

## Interdisciplinary Health Sciences Curriculum & Student Affairs Committee

### Minutes of September 19, 2003 Meeting

**Present:** Boissonnault, Noack, Rosa, Spear (Chair), Thompson, and Zahner  
(Guests: Mary Carson Bumann, Dean Katharyn May and Nancy Sugden)

#### I. Committee Structure and Support Needs

Dean May met with the committee in her capacity as liaison to the Health Sciences Council. Due to a number of members retiring and other turnover, there are some committee vacancies which need to be filled. Dean May will assure that formal appointment letters are sent to people suggested to fill these vacancies, will make some members ex-officio and confirm the appointments as necessary. A new chair will be appointed and Dr. Spear has agreed to serve as Co-Chair.

Mary Carson Bumann and Nancy Sugden from Area Health Education Center (AHEC) agreed to provide administrative support as needed.

#### II. Report from the Ad Hoc Committee on Curriculum

The work group shared information from their 3 meetings. They were charged to create an introductory module for inclusion in any interdisciplinary course or teaching encounter. The module was to cover both the content and process necessary to define a course as interdisciplinary. Based on their research and discussions, they felt that the three principles of teaching as described in the Pew-Fetzer Task Force Report would be a useful and effective means of structuring our interdisciplinary education module. The three principles are: *provide introductory course materials, provide experiential learning, and provide debriefing seminar.*

#### III. Draft Interdisciplinary Module

There was also a discussion on the draft Interdisciplinary Module: Explanation for Students. This group exercise has three parts, Part I – is an introduction to some basic concepts of interdisciplinary health care teamwork, cultural competency, and communication; Part II – describes a hypothetical clinical case that can be used to explore and apply teamwork skills in the context of responding to a patient problem; and Part III – is a forum for reflection and discussion of what was learned and an evaluation of the exercise. This could be made available to instructors who are teaching interdisciplinary courses and as introduction to students along with an explanation of the interdisciplinary concept.

#### IV. Criteria for Interdisciplinary Course Proposals

The committee reviewed the criteria proposed for interdisciplinary courses. The criteria included about seven questions that should be asked of each course to see if it meets the true definition of interdisciplinary. One of the questions will be revised to ask: *Is the justification for teaching course concepts in an interdisciplinary way clearly and explicitly stated? Do the course objectives reflect this?*

There will be a draft sent to the committee members that will be used as the “official” call to faculty asking for courses or learning activities which truly promote interdisciplinary health sciences education. The draft will include the criteria, procedure for consideration, interdisciplinary checklist and timeline.

The committee will then need to develop an assessment tool for use in the review of such courses that will reflect the degree to which a submission meets the criteria that the committee has defined for an interdisciplinary course.

**The next IHSC meeting is scheduled for [Monday, October 20, 2003](#), from 4:30-6:00 p.m. Please note this is a change in the traditional committee meeting time to reflect the interdisciplinary time slot that will begin in fall 2004 and that may allow student representatives to be appointed to the committee membership.**