A Graduate Interdisciplinary Specialization denoted on your Ohio State transcript....

Throughout graduate and professional preparation programs, a common theme is “collaboration.” Such experiences help develop students’ problem-solving abilities and better prepare them for today’s multifaceted work environment, including the likelihood of experiencing multiple careers and/or working within more than one sector of society.

Nowhere is this need greater than in the complex challenges facing professionals who serve others in their work. In order to prepare graduate and professional students for service in education, law, the health care professions and social work, our curriculum must address the many increasingly complex challenges generated by rapid changes in culture, the progress of knowledge and technology, the social issues confronting our complex and ever-changing society.

Graduate Interdisciplinary Specialization in Interprofessional Studies (GISIS) is an interdisciplinary set of courses taken in conjunction with any graduate program within the following colleges or departments at The Ohio State University: Allied Medicine, Education, Law, Medicine, Nursing, Pharmacy, Public Health, and Social Work. Upon completion of the specified courses the student will receive an annotation on his/her OSU transcript stating that s/he has completed a “Graduate Interdisciplinary Specialization in Interprofessional Studies.”

Bringing professionals together to promote change and innovation to improve the lives of individuals and communities...

...it is increasingly important for students to gain exposure to interdisciplinary approaches as well as methodologies outside their own fields of specialization.
Collaboration is critical to positively impacting complex social, political, and educational problems.

Even though there is a great need for collaboration, the knowledge, skills, and attitudes necessary to work together productively and successfully do not come naturally. These skills need to be learned, especially in our American culture of individualism and the silo mentality of higher education. It is difficult for many of us, personally or professionally, to admit our need for the skills, knowledge and assistance of others. To request help can be seen as a sign of vulnerability and weakness.

There is little doubt about the need for collaboration, but we also have many reasons for not doing it or not doing it well. Collaboration takes too much time; we don’t trust anyone else to do the job right; we don’t want to share the credit; we have been taught to protect our turf and our resources; it is too much work. But perhaps the most ironic reason is that as life has gotten more complex, academic disciplines and professional training programs have become more specialized and focused even though a broader perspective is needed. As knowledge expands exponentially every hour, all of us need to know more and more about less and less just to survive in the matrix of the information age. The ultimate goal of GISIS is improved health and human services for individuals and society. Students who have completed the requirements for this specialization will be better equipped to serve their clients and enhance the quality of life for those they serve through the use of best practices in holistic, effective, and efficient collaborative service.

The three core courses in the Graduate Interdisciplinary Specialization in Interprofessional Studies (GISIS) use case-based instruction to study a variety of complex issues and to teach attitudes as well as the knowledge and skills for collaboration, including:

- Privacy and confidentiality in professional practice
- Professional boundaries
- Professional practice and rapidly expanding technology
- Understanding diversity and stereotypes of other professions
- Conflict management and resolution
- Decision making
- Leadership skills
- Task and maintenance functions in teams
- Cultural competence
- The impact of personality types on teams
- Understanding one’s own and others’ professional codes of ethics
- Collaboration with communities, as well as exploring and understanding the communities in which professionals practice

Using case-based, interactive pedagogy and web-enhanced resources, faculty from the graduate and professional colleges and schools in Allied Medicine, Education, Law, Pharmacy, Medicine, Nursing, Public Health, and Social Work facilitate small interprofessional groups of students to help them learn and apply these skills so they can implement them in their professional practice after graduation.
Demonstrating Competence in Collaboration

The transcript notation of a specialization in Interprofessional Studies will identify our graduates as well prepared to enter a professional workforce where collaboration is not only valued, but also required for success.

Professional preparation programs must equip graduates to work with:

- Families confronted with complex health care decisions and ethical choices from prenatal genetic testing to beginning and end-of-life issues;
- Educational and other systems charged with preparing children and adults for life in the information age, all the while trying to cope with the impact of poverty, changing family composition, and other non-academic factors that interfere with student learning;
- Citizens, politicians and judges struggling to solve the problem of finances for P-16 education in a responsible, just and equitable manner;
- The many stakeholders concerned with how to pay for and make the benefits of modern medical technology accessible to everyone;
- Millions of soon-to-retire baby boomers attempting to address their social, emotional, physical, spiritual and financial needs.

These and many similar situations underscore the absolute necessity of collaboration across the helping professions and the boundaries of their respective disciplines in the 21st century. No single discipline or profession has the expertise or knowledge to effectively address these complex social and ethical questions and challenges.

How do I get a Graduate Interdisciplinary Specialization in Interprofessional Studies?

The student meets the requirements for the graduate degree in his/her own department. In addition, the student meets the requirements of the graduate GISIS by selecting the core and elective courses specified later in the document. Fulfillment of the GISIS course requirements can include coursework that is already required as part of the student’s graduate degree program.

Requirements

The GISIS program requires that students achieve a grade of B or better to count toward the hours needed to meet the requirements. These courses can include coursework that is already required as part of a student’s own graduate program. The student must complete a minimum of 18 credits, and not exceed 23 credits, to satisfy the requirements of the specialization. However, it is important to note that the Graduate School requires that the Specialization requires 14 credits taken outside of the student’s home graduate program. These 14 hours can include cross-listed courses offered within the student’s home program as long as the student registers for such coursework under the non-home “external” program. Elective courses may be replaced by other courses that are more advanced, pending approval of his/her advisor.
REQUIREMENTS

The GISIS program requires that students achieve a grade of B or better to count toward the hours needed to meet the requirements. These courses can include coursework that is already required as part of a student’s own graduate program. The student must complete a minimum of 18 credits, and not exceed 23 credits, to satisfy the requirements of the specialization. However, it is important to note that the Graduate School requires that the Specialization requires 14 credits taken outside of the student’s home graduate program. These 14 hours can include cross-listed courses offered within the student’s home program as long as the student registers for such coursework under the non-home “external” program. Elective courses may be replaced by other courses that are more advanced, pending approval of his/her advisor.

REQUIRED COURSES

Students must take three core courses, each of which is currently cross-listed.

(Each course is 3 quarter credit hours for a total of 9 quarter credit hours)

Seminar on Interprofessional Care (A web-enhanced, problem-based course which teaches skills for effective interprofessional practice) – ALLI MED 700.01, EDU PAES 700.01, LAW 700.01, MED COLL, 700.01, NURSING 700.01, SOC WORK 700.01

Seminar on Ethical Issues Common to the Helping Professions (A web-enhanced, problem-based course which teaches collaborative ethical decision making in professional practice) – ALLI MED 700.03, EDU PAES 700.03, LAW 700.03, MED COLL 700.03, NURSING 700.03, SOC WORK 700.03

Interprofessional Practicum in Clinical/Community Settings (A field-based service learning course that teaches principles and techniques for effective collaboration between professionals, community agencies and residents) – ALLI MED 700.04, EDU PAES 700.04, LAW 700.04, MED COLL 700.04, NURSING 700.04, PHARM 693, *SOC WORK 700.04 (*This course cannot substitute for one quarter of SWK 789 or SWK 889, which are field practicum courses)

ELECTIVE COURSES

Any 3 courses can be chosen from the following list:

Allied Med 601 Death, Loss and Grief from Multiple Perspectives UG 4 Explorations of death, loss and grief from multiple perspectives: patient, family, institutional, community and health care provider.

City and Regional Planning 750 Resolving Social Conflict G 4 A multidisciplinary examination of social conflict, its dynamics, and its negotiated and consensus resolution; offers a broad-based framework for diagnosing and managing conflict; applied to legal, environmental, organizational, and geopolitical conflicts.

Communication 531 Communication and Conflict Management UG 5 An overview of the communication and conflict literature with emphasis on effective conflict management.

Communication 624 Communication in Personal Relationships UG 5 Advanced level survey of theory and research concerning the role of communication in the development, maintenance, and decay of interpersonal relationships.

Communication 631 Communication in Decision Making UG 5 Decision-making as a process; comparisons between interpersonal, bargaining-negotiation contexts, and groups and organizations; descriptive and prescriptive models of decision-making in small groups and organizations.

Communication 635 Topics in Small Group and Organizational Communication UG 5 Examination of selected topics such as: communication in decision-making, conflict management, effective small group practice, current organizational communication concepts, research, use of communication technologies.

Communication 668 Intercultural Communication in Organizational Contexts UG 5

An examination on insights provided by recent communication theories about the challenges and difficulties in organizational communication resulting when people of different cultures interact.

Education: Educational Policy and Leadership

650 Humanistic Foundations of Education

- 650.01 Philosophy of Education UG 3 – Designed to provide students with an application of philosophy of education to issues and problems of teaching and living in a culturally diverse society.

- 650.02 History of Modern Education UG 3 – Education and schools as factors in the development of the modern world; theories, practice, relations with other social institutions and forces, especially in Europe and America.

- 650.03 Applied Ethics for Teachers UG 3 – An examination of selected moral/ethical issues which face practicing educators; emphasis on developing ethical decision-making skills.

Education: Educational Policy and Leadership

702 Modern Trends in Educational Philosophy UG 3 A study of contemporary work in philosophy of education and applications of that work to educational practice.

Education: Educational Policy and Leadership

708 Administering Service-Learning Programs G 3 Provides knowledge, skills, and competencies for leading, directing, and administering service-learning programs.

Education: Educational Policy and Leadership

811 Sources of Progressive Thought in American Education G 3

An examination of the ideas that provided the philosophical basis for progressive education with an emphasis on the historical context in which these ideas were developed.

Education: Educational Policy and Leadership

812 American Schools and American Society G 3

Education and schooling in the United States.
choice; with applications in the theory of knowledge, ethics, and social and political philosophy.

Social Work 690 Ethical Issues in the Human Services U G 3
Violent and unethical behaviors and their effect on social work practice.

Social Work 691 Case Management and Social Work Practice U G 4
Social work competencies in the provision of services to address client problems and populations. Emphasis on client/family strengths and social networks.

Social Work 695 Integrative Seminars
Examines the various fields of social work practice; focuses on developing the ability to set practice goals, decide methods of intervention, implement, and evaluate consequences.

- 695.09 Alcoholism U G 3
- 695.11 Intensive, In-Home, Family-Based Treatment U G 3 – Holistic approach to home-based family services; includes advocacy, didactic instruction and resource networking.
- 695.12 Child and Family Services U G 3
- 695.13 Corrections U G 3
- 695.14 Aging U G 3
- 695.15 Mental Retardation and Developmental Disabilities U G 3
- 695.16 Physical Health Care U G 3
- 695.17 AIDS: Facts and Issues U G 3
- 695.18 AIDS: Psychosocial Aspects U G 3
- 695.19 AIDS: Community Response U G 3
- 695.23 Social Work and the Law U G 3 – How legal concept How legal concepts and principles shape policy and practice; how social research is used by the legal system and how social activism influences the legal system.

Social Work 713 Social Work Practice in the Schools G 3
Examination of major issues in American schools, theoretical framework for social work services, delivery of services, models of school social work intervention, and intervention strategies.

Social Work 717 Nisonger Center Courses in Mental Retardation and Developmental Disabilities
Focus on interdisciplinary topics in mental retardation and developmental disabilities.


- 717.01 Family Systems: An Interdisciplinary Approach to Families of Handicapped Children U G 3 – Qualitative and quantitative approaches for resource and problem identification with families of handicapped children, effective parenting skills, strategies to follow at-risk families, and family intervention models.
- 717.02 The Interdisciplinary Team: Clinical and Administrative Issues U G 3 – Investigation and critical examination of function of interdisciplinary clinical and administrative teams in mental retardation and developmental disabilities.
- 717.03 Developmental Disabilities U G 3 – Focus on the most pertinent scientific and societal issues of developmental disabilities.
**Sociology 680 Sociology of Changing Life Styles** U G 5
An in-depth look at some emerging life style patterns, such as dual-career marriages, childless marriages, single-parent families, blended families, singlehood, cohabitation, etc.

**Sociology 711 Seminar on Sociology of Work** U G 5
A survey of selected topics in sociology of workplace relations; control, administration, leadership, and occupations; theoretical approaches to the study of workplace relations.

**Sociology 830 Seminar in Medical Sociology: Problems in the Sociology of Health Organizations** G 5
Analysis of theory and research bearing upon the role of medicine in society and the health organizations on national, community, and institutional levels.

---

**APPLICATION & ACCEPTANCE PROCESS**

The Graduate Interdisciplinary Specialization in Interprofessional Studies is open to graduate and professional students in the following colleges/departments at The Ohio State University: Allied Medicine, Education, Law, Medicine, Nursing, Pharmacy, Public Health, and Social Work. In order to apply to enroll in the specialization, the student will first consult with his/her advisor to determine how to best integrate the specialization into the original course of study. Next, the student will complete a GISIS Program Application form, containing his/her advisor's signature, and mail the form to the Dr. Lisa Hinkelman, Director of the Interprofessional Commission, 29 West Woodruff Avenue, 001 Ramseyer Hall, Columbus, Ohio 43210, who will serve as the Program Coordinator of the administrative aspects of the specialization. Once received, a confirmation letter will be generated and mailed to the student to confirm the student's enrollment in the GISIS program. Along with the confirmation letter, an Interdisciplinary Specialization form and list of approved courses will be sent. Copies of the confirmation letter will also be sent to the Graduate School and the student's home Graduate Studies Chair.

Working with his/her advisor, the student will complete the Interdisciplinary Specialization Form, choosing the courses s/he wishes to complete to satisfy the GISIS program requirements. The student will need to obtain the appropriate signatures, and mail a copy of the completed form to the Director of the Interprofessional Commission. The student must keep a copy of this form for his/her records. If there is a change made to the form (i.e. change of course), all parties must be notified.

Upon application to graduate, the student completes the “grade” section of his/her copy of the Interdisciplinary Specialization Form and takes it to the Interprofessional Commission. The Director of the Interprofessional Commission will verify that the student has completed the required courses with a grade of B or higher and signs both copies of the form. One is returned to the student and the other is kept on file at the Interprofessional Commission. The Director of the Interprofessional Commission will then advise the Graduate School in writing that the student has completed all of the requirements for the GISIS program. Upon receipt of this letter, the Graduate School will notify the Registrar's Office for the transcript designation.
I hereby indicate my intent to participate in the Graduate Interdisciplinary Specialization in Interprofessional Studies (GISIS) Program at The Ohio State University. I understand that when and if this interdisciplinary specialization has been satisfactorily completed and the proper form filed, the Graduate School will notify the Registrar's Office for designation of this program on my OSU transcript.

I further understand that I may withdraw from this program at any time.

Student Name: 

Address: 

Phone Number: 

Email address: 

Student Signature: 

Major Field of Study: 

Degree to be pursued: 

Anticipated Graduation Date: 

Academic Advisor: 

Advisor signature/date: 

Please return this form to: 

Dr. Lisa Hinkelman, Director 
Interprofessional Commission of Ohio 
29 West Woodruff Avenue, 001 Ramseyer Hall 
Columbus, Ohio 43210