UNIVERSITY OF CONNECTICUT
COLLEGE OF AGRICULTURE, HEALTH AND NATURAL RESOURCES (CAHNR)
DEPARTMENT OF ALLIED HEALTH SCIENCES

Spring 2025
AH 1100: Introduction to Allied Health Professions

LECTURE: Tuesday 2:00-2:50 pm, WTBY 333

INSTRUCTOR: Tamara Kaliszewski
                                   WTBY 112
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Course Description: An overview of health professions. A variety of allied health professions will be highlighted. Speakers representing each profession will be invited to describe their work/general duties of the profession, the work environment, educational requirements and employment trends.

Goal: By investigating various professions in allied health and participating in career exploration assignments, students will have the opportunity to make informed career decisions and will prepare to work with different members of the healthcare team.

Allied Health Sciences: *Student Learning Objectives*

The University of Connecticut's Department of Allied Health Science's mission is to provide outstanding education, scholarship, and service dedicated to improving the health of the people of the state, the nation, and the world. Through the completion of this degree with a standard plan of study or with a concentration in Health Sciences, Health Administration, Public Health and Health Promotion, or Occupational and Environmental Health and Safety, graduates will be prepared to join the allied health workforce or seek admission to a graduate program in allied health or a related discipline relevant to their selected plan or concentration.

To achieve this mission, the **AHS major** has **five learning objectives** that students should meet upon successful completion of their major coursework. Each course will contribute to one or more of the following learning objectives:

1. **Describe common health states and their causes and contributing factors.**
2. **Explain health promotion assessment, planning, implementation, and evaluation.**
3. **Identify and describe contributing factors and potential solutions to health disparities and inequities.**
4. **Apply scientific method to address health issues.**
5. **Demonstrate health career readiness competences including critical thinking, teamwork, professionalism, communication, leadership, professional development, and cultural humility.**

The table below identifies the AHS learning objective(s) that the student learning objective(s) of this course align to, and how it will be assessed.

AHS Objective(s)	Course Objective(s)	Course Assignment(s)
1. **Demonstrate health career readiness competences including critical**	1. Make informed career decisions.	1. Weekly reflections and speaker questions 2. Career competency assignments

thinking, teamwork, professionalism, communication, leadership, professional development, and cultural humility.	2. Prepare to work with different members of the healthcare team.	3. Final career project

Student Evaluation

Weekly reflection writing assignment 25%
Assignments will be due on HuskyCT (Assignments folder) by 11:59pm each Tuesday. One point deduction per day of late submission. Each reflection is worth 4 points. Reflection assignments will open on huskyCT at 2:50pm each Tuesday.

Questions for guest speakers 25%
Two questions for each guest speaker are due on HuskyCT by 11:59pm each Sunday. Each question is worth 2 points (4 points total). Students will be asked at random to share their questions with the speaker during class. If the student is not in class when chosen and has not discussed the absence with the instructor ahead of time, 1 point per question will be deducted.

Career Competency assignments 25%
Three assignments focused on NACE career competencies will be assigned throughout the semester. Due dates can be found on the course schedule.

Final assignment 25%
A 2-page final paper or project on a health career of choice will be due on 5/2. Full instructions and submission link can be found on HuskyCT.

Extra credit opportunities: One assignment is posted in the assignments folder and may be submitted at any time prior to the due date. Additional opportunities provided throughout the semester. These will be unannounced and students must be present in order to earn points.

Grades and Course Materials can be accessed through HuskyCT. Use of the phone app is discouraged for accessing your gradebook.

Grading Scale based on a total of 100 points.
90.0-92.9 = A-   93.0-100 = A
80.0-82.9 = B-   83.0-86.4 = B   86.5-89.9 = B+
70.0-72.9 = C-   73.0-76.4 = C   76.5-79.9 = C+
60.0-62.9 = D-   63.0-66.4 = D   66.5-69.9 = D+
<59.9 = F

Accommodations for Illness or Extended Absences:

Please stay home if you are feeling ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify me as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with me to determine how you will complete coursework during your absence.

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email Student Services to request support and faculty notification Peter.Tribuzio@uconn.edu .

Student Responsibilities and Resources:
As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- The Student Code
    - Academic Integrity
    - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities:
The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students who require accommodations should contact the Center for Students with Disabilities, https://waterbury.uconn.edu/student-life/student-resources/disability-services/ .

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from Blackboard's website)

Software/Technical Requirements (with Accessibility and Privacy Information):

The software/technical requirements for this course include:
- Equipment Recommendations (https://remotework.uconn.edu/equipment-recommendations/)
- HuskyCT/Blackboard (HuskyCT/ Blackboard Accessibility Statement, HuskyCT/ Blackboard Privacy Policy)
- Adobe Acrobat Reader (Adobe Reader Accessibility Statement, Adobe Reader Privacy Policy)
- Microsoft Office (free to UConn students through uconn.onthehub.com) (Microsoft Accessibility Statement, Microsoft Privacy Statement)
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam

Privacy Statement: For information on managing your privacy at the University of Connecticut, visit the University's Privacy page. NOTE: This course has NOT been designed for use with mobile devices.

Technical and Academic Help provides a guide to technical and academic assistance.

This course uses the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the Help Center. You also have 24x7 Course Support including access to live chat, phone, and support documents.

Student technology training is now available in a new HuskyCT short course created by students for students. It will prepare you to use the IT systems and services that you will use throughout your time at UConn, whether learning online or on-campus. It is available at https://lms.uconn.edu/ultra/courses/_80016_1/cl/outline .

Minimum Technical Skills:

To be successful in this course, you will need the following technical skills:
- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

Evaluation of Course Experience:

Students will be given an opportunity to provide feedback on their course experience and instruction using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

The University of Connecticut is dedicated to supporting and enhancing teaching effectiveness and student learning using a variety of methods. The Student Evaluation of Teaching (SET) is just one tool used to help faculty enhance their teaching. The SET is used for both formative (self-improvement) and summative (evaluation) purposes.

Additional informal formative surveys and other feedback instruments may be administered within the course.