

# ALLH: ALLIED HEALTH (UNDERGRADUATE)

## ALLH 3010 Spanish for Health Care Professionals: Advanced (4 Credits)

This course has the major purpose of teaching Spanish to health care professionals who need to assess, treat, reassure or educate patients who do not speak English and come from countries where Spanish is their native tongue. This course provides a task-based approach to using the Spanish language in a health care environment. Through intensive practice, advanced students will hone their Spanish communication skills and develop strategies for ensuring understanding and accuracy while relaying critical information. They will also learn to identify cultural differences in attitudes towards health care and medicine and how to address these cultural differences in the health care job place. Language learning in this course will focus on advanced communication skills, advanced vocabulary and intermediate-to-advanced grammatical structures. All language skills will be practiced: listening, speaking, reading and writing. Students will be required to practice weekly speaking and listening skills. for oral practices at least twice a week. Special accommodations will be made for army students. Prerequisites: 75% on the placement test ( <http://s.esc.edu/spanishplacement> ) or equivalent. Cross-listed with SPAN 3010.

**Attributes:** Foreign Language Gen Ed, \*World Languages Gen Ed, Liberal

## ALLH 3020 Quality Systems and Improving Health Care Outcomes (4 Credits)

This course provides an overview of quality improvement (QI) and quality assurance (QA) in health care and public health settings. The focus of this course will be on the methods implemented to ensure patient safety and healthcare quality that is critical to all healthcare practices. The course focus will provide direct care practitioners and support team members involved with patient care an introduction to the knowledge and the skills to develop a patient safety plan and monitor an ongoing quality improvement plan. Students will build a foundational knowledge of healthcare quality to provide patient safety and improve patient outcomes by understanding how to use, develop, and track key metrics that are indicative of successful outcomes. The course will review those metrics tracked by regulatory agencies and students will evaluate how to develop self-imposed facility specific measurements that are aimed to improve patient outcomes. Throughout the course, students will learn information and systems that will aid them in the evaluation of identifying the need, designing, and implementation of quality improvement plans as they will learn to assess situations from a quality improvement perspective. A course in statistics is recommended prior to taking this course.

## ALLH 3025 Health Research Methods (4 Credits)

This course is intended to provide an understanding of research methods used within the health professions. The course prepares students at the baccalaureate level to critique, interpret and apply evidence-based research within their healthcare field. This course provides the foundational steps to complete a research project. This course satisfies the university's liberal arts and science requirements.

**Attributes:** Liberal

## ALLH 3030 Contemporary Applications of Diversity, Equity, Inclusion, and Social Justice in Healthcare (4 Credits)

This course will apply diversity, equity, inclusion, and social justice (DEISJ) principles to health care practice in new or complex environments. Students will synthesize concepts of DEISJ in addressing health disparities and the care of various racial/ethnic and other marginalized populations. Learners will reliably demonstrate the fundamentals of cross-cultural communication, and the planning and delivery of culturally competent health interventions and programs.

**Attributes:** \*Diversity Gen Ed, Liberal

## ALLH 3080 Prior Learning Workshop for Health Professionals - Advanced (4 Credits)

This course focuses on individualized Prior Learning Assessment (iPLA) for healthcare professionals. This course is taught by a health professions educator for students requesting advanced level credit. The purpose of the course is to help you think through what you've learned and how you've gained that knowledge, and to translate that thinking into appropriate requests for advanced level college credit appropriate to your degree plan. The course alternates and interweaves very concrete information (e.g., how SUNY Empire's prior learning assessment process works) and more abstract investigation (e.g., the nature of college-level learning). Each type of investigation informs the other. The course will help students through the process of describing and documenting their knowledge through application conceptual framework/theory and different approaches to prior learning assessment. In this way, the course will add to the student's knowledge about learning and assessing learning. Students are required to include evidence-based research to support their statements about their knowledge in each topic area. Advanced level writing incorporating research, analysis, evaluation, and synthesis is required for all PLA advanced level credit requests throughout the course to demonstrate quality of thought and depth and breadth of knowledge. Note: Students need to have at least 2 potential topic areas for prior learning assessment; please consult: Should I Pursue Credit through PLA? (<https://courses.lumenlearning.com/suny-esc-educationalplanning/chapter/should-i-pursue-credit-through-pla/>) for a brief self-assessment to determine if this course is appropriate. Students should also consult with their mentor before requesting to enroll in this course to determine appropriate topics to pursue for PLA. Important Note – grades in this course are not linked to receipt of PLA credit. Students still must go through the PLA evaluation process. The course instructor and student's mentor work with the student on the PLA submission process.

**Attributes:** Liberal

## ALLH 3996 Special Topics: Prior Learning Workshop for Health Professionals (3-4 Credits)

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

**Attributes:** Liberal

## ALLH 3997 Special Topics in Allied Health (3,4 Credits)

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

**ALLH 4005 Transition to Baccalaureate Health Professions (4 Credits)**

In this course, students will plan a program of study leading to the baccalaureate degree, focused around students' understanding of the health professions, as well as their analysis of their own academic and professional skills, experiences and goals. During this process, students identify concepts and skills needed to perform effectively in the baccalaureate health professions. Students will be introduced to the core competencies for health care professionals and the role of interprofessional education in the health professions. This course was previously EDU-234344 Educational Planning: Transition to Baccalaureate Health Professions.

**ALLH 4998 Individualized Studies in Allied Health (ALLH) (1-8 Credits)**

Students have the opportunity to develop individualized studies with their mentor in Accounting (ALLH). Registration for this class must be approved by the student's mentor.