

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**MASTER SYLLABUS**

**COURSE NUMBER:** HCST 201  
**COURSE TITLE:** Allied Health Care Seminar

**CIP Code:** 51.000

**Created by:** D. Rogers  
**Updated by:**

**School:** School of Science, Health, and Criminal Justice  
**Department:** Science  
**Implementation Semester/Year:** Spring 2027

A. **COURSE TITLE:** Allied Health Care Seminar

B. **COURSE NUMBER:** HCST 201

C. **CREDIT HOURS (# Hours of Lecture, Laboratory, Recitation, Clinical):**

# Credit Hours per Week	
# Lecture Hours per Week	1
# Lab Hours per Week	
Other per Week	

D. **GRADING METHOD:**

A – F	<input checked="" type="checkbox"/>
Pass/Fail	<input type="checkbox"/>
Other:	

E. **WRITING INTENSIVE COURSE:**

Yes	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>

F. **GER CATEGORY:**

Does the course satisfy a GER category? If so, please select all that apply.

[\(https://www.canton.edu/provost/assessment/ger/\)](https://www.canton.edu/provost/assessment/ger/)

[1-2] Communication	<input type="checkbox"/>
[3] Diversity: Equity, Inclusion & Social Justice	<input type="checkbox"/>
[4] Mathematics & Quantitative Reasoning	<input type="checkbox"/>
[5] Natural Science & Scientific Reasoning	<input type="checkbox"/>
[6] Humanities	<input type="checkbox"/>
[7] Social Sciences	<input type="checkbox"/>
[8] Arts	<input type="checkbox"/>
[9] US History & Civic Engagement	<input type="checkbox"/>
[10] World History & Global Awareness	<input type="checkbox"/>
[11] World Languages	<input type="checkbox"/>

**CORE COMPETENCIES** (Required starting in Fall 2026):

[12] Critical Thinking and Reasoning	<input checked="" type="checkbox"/>
[13] Information Literacy	<input type="checkbox"/>
[14] Civic Discourse	<input type="checkbox"/>

**G. APPLIED LEARNING COMPONENT (High-Impact Practices):**

Yes	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>

If Yes, select [X] one or more of the following Curricular Attribute categories:  
 HIPs definitions found here: <https://www.suny.edu/applied-learning/resources/>

<b>Capstone</b>	
Creative Works	<input type="checkbox"/>
For-Credit Internship	<input type="checkbox"/>
<b>Practicum</b>	
Practicum [Clinical Placement]	<input type="checkbox"/>
Practicum [Non-Clinical Placement]	<input type="checkbox"/>
<b>Research &amp; Field Study</b>	
Field Research	<input type="checkbox"/>
Research	<input type="checkbox"/>
Undergraduate Research	<input type="checkbox"/>
<b>Service or Community</b>	
Service Learning	<input type="checkbox"/>
Community Service	<input type="checkbox"/>
Civic Engagement	<input type="checkbox"/>
<b>Study Abroad</b>	
International and Domestic Travel/Exchange	<input type="checkbox"/>
COIL	<input type="checkbox"/>

**H. SEMESTER(S) OFFERED:**

Fall	<input type="checkbox"/>
Spring	<input checked="" type="checkbox"/>
Fall and Spring	<input type="checkbox"/>

**I. COURSE DESCRIPTION:**

In this seminar, students will apply foundational health science concepts to contemporary issues and trends in allied health fields. Students will critically examine the impact of healthcare policy changes, technological innovations, interprofessional collaboration, and ethical considerations on allied health professions through reflective dialogue and problem-solving.

**J. PRE-REQUISITES:** HCST 101  
**CO-REQUISITES:**

**K. LEARNING OUTCOMES:**

SLO Statement	PLO	ISLO	Subset	GER
a. Analyze contemporary issues and trends in allied health professions.	2	2	CA	
b. Evaluate the impact of healthcare policy changes, diversity, technological innovations, and interprofessional collaboration on allied health practices.	5, 7	5		
c. Apply ethical frameworks to real-world scenarios in allied health to support sound professional judgment.	3, 4	4	ER	
d. Engage in reflective dialogue to articulate informed perspectives on current challenges within allied health fields.	1, 2	2	CA	
e. Collaborate with peers to propose feasible, evidence-informed solutions to emerging problems in allied health settings.	2	2	CA	

KEY	
<b>SLO</b>	<b>Student Learning Outcomes</b>
<b>PLO</b>	<b>Program Learning Outcome</b>
<b>ISLO</b>	<b>Institutional Student Learning Outcomes [ISLO 1 – 5]</b>
<b>ISLO #</b>	<b>ISLO and Subsets</b>
1	Communication Skills: <ul style="list-style-type: none"> <li>• Oral [O]</li> <li>• Written [W]</li> </ul>
2	Critical Thinking: <ul style="list-style-type: none"> <li>• Critical Analysis [CA]</li> <li>• Inquiry &amp; Analysis [IA]</li> <li>• Problem Solving [PS]</li> </ul>
3	Foundational Skills: <ul style="list-style-type: none"> <li>• Information Management [IM]</li> <li>• Quantitative Lit, /Reasoning [QTR]</li> </ul>
4	Social Responsibility <ul style="list-style-type: none"> <li>• Ethical Reasoning [ER]</li> <li>• Global Learning [GL]</li> <li>• Intercultural Knowledge [IK]</li> <li>• Teamwork [T]</li> </ul>
5	Industry, Professional, Discipline Specific Knowledge and Skills
<b>GER</b>	<b>General Education Requirements:</b> Refer to Listing, Section F

**L. TEXTS:** To be determined by instructor, Open resource materials, journal articles, government/institutional/community/professional websites

**M. SUGGESTED INSTRUCTIONAL MATERIALS:**

**N. EQUIPMENT:** University Supplied Equipment / Learning Management System

**O. SUGGESTED MEASUREMENT CRITERIA/METHODS:**

Quiz	<input type="checkbox"/>
Exam	<input type="checkbox"/>
Assignment	<input checked="" type="checkbox"/>
Other:	<input checked="" type="checkbox"/>

Homework assignments, individual and team presentations, and debates.

**P. DETAILED COURSE OUTLINE:**

- I. Contemporary Issues in Healthcare
  - A. Care Recipients
  - B. Providers of Care
  - C. Organizational

- II. Healthcare Policy
  - A. Real-world Changes
  - B. Impact to Care Recipients from Changes
  - C. Impact to Providers of Care from Changes
  - D. Impact to Healthcare Organizations from Changes
  
- III. Application of Ethics
  - A. Real-world scenarios and challenges
  - B. Benefit of application of ethics
  - C. Potential benefits and outcomes of the application of ethics vs. lack of application
  
- IV. Professional Standards and Regulation
  - A. Examples of contemporary issues
  - B. Alignment of issues with professional standards and regulation
  - C. Proposed evidence-based solutions for issues in alignment with professional standards and regulatory requirements
  
- V. Professional Trends
  - A. Educational preparation
  - B. Technology considerations
  - C. Projected Needs
  - D. Threats to Profession (AI, funding, need, etc.)

**Q. LABORATORY OUTLINE: N/A**