library Research Strategies  
**Credits:** 2  
**Primary Instructor:** Mary Mueller (626-3936, 626-3260)  
**Sponsor:** Bio-Medical Library  
**Quarter, Hour, Days:** Fall 4:15-6:00 p.m. Wednesday  
**Prerequisites:** None  
**For Whom Intended:** Health Sciences students, undergraduate and graduate students in other colleges, University Faculty, and Staff.  
**Maximum Enrollment:** 20 (10 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:  
Define his/her information needs;  
Find information in various formats using a variety of resources;  
Conduct a MEDLINE search;  
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 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 Instructors:** James Meland and Cheryl Perry, (624-2519)  
**Sponsors:** Division of Epidemiology, School of Public Health  
**Quarter, Hour, Days:** Spring 9:05-10:20 a.m. Monday, Wednesday, Friday  
**Prerequisites:** None  
**For Whom Intended:** Public Health graduate students in Health Sciences and other helping professionals with an interest in alcohol/drug problems.  
**Maximum Enrollment:** 20 (10 for HSU)

**Course Objectives:** The student will be able to:  
Describe the factors which predict adolescent drug use;  
Describe both the opportunities for and the limitations of Public Health approaches currently employed to reduce the onset and intensity of adolescent drug use;  
Explore alternative initiatives specific to different levels of intervention (individual, social, legislative);  
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:** Evaluation of performance will be based on the midquarter, the final, and the project paper and class presentation.

(A Joint Day/Extension Class)  
**HSU 5037 (also PubH 5047)**

Course #

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**Title:** Intervention/Secondary Prevention of Drug Abuse in Adults  
**Credits:** 3  
**Primary Instructor:** James Schaefer, (624-1869)  
**Sponsors:** School of Public Health, Division of Epidemiology and Health Education  
**Quarter, Hour, Days:** Spring 9:05-11:20 a.m. Thursday  
**Prerequisites:** PubH 5043, HSU 5033, or consent of instructor  
**For Whom Intended:** Public Health, graduate students in Health Sciences and other helping professionals 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:  
Describe the history of smoking and drinking problems in this country;  
Describe both the opportunities for and the limitations of Public Health approaches currently employed to reduce the unnecessary morbidity and mortality associated with nicotine and alcohol use in the adult population;  
Explore alternative initiatives specific to different levels of intervention (individual, social, legislative);  
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 the instructor. Failure to meet the criteria for a B or and A will result in a lower grade.

(A Joint Day/Extension Class)  
**HSU 5039 (also PubH 5044)**

Course #

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Title: Topics in Alcohol and Drug Problems  
Credits: 1  
Primary Instructors: James Schaefer (624-1869) and James Meland (624-2519)  
Sponsors: School of Public Health, Division of Epidemiology  
Quarter, Hour, Days: Spring April 20, 21, 22 This is a weekend seminar.  
Prerequisites: Instructor permission. (Must have override slip.)  
For Whom Intended: Professional students in Medicine, Dentistry, Pharmacy, Nursing and Public Health; graduate students in the social sciences.  
Maximum Enrollment: 90

**Overall Goal:** To provide a comprehensive framework for health care professionals to understand and deal with alcohol and other drugs regarding patients, peers and themselves.

**Course Objectives:** Understand their own attitudes and family history relating to alcohol/drug use and how these can affect professional objectivity in recognizing drug abuse problems in patients and peers;  
Understand the incidence and etiological theories of addiction;  
Understand the physiological, psychological, and social sequelae of addiction;  
Understand when and how to assess for chemical abuse or dependency;  
Understand chemical dependency as a disorder characterized by denial and the intervention process that addresses the denial;  
Understand the treatment structure and process;  
Understand the importance of a multi-disciplinary team approach for addressing the problems of chemically dependent persons;  
Understand the incidence, risk factors, and helping strategies for chemical dependency in colleagues of the profession;  
Understand the role of professional association in the identification and rehabilitation of impaired professionals;  
Understand the peer help efforts for students of the professions impaired by alcohol/drug abuse;  
Understand the effects of the chemically dependent individual on his or her family;  
Understand public health approaches to the prevention of chemical dependency.

(A Joint Day/Extension Class)

Course #

**HSU 5039 (also PubH 5044)**

*Cont'd.*

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**Course  
Description:**

A basic course on recognizing and dealing with alcohol and other drug abuse problems in patients and peers: Awareness; Diagnosis; Intervention; Treatment Options; Prevention; Peer Assistance, and Professional Licensure are discussed in a retreat setting with professional role models.

**Student  
Evaluation:**

Students are given the opportunity to evaluate and comment on each presentation as well as the entire retreat.

(A Joint Day/Extension Class)

Course #

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

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**Title:** Dying and Death in Contemporary Society  
**Credits:** 3  
**Primary Instructors:** Earl Burger (624-6464) and James Rothenberger (625-5692)  
**Sponsors:** 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 consent of instructor.

**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:** As a result of taking this course, the student should be able to:

- Discuss the context of death in modern society and list three reasons why death education courses are necessary today;
- Describe philosophical and theological attitudes towards death which shape our attitudes today;
- Define grief, mourning, and bereavement. Describe the impact of grief on individuals. Discuss at least one model of grief reactions;
- Describe models of normal and abnormal grief and suggest appropriate interventions;
- Discuss how children relate to death and describe at least one model of how children develop a concept of death;
- Discuss the history, purpose, and current practices in funeralization;
- List seven principles of death education and give an example of a death education activity appropriate for elementary, secondary, and community groups;
- Discuss the impact of AIDS on death attitudes and describe special needs of the dying AIDS patient;
- Discuss current trends in suicide and describe appropriate intervention strategies for those who attempt and those who survive;
- Discuss needs of dying patients and how hospice is organized to meet those needs;
- Discuss the impact of SIDS and community programs aimed at SIDS family;

(A Joint Day/Extension Class)

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

Course #

*Cont'd.*

Discuss at least one major ethical dilemma in the death area, the role of the "ethics" committee, and suggest community strategies for resolving ethical dilemmas;

Discuss current research of the role of pets and the impact of a pet's death on the individual and family and describe intervention strategies.

**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) two midquarter examinations that are objective in nature; (2) a final examination that will be a combination of objective and short-answer subjective questions.

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

Course #

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Title: Terminology of the Health Sciences  
Credits: 2  
Primary Instructor: Thomas McKennell, (624-2442)  
Sponsor: College of Pharmacy  
Quarter, Hour, Days: Fall, Winter, Spring (Summer Session I and II Day School Only)  
Day and time arranged.  
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:** This 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 grade of B 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%.

Although this is basically an independent study course, attendance at an orientation session is required. Please call 624-2442 for the times and locations for the orientation sessions for each quarter.