



Allied Health Program Handbook

A Resource for Students

Revised
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Mission Statement

The Towson University Allied Health Program is designed to advance the comprehensive performance of allied health providers in the dynamic health care environment. We address the healthcare workforce shortage by preparing allied health providers to enhance their professional roles through evidence-based critical thinking, culturally competent patient care, effective communication and the development of leadership skills.

Program Goals

Students in the Allied Health Program will:

- Demonstrate an understanding of the social, economic and political forces that impact the availability and quality of healthcare at the individual, regional, and national levels.
- Effectively use scientific inquiry and evidence based practice through current technology to support and guide health care delivery.
- Develop leadership skills through advanced reasoning and communication that promote the expansion of discipline specific clinical roles.
- Enhance the use of ethically grounded and culturally competent practices in the administration and delivery of health services.
- Acquire and utilize focused knowledge in administration/ management, science/ professional preparation, education, health promotion, respiratory therapy, and/ or family studies that contributes to professional development and a commitment to life-long learning.

Allied Health Program Office and Faculty

The Allied Health Program is housed in the Department of Health Sciences. The office is in Linthicum Hall suite 101.

Contact information for the Allied Health Program

Department office phone: 410-704-4049

Department Chair: Dr. Wayne Nelson

Program Director: Dr. Tamara Burton (tburton@towson.edu)

Program website: www.towson.edu/alliedhealth

Choosing your Track in the Allied Health Program

Students may choose from one of several program tracks. The approved tracks are:

Administration/Management (fully online)

Advanced Respiratory (fully online)

Health Promotion, Wellness, Prevention, and Community Health Education

Education

Family Studies

Science and Professional Preparation

You will determine the best track for you with assistance from your advisor. Sometimes students want to consider a 'blended' track, incorporating classes from two tracks. These students will need to petition the Allied Health Program Curriculum Review Committee with a proposal. Check with your advisor for a form to complete so that the Committee can consider your petition.

Capstone Course

For students starting in the Allied Health Program during the 2010-2011 academic year a Capstone Course will be required for graduation. This course will allow you to integrate and reflect upon your Community College and Towson University education. This course will be taken during one of your final semesters at Towson. You will be required to develop a portfolio that includes representative work from each of your Towson core and track classes. Therefore, be sure to save electronic examples of projects and assignments each semester.

Independent Study Option

Students have the opportunity to take Independent Study credits (1-3) in AHLT495 and/or AHLT496. Independent Study credits are available to students who have completed a significant amount of their core and track classes. Students must meet with their advisor and the faculty member who will oversee the project at least several months in advance of the start of the semester. This is needed to determine the objectives, timeline, and deliverables for your project that will be written in the form of a course syllabus. An Independent Study requires a student to be very self-motivated and directed in order to complete the required elements. Independent Study credits allow students to apply what they have learned in their other courses or to explore a topic that is not covered in Towson classes.

Examples of independent study projects completed by Allied Health students include: working at a local hospital's administration office performing specific projects; attending a Geriatric Assessment Interdisciplinary Team (GAIT) workshop <http://www.umaryland.edu/geri-ed/gaitt.html> [See <http://screencast-o-matic.com/watch/cljhryKKa> for a brief presentation from an Allied Health student who attended a GAIT training] and preparing a presentation about what was learned; independent research that might be used for publication; an internship; developing and delivering lesson plans that relate to the student's chosen Track with an assessment of the evaluations; literature reviews, etc.

Registering for Classes

Class offerings are identified in October for the following Minimester and Spring semesters, and in March for the Summer trimester and Fall Semester. These are published in the Spring and Fall program newsletters. These newsletters are sent to all Allied Health students as well as posted on the program

website under the Allied Health News tab: <http://www.towson.edu/chp/alliedhealth/AlliedHealthNews-AlliedHealth-TowsonUniversity.asp>

- Allied Health courses require a 'seat code' that you can obtain from your advisor. This assures that only Allied Health students are enrolled in our courses.
- Towson has 'Intentional Advising' which means that you must meet with or talk with your advisor before you register for classes. After you have discussed your plans with your advisor your 'Advising Hold' will be lifted so that you can actually register for classes.
- If you are unsure of your advisor you can contact the Allied Health Program secretary or the Program Director (410-704-4049). Your advisor will also be listed on your PeopleSoft account.
- Check your PeopleSoft Account to determine when you can register for classes. Registering for classes on/near the time you can do so can improve your chances of obtaining a seat in a course you would like to take.

General university registration dates are listed on-line at:

<http://www.towson.edu/registrar/calendars/registrationdates.asp>. Registration for classes is based on class status. Specifically, Seniors go first, then Juniors, Sophomores, and finally Freshmen. Allied Health majors transfer to Towson with Junior status. Class status is based on the number of completed credits, not including the courses you are currently taking.

Books for Classes

The bookstore has the information about the books you will need for your courses. This information is available several months before classes begin. Even if you choose to purchase the books elsewhere, you can get the information at <http://towsonustore.com/SelectTermDept.aspx>. Scroll down the page and you can select the department code (such as AHLT for Allied Health, or HLTH for Health). Then you will be directed to the specific course number. Be sure that you purchase the proper edition of the textbook.

Pay attention to your transcript.

At least once a semester, you should print out your Advisement Report (formerly the Degree Progress Report) to make sure that all your coursework has been posted to your transcript. You are responsible for ensuring that you complete all your University Core and other University requirements. The Advisement Report will help you keep track of these. This is available through PeopleSoft <https://ps.towson.edu/servlets/iclientservlet/SA8PRD/?cmd=login> and you will need to have a valid Towson University Username and Password.

University Policies

- Allied Health students must adhere to the policies set for all Towson students. You will find these policies listed at: <http://www.towson.edu/studentaffairs/policies/>
- **The STUDENT ACADEMIC INTEGRITY POLICY** is a very important policy to review: <http://inside.towson.edu/generalcampus/tupolicies/documents/03-01.00%20Student%20Academic%20Integrity%20Policy.pdf>

Student Concerns and Petitions

If you have a concern about a particular class, instructor, or advisor, the department's policy is that you first need to meet with the faculty member. (However, if the situation involves discrimination or sexual harassment, immediately contact the Fair Practice Office at 410-704-2361). For all other issues, it is your choice to bring the issue to the faculty member during the semester, or wait until grades are posted. After communicating with her/him, if the situation is not resolved, you can bring the concern to the Department Chair. You must put your concern in writing, attach any relevant documentation, and sign and date the letter. The Chair will check with the faculty member involved to make sure you communicated with them first. The Chair will then review your concerns and determine how to handle the situation. If you are appealing a grade, the information will be given to a committee consisting of the Department Chair and Program Directors. They will review the case and may ask you to come to a meeting to answer questions. They may separately interview the faculty member. If the committee does not agree with your appeal, you have the right to appeal to the Dean of the College of Health Professions. The Department Chair will guide you in that process if you need to appeal to the next level.

[Note: This section taken from the Audiology, Speech Language Pathology and Deaf Studies Student handbook]

Important Dates to Know

It is ***your responsibility*** to know the last date you can withdraw from a course each semester. These dates are listed on the registrar's website: <http://www.towson.edu/registrar/calendars>. **Note:** It is better to withdraw from a course than to stop participating. Students who stop participating have an FX grade listed on the transcript, which is averaged as an "F" into the grade point average.

You must submit an online application to graduate prior to your last semester. Information, including the online form and deadline dates can be found at: <http://www.towson.edu/registrar/Graduation/>

Graduation

It is very important that students keep track of what is expected of them in preparing for graduation. In your final semester of courses at Towson University students are required to apply for graduation. For more information regarding graduation visit: <http://www.towson.edu/commencement/index.asp>

Email

It is important to check your Towson email regularly, as this is the primary method of communication between the University, your advisor, faculty and you. You may prefer to have your Towson email forwarded to another email address.

Here's how to forward messages automatically:

1. Click **Settings** at the top of any Gmail page, and open the **Forwarding and POP/IMAP** tab
2. From the first drop-down menu in the Forwarding section, select 'Add new email address.'
3. Enter the email address to which you'd like your messages forwarded.
4. For your security, we'll send verification to that email address.
5. Open your forwarding email account, and find the confirmation message from the Gmail team.
6. Click the verification link in that email.
7. Back in your Gmail account, select the 'Forward a copy of incoming mail to...' option and select your

forwarding address from the drop-down menu.

8. Select the action you'd like your messages to take from the drop-down menu. You can choose to keep Gmail's copy of the message in your inbox, or you can send it automatically to **All Mail** or **Trash**.

9. Click **Save Changes**.

Towson University Resources

- Disability Support Services: <http://www.towson.edu/dss/>
- Career Services: <http://www.towson.edu/careercenter/>
- Veteran's services: <http://www.towson.edu/veterans/index.asp>
- Academic Achievement Center: <http://www.towson.edu/aac/>
- Cook Library: <http://cooklibrary.towson.edu/>

Writing

Communicating effectively in writing is an important skill for a college student. Towson has a Writing Lab where students can get assistance on campus. Information about the University Writing Lab can be found here: <http://www.towson.edu/writinglab>. The College of Health Professions also has additional writing assistance that all students, including online students, can access. You can send an email to: CHPWritingsupp@towson.edu to get writing support from a student knowledgeable in health issues.

The College of Health Professions requires the APA referencing style for academic work. The Cook Library has links to guide sheets and to tutorials on the APA website at:

<http://cooklibrary.towson.edu/styleGuides.cfm#ACS>

Newsletter

Each semester the Allied Health department will publish a newsletter containing important and pertinent information for student's for the upcoming semester. These newsletters will be sent via e-mail to all Allied Health students as well as published on the Allied Health website. The most current newsletter can be accessed from the Allied Health News page found here:

<http://www.towson.edu/chp/alliedhealth/AlliedHealthNews-AlliedHealth-TowsonUniversity.asp>

Advising Open House

Due to the nature of the Allied Health program, it is possible that students might not frequently be on campus. It is crucial for the student's success that they meet regularly with their advisor to ensure positive communication and advice from Towson University faculty. One way for students to meet their advisors as well as the program director is through the Advising Open House, held during the Fall and Spring semesters in advance of class registration. Students will be able to meet with their advisor to plan

for future classes and to obtain seat codes. Dates for the Advising Open House will be listed in the Program Newsletter.

Allied Health Student Awards

The Allied Health program gives at least one award to a student who has demonstrated excellent grades, contribution to the University and to the Allied Health Program. The Allied Health Program faculty determines the recipient of this Award of Excellence. It is given to the recipient at the Allied Health Program reception held in May. The faculty may decide to acknowledge other students with Awards of Recognition.

Transitioning from the Community College to the University

Most programs in Allied Health disciplines at the Community College are done as a cohort. This means that the specific classes in the specific courses are determined for you and occur for all students in a proscribed order.

At Towson, except in a few instances, there are not prerequisites so you can take any course in any order. Your advisor will guide you as to which courses will be best for you.

Most of the classes you will take at Towson University will be upper division courses (at the 300 and 400 level). Upper division classes will require you to utilize and apply higher order cognitive skills. These courses will have increased rigor compared with your classes at the Community College. Some students find the transition from the Community College to taking upper division courses to be challenging. If you are having difficulty, be sure to talk with your advisor to get some guidance.

More information about making a successful transfer into Towson University can be found here:

http://www.towson.edu/academicadvising/documents/transferring%20student%20guide_spring2013.pdf

Guidelines for how to be a successful online student

Students in online classes must be very organized and motivated. Because classes are not held at specific times in asynchronous online classes, it is recommended that you use a calendar and write down the assignment, and discussion board due dates. Some students suggest that they set aside specific times during the week to complete do their coursework. This allows them to keep ahead of the assignments.

Good communication with your instructor is also important. Faculty recommends that students contact them when there are questions. Most course websites have a FAQ discussion board where you can post questions that the professor or a fellow student might be able to answer. Your classmates are eager to assist.

Linda Caplis, an Allied Health Program faculty member, has developed the following tips for successful discussion in online learning.

Tips for successful discussion in online learning

Participating in class discussions represents an opportunity to explore and analyze ideas by interacting with other students and the instructor. The following tips will help you be more successful in the online discussion board and contribute to receiving full credit for your postings.

1. Student engagement in discussions directly relates to learning. Students who actively participate through frequent and timely postings will not only benefit from greater learning but will also feel part of the learning community. Recognize that other students are excellent resources for advice and feedback in this class and throughout your education.
2. The discussion board is for discussion. Discussion requires two-way communication. In addition to the original postings that students are required to submit, students are to read and respond to their peers' postings in a thoughtful manner. Responses should reflect an understanding of the original post and expand on the thoughts in the original post.
3. Postings to the discussion board should reflect integration of the textbook and other sources including personal experience. When possible provide evidence to support your ideas and identify the source of any statistics you include.
4. Remember the rules of netiquette. There is a person on the other end of the discussion. Avoid inflammatory, derogatory comments that may be misinterpreted. **AVOID USING ALL CAPS WHEN POSTING**—it feels like you are shouting. Use emoticons like smiley faces or frowns if appropriate.
5. If you wait until the last minute to post, it will be more difficult to write a post containing original thoughts. Repeating previous thoughts may be interpreted as plagiarism. Last minute posts are also less likely to engage other students in your discussion thread. Consistently posting at the last minute does not reflect positively on your engagement and contribution to the learning community of the class.
6. If someone directs a question to your post, please respond to the question. It is rude to ignore questions. Consider how you would feel if you were in a face-to-face classroom, and someone ignored your question.
7. Weekly expectations (located in the weekly modules section of Blackboard) indicate the minimum number and frequency of postings on the discussion board. Although you should always respond to questions as mentioned in the previous point, these responses to questions are not counted in the minimum weekly expectations. Students are encouraged to engage each other in conversation on the discussion board.