Instructor: Kelly D. Moore P.T., MBA, CWS, DPT
Email: kelly.moore@angelo.edu
Phone: 325-486-6676
Office: AHHS 224B
Office Hours: By appointment via e-mail

Course Information

Course Description
This course will explore current local, regional, state, national and global issues and trends in health care and their effects on the delivery of physical therapy services. This course will promote awareness of ethical issues in the health care delivery systems, role and function of professional allied health careers, cultural competency, and issues related to actual encounters by students during their clinical affiliation time. Students will develop an understanding of how current issues will reflect on their learning outcomes and potential future as health professionals, helping them become more aware as they are in the clinic. It will also allow them to have a greater appreciation for health and wellness and their role in creating a public perception as a physical therapist.

Course Credits
2-0-0/32

Prerequisite and Co-requisite Courses
Previous PT courses

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the DPT program.
Program Outcomes
Upon completion of the program of study for the DPT program, the graduate will be prepared to:

1. Are able to recognize and discuss components of selected health care issues on a competent level, using at least two research articles to back up their comments. 7D1, 7D4, 7D5, 7D8, 7D9, 7D10, 7D12
2. Can discuss the selected ethical and health issues, including their impact on the therapist and the practice of physical therapy. 7D1, 7D3, 7D4, 7D5, 7D6, 7D7, 7D8, 7D11
3. Document the issues and concerns or positives associated with your CI’s teaching style, effectiveness and their impact on your learning in the outpatient environment. 7D12
4. Can propose alternative solutions to the problems that are presented in their clinical setting, and present rationale for the selection of a particular course of action that would allow the therapist to adhere to legal and ethical issues, based on the APTA guidelines for ethical practice. 7D1, 7D2, 7D3, 7D4, 7D5, 7D6, 7D7, 7D8, 7D10, 7D11, 7D12, 7D16
5. Using on-line resources to discuss and present points that will be backed by recent research relative to the point they are trying to put forth for the topic of discussion. 7D9
6. Review of literature and resources related to the health care issue and its impact on physical therapy in today’s health care environment. 7D1, 7D4, 7D5, 7D6, 7D9, 7D16, 7D25, 7D28, 7D38, 7D41, 7D42, 7D43
7. Understand global, national, regional, state, local health care issues from reimbursement to delivery of care, recognizing differences between different systems of care, and pointing out pros and cons of each. 7D1, 7D4, 7D5, 7D6, 7D9, 7D16, 7D25, 7D28, 7D38, 7D41, 7D42, 7D43
8. Begin the lifelong process of developing culturally competent physical therapists for diverse populations, which includes understanding the relationships between culture, ethnicity, socioeconomic status, health benefits and behaviors. Communication skills and the ability to interact with the health care delivery system. 7D1, 7D4, 7D5, 7D6, 7D7, 7D10, 7D11, 7D12, 7D15, 7D16, 7D23, 7D24, 7D26, 7D28, 7D34, 7D42, 7D43
9. Recognize the impact of taking part in acts of social responsibility to improve the health status of individuals and communities. 7D12, 7D13, 7D14
10. Having a plan to integrate in order to communicate with customers relative to patient quality of care, outcomes and overall needs and future care for patients, including doctors and other referral sources, insurance companies, and the patient’s themselves. 7D6, 7D7, 7D8, 7D10, 7D11, 7D16, 7D23, 7D24, 7D26, 7D28, 7D30, 7D31, 7D32, 7D34
11. The student will begin the process of determining best practice outcome measures to determine patient progress with the set standard of care. 7D31
12. Students will advocate for their patients and profession during the clinical practicum providing information on how their clinic is or is not advocating for the clientele they serve. Students will write a letter advocating for further patient needs. 7D14
CAPTE Required Elements with related weekly assignment:

1. The student will describe a technique, program or modality they have not had contact with previously. The student will research the effectiveness of this product and discuss, using research to back up their thoughts.
   CAPTE elements addressed: 7D1, 7D4, 7D5, 7D9, 7D10, 7D11, 7D12

2. The student will demonstrate, through composition of information and discussion related to the use of modalities including research on their effectiveness for given diagnosis. 7D17, 7D18, 7D19, 7D20, 7D22, 7D23, 7D24, 7D26, 7D27c

3. The student will demonstrate, through discussion with classmates on researched information on how chronic pain is different than acute pain and how assessment and treatment may differ with regards to these types of pain.
   CAPTE elements addressed: 7D6, 7D7, 7D8, 7D9, 7D10, 7D11, 7D12, 7D17, 7D18, 7D19, 7D20, 7D22, 7D23, 7D24, 7D26, 7D27d,h, 7D28, 7D31

4. The student will present, via video, a patient case including 5 researched outcome measures directly related to the patient diagnosis, demonstrating validity and reliability of those measures chosen.
   CAPTE elements addressed: 7D1, 7D6, 7D7, 7D9, 7D10, 7D11, 7D18, 7D22, 7D23, 7D24, 7D26, 7D28, 7D30, 7D31, 7D38

5. The student will construct an opinion on the productivity expectations within their current clinical setting and present this opinion to their professor only. The opinion should be backed with research of normal expectations relative to the profession and setting, they should include potential solutions to noticed inequities or differing expectations.
   CAPTE elements addressed: 7D1, 7D3, 7D4, 7D5, 7D6, 7D9, 7D10, 7D11, 7D28, 7D37, 7D38, 7D40, 7D41, 7D42, 7D43

6. The student will assemble a plan to approach marketing referral or potential referral sources in order to relate the effectiveness of the services their clinic provides, use research to back up your plan.
   CAPTE elements addressed: 7D1, 7D3, 7D4, 7D5, 7D6, 7D7, 7D9, 7D10, 7D12, 7D16, 7D24, 7D40, 7D43

7. The student will critically assess the use of support staff, including legal and ethical uses of PT technicians and physical therapist assistants, within their clinical setting and use research to organize their expectations and discuss their thoughts within the online discussion board.
   CAPTE elements addressed: 7D1, 7D2, 7D3, 7D4, 7D5, 7D6, 7D7, 7D8, 7D9, 7D11, 7D25, 7D29, 7D36, 7D37, 7D38, 7D39, 7D40, 7D41, 7D42, 7D43

8. The student will create, through a posted mock letter to a payor source, a request for continued visits not included in pre-approved visits. The student will use researched topics to back up their request for continued care; the student should regard potential long-term costs, potential for re-injury, etc...
   CAPTE elements addressed: 7D1, 7D4, 7D5, 7D6, 7D7, 7D8, 7D9, 7D10, 7D11, 7D12, 7D16, 7D23, 7D24, 7D26, 7D27, 7D28, 7D30, 7D31, 7D32, 7D36, 7D42
9. The student will integrate their attitudes regarding pro bono services with those of their clinical experiences to discuss their thoughts, including possible visits not covered by insurers that the therapist feels may be vital to their outcomes. The student will research this topic and design a response.

CAPTE elements addressed: 7D1, 7D3, 7D4, 7D5, 7D6, 7D7, 7D8, 7D9, 7D12, 7D13, 7D14, 7D17, 7D18, 7D19, 7D20, 7D22, 7D23, 7D24, 7D26, 7D27, 7D28, 7D30, 7D31, 7D32, 7D34, 7D36, 7D42

10. The student will assemble a case study based on a clinical presentation during the musculoskeletal practicum, including a patient history and assessment the student must then decide on 5 outcome measures that demonstrate the patient’s progress through objective measurement. The student will provide research of each outcome measure and their statistical significance relative to the client they have chosen to write about.

CAPTE elements addressed: 7D1, 7D4, 7D5, 7D9, 7D10, 7D11, 7D16, 7D17, 7D18, 7D19 all, 7D20, 7D21, 7D22, 7D23, 7D27, 7D30, 7D31, 7D37

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
</table>

Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at [ASU's Blackboard Learning Management System](#).
Required Texts and Materials
On-line research engines such as APTA and Pubmed...

Recommended Texts and Materials
None

Technology Requirements
You will be required to make a video during this class so Blackboard and your computers camera are required to work together through Kaltura or other supported programs on Blackboard.

To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OS X 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University’s Distance Education Website

Topic Outline
1. Modalities in your clinical practicum facility
2. “Chronic pain” and how these patients might be treated differently in the clinic
3. Your CI’s teaching style
4. Outcome measures for your chosen case report patient
5. Productivity expectations in your clinical practicum facility
6. Marketing your skills in the outpatient setting
7. Use of support personnel in your clinical practicum facility
8. Insurance companies and your decisions and how this can affect payment
9. Provision of indigent care
10. The patient you have chosen to complete your case report and their medical history and your five outcome measures and how and why these measures fit with this patient
Communication
All communication outside of discussion boards for each section should be done through direct e-mail with your professor. If you are having difficulty with any aspect of this course it is your responsibility to contact Dr. Moore. If you are having difficulty with your CI or your clinical situation in any regard please contact Dr. Huckaby or Dr. Moore. If you contact Dr. Moore he will likely be in communication with Dr. Huckaby to distinguish the issues involved. Dr. Moore will make every effort to respond to your e-mail within 24 hours.
Course announcement will be made through Blackboard Announcements so please check your e-mails regularly.
This course is entirely on-line, therefore, on-line etiquette is required. If any issues associated with on-line communication please contact Dr. Moore ASAP.

Grading

Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Discussion Board forums 20 x 7 posts</td>
<td>140</td>
</tr>
<tr>
<td>Journal post</td>
<td>20</td>
</tr>
<tr>
<td>Video presentation</td>
<td>20</td>
</tr>
<tr>
<td>Abstract</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>200/2=grade out of 100</td>
</tr>
</tbody>
</table>

Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.
The following grading scale is in use for this course:
- A = 90.00-100 points
- B = 80.00-89.99 points
- F = 70.00-79.99 points

All grades to include final course grade, assignments, and exams are not rounded up to the nearest whole number.
Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

As the students are off campus at clinical affiliation sites performing clinical duties, this course will be taught on-line.

**Weekly Discussion:** There will be assigned one module per week for you to read, research and respond with a well-organized, well written, and well thought out contribution to begin a discussion. The students must respond in a timely, well written and proofed response with “at least two research articles” to back their stance in AMA format. The responses will be in different forms, possibly pro vs. con debate, video, simple comment…, following the format of the provided rubric for each response.

The rubric for this assignment is posted with your syllabus. This is the true meat of your grade, and your participation and thoughtful consideration is very important to your success in this class. You will have one week for each response and group response. Each week starts at midnight on Monday and runs through the following Tuesday, this allows a weekend to perform research and responses. Please remember that on-line discussions are without emotional context, be polite and respectful with each response.

**Journal:** The journal will be a one-on-one, on-line discussion with your instructor only. Your classmates and group mates will not have access to what you write. Please follow the same rubric as the discussion board, your participation and thoughtful consideration is very important to your success in this class. For the journal you will have one week to respond to the question in the journal section of the blackboard. Your week begins on Monday at midnight and runs through the following Tuesday, which allows for a weekend to perform research and responses. Please remember your on-line etiquette. Your response will also require two articles to back up your thoughts.

**Video Presentation:** This is a presentation that will be due on the fourth week of your class. Please send me a short video, 3-5 minutes in length, describing the patient outcomes you are planning to use for your fall research paper, as well, include a short history of the type of patient you are hoping to include for this paper. As
you prepare this video, please keep in mind that the outcomes you plan on using must be appropriate for the type of patient you are choosing. That is, don’t use a pain scale if the patient pain is well controlled, or lower extremity functional outcome measure if the patient’s issues may not be meet that criteria. This will be a very important part of your upcoming fall research class, choose well. Please include the reliability and validity of each test from a reliable source. Please include five measures.

**Abstract:** Each student must also complete a patient case report abstract based on an interesting musculoskeletal patient they came in contact with during their clinical experience. This abstract must include a literature review and the outcome measures they plan to use for their fall research class and paper. The video assignment earlier in the course requiring you to begin choosing your outcome measures should have prepared you for this section. You must now also include the patient, their history, and the outcome measures and how they relate back to that patient. Please include at least 5 references in AMA format.

**Assignment Submission**

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at kelly.moore@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

**Late Work or Missed Assignments Policy**

**Late Work Policy**

The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.
General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

Student Responsibility and Attendance

Online: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability
The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

**Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.

**Plagiarism**

Plagiarism is a serious topic covered in ASU’s [Academic Integrity policy](#) in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#).

**Student Absence for Observance of Religious Holy Days**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

**Copyright Policy**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.
Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D.

You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.
## Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opens 6/8/2020</td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>DUE 6/15/2020: Demonstrate through written assignment the efficacy or lack of efficacy of a modality or technique used in your affiliated clinic, please include two articles to back up your thoughts in AMA format. Respond to two classmates by 6/17/2020 midnight</td>
</tr>
<tr>
<td></td>
<td>Discussion Board</td>
</tr>
<tr>
<td>DUE 6/15/2020</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>DUE 6/15/2020: Due by midnight 6/22/2020: You have a patient come to the clinic with a diagnosis of “chronic pain”, 1. How are you going to assess the patient differently than other patients, 2. How are you going to treat the patient differently than other patients? Please cite at least two articles backing up your thoughts. Please review the rubric to make sure you are including everything required.</td>
</tr>
<tr>
<td></td>
<td>Discussion Board</td>
</tr>
<tr>
<td>DUE 6/22/2020</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>DUE 6/29/2020: You have been at your clinic a couple of weeks. Please take time to assess your CI’s teaching style. Is it effective, or is something wanting in their ability to communicate with you? Is their feedback appropriate? Do they make you feel more confident? Please find two articles that assist with defining how learning and teaching styles might be more effective in the clinical setting.</td>
</tr>
<tr>
<td></td>
<td>Discussion Board</td>
</tr>
<tr>
<td>DUE 6/29/2020</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>DUE 7/6/2020: Please come up with 5 outcome measures that you plan on using in your research paper that will be due this fall. Please think about the type of patient you will choose and then define why the measures you have chosen fit this patient. Please provide an appropriate article for each measure demonstrating reliability and validity numbers.</td>
</tr>
<tr>
<td></td>
<td>Video submission</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Opens 7/6/2020         | **Week 5**  
| DUE 7/13/2020          |  
|                         | Journal submission  
|                         | This is a one-on-one assignment between you and I; discussing patient assignment, productivity expectations, and possible solutions to issues associated with this topic. Please sight two articles supporting your thoughts and cite in AMA format. |
| Opens 7/13/2020        | **Week 6**  
| DUE 7/20/2020          |  
| Respond to two group mates by 7/15/2020 | Discussion board  
|                         | This module has to do with marketing your skills and clinic in the outpatient setting. How do you pitch the skills and products in your clinic? Please find two articles supporting your thoughts, you may use less scientific journals in this realm. |
| Opens 7/20/2020        | **Week 7**  
| DUE 7/27/2020          |  
| Respond to two group mates by 7/22/2020 | Discussion board  
|                         | This module we will discuss the use of support staff in your clinic, what are the expectations from office staff to techs, ATC, PTA etc..., remembering back to your rules, please sight two articles supporting your thoughts. |
| Opens 7/27/2020        | **Week 8**  
| DUE 8/3/2020           |  
| Respond to two group mates by 7/29/2020 | Discussion board  
|                         | This module deals with the roll of insurance companies and decisions you make that can affect payment. If you had to write a letter to justify more visits, what’s included? Please cite two articles that support your thoughts. |
| Opens 8/3/2020         | **Week 9**  
| DUE 8/10/2020          |  
| Respond to two group mates by 8/12/2020 | Discussion Board  
|                         | This module discusses the use of free care, or indigent care. Is it beneficial for the clinic or detrimental? Please find two articles supporting your thoughts. |
| Opens 8/10/2020        | **ABSTRACT DUE**  
| Abstract for case report due | Please define the history and diagnosis of the patient you have chosen for your MS case report. Please define your outcome |
## Grading Rubrics

### Discussion Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable 1</th>
<th>Acceptable 2</th>
<th>Good 3</th>
<th>Excellent 4</th>
<th>Your Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency</strong></td>
<td>No participation</td>
<td>Participates only once</td>
<td>Participates 2 of 3 required posts</td>
<td>Participates more than 3 required posts</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Initial assignment posting</strong></td>
<td>Does not post assignment</td>
<td>Posts adequate information with superficial thought and preparation; does not address all aspects of task requested.</td>
<td>Posts well developed, addresses all aspects requested, lacks full development of concepts.</td>
<td>Posts well developed assignment that fully addresses and develops all aspects of the task requested.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content contribution of follow-up postings</strong></td>
<td>Does not respond to any other student’s initial posts.</td>
<td>Posts shallow response that agrees/disagrees/repeats but does not add substantive information to the discussion.</td>
<td>Elaborates on existing posts with further comment or observation or experience, posts information that is correct</td>
<td>Posts factually correct reflective and substantive contribution; advances discussion; demonstrates analysis of others’ posts; extends meaningful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>References and support</td>
<td>Discussion building on previous posts.</td>
<td></td>
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<td>------------------------</td>
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<tr>
<td>Includes no references or supporting experience</td>
<td>Uses personal experience, but no references.</td>
<td>Incorporates one reference.</td>
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<tr>
<td>Incorporates at least two references and relevant personal experience.</td>
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</table>

<table>
<thead>
<tr>
<th>Clarity and mechanics</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posts long, unorganized or inappropriate content, with multiple errors</td>
<td>Communicates in professional manner with some errors in clarity or mechanics</td>
</tr>
</tbody>
</table>

Total (20)

**Student Evaluation of Faculty and Course**

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

**Select the SLO’s you use**

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of