Course Information

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct. Also, due to COVID-19, there will no food or drink allowed in any classrooms, seminar rooms, or public gathering areas in the Health and Human Services building until further notice. The only exception to this policy is a student may have bottled water or water in a container that able to be sealed and not spill or leak.

Course Description

This course focuses on assessment and intervention with those evidencing acute and chronic mental health problems and disabilities. The course addresses the delivery of services to various populations (children, adolescents, and adults), service delivery systems (community
mental health, managed behavioral health care), and a wide range of problems. Topics include well-being, ethics, case management, treatment planning, managed care, DSM, PIE, and substance abuse.

Additionally, students will have an opportunity to critically evaluate the concept of mental illness using an ecological paradigm and the person-in-environment perspective; specifically, students will have the opportunity to critically evaluate the biopsychosocial approach to the etiology, assessment, diagnosis, and treatment of people affected by mental illness.

**Course Credits**
3 credit hours

**Prerequisite and Co-requisite Courses**
None

**Prerequisite Skills**
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Department of Social Work

**Program Outcomes**
Upon completion of the program of study for the MSW program, the graduate will be prepared to:

**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>
<tbody>
<tr>
<td>A1.3 Demonstrate the ability to critically analyze cases and articulate how to manage ethical issues in practice scenarios.</td>
<td>Case Vignette Reviews</td>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
</tr>
<tr>
<td>A3.1 Demonstrate effective and diplomatic skills in advocacy.</td>
<td>Recovery Papers</td>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
</tr>
<tr>
<td>A4.3 Evaluate how personal values and biases impact research-informed practice and practice-informed research.</td>
<td>DSM Summary Case Vignette Reviews Recovery Papers</td>
<td>Competency 4: Engage In Practice-informed Research and Research-informed Practice</td>
</tr>
</tbody>
</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


Recommended Texts and Materials


*NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (7th ed.)*

Technology Requirements

Testing via Respondus™ Monitor
Access to Exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There is one practice quiz: a short 10 question practice quiz over ASU trivia that is not graded. This tool will be available to the student to assure accessibility. Students are highly encouraged to go through the practice quiz in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information
regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

**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 OSX 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**

**Module 1:** Provides an introduction then discusses social work and the DSM, intellectual disabilities, and autism spectrum disorders.

**Module 2:** Discusses ADHD, ODD, anxiety, and obsessive compulsive disorder.

**Module 3:** Examines PTSD, eating disorders, depression, substance use disorders, and bipolar disorders.

**Module 4:** Discusses personality disorders, schizophrenia, and neurocognitive disorders.

**Communication**

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

- Please note that emails received after 6 p.m. will be answered the following morning.

**Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

**Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.
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>DSM Changes Summary</td>
<td>15</td>
</tr>
<tr>
<td>Journals</td>
<td>15</td>
</tr>
<tr>
<td>Recovery Papers</td>
<td>30</td>
</tr>
<tr>
<td>Case Vignette Reviews</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>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
- C = 70.00-79.99 points
- D = 60.00-69.99 points
- F = 0-59.99 points (Grades are not rounded up)

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.
Journals 15%

There will be 5 journal submissions worth 15 percent of your grade. Journal submissions will be graded on the following criteria; Critical thinking, Integration of course content, and Grammar, Spelling, and Punctuation.

Recovery Papers 30%

So often in the mental health field, we think about assessing and treating psychopathology, and we fail to include recovery. Clients’ histories of recovery are poignant reminders of the struggle and the resolution or determination to deal with troublesome mental health histories.

Three, 1-2-page papers are required to document your reflections on readings about recovery. Students will research and select peer reviewed journal articles related to recovery from mental health issues. Search for articles that provide information from clients or family members’ recollections about the contributory influences, course, and recovery from mental health issues. Please feel free to select any other sources that depict the recovery process (and I will add them to the list for future students to consider).

The following are suggestions to guide your writing:

A logical presentation of information

Evidence from the reading to demonstrate influences on your learning.

Originality and clarity of your writing

APA format

DSM-Navigating/Changes Summary 15%

Students must read the introduction to the DSM-5 and discuss the sections of the manual, such as case formulation, clinical significance, definition of a mental disorder, elements of a diagnosis (criteria, descriptors, subtypes, and specifiers), principal diagnosis, provisional diagnosis, coding, and looking to the future; as a successful understanding of this portion of the DSM will make it relatively easy for the student to understand diagnostic procedures, assessment, criteria, etc., later in the course. Students will also research and summarize the changes that have been made over time.
to the *Diagnostic and Statistical Manuel of Mental Disorders (DSM)*. This assignment is meant to improve the student’s ability to navigate the DSM-5 and gain an understanding of the development in how mental health issues have been viewed and categorized. It is a summary only. The assignment is not to be longer than 3 pages. In order to accurately and sufficiently summarize the material in that length, the student will have to have a working knowledge of the material.

**Case Vignette Reviews**

Each student will write two diagnostic case reviews based on case studies provided to students by instructor; an outline of the content of these reviews will be provided to the class. The papers should conform to the standards of the *Publication Manual of the American Psychological Association, 6th Edition* (2010). The length of the papers may vary, but should be no less than 5 pages, including the cover sheet and reference pages.

Students are expected to engage in substantial independent research over the issues addressed in the case. Case reviews will be thorough, realistic, based on sufficient and current evidence, and demonstrate considerable critical thinking. Students are encouraged to use the Bentley Walsh text as a reference for medications that work effectively for mental health patients.

Plagiarism is the presentation of someone else’s information as though it were your own. If you use the words or ideas of another person; or if you use material from any source—whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source—you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper.

**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 anne.scaggs@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

POLICY ON LATE OR MISSED ASSIGNMENTS

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.

Failure to submit your assignments on the assigned date will result in a 10 point deduction for the first day and a 5 point deduction for each day after the posted deadline. No papers or postings will be accepted more than 5 days past the assigned 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
- As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct. Also, due to COVID-19, there will no food or drink allowed in any classrooms, seminar rooms, or public gathering areas in the Health and Human Services building until further notice. The only exception to this policy is a student may have bottled water or water in a container that able to be sealed and not spill or leak

Student Responsibility and Attendance

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.

**Note:** This course utilizes Collaborate to engage in role plays, case study, and interaction. A day and 2 session times will be offered for students to have some flexibility. **Attendance is mandatory.** Collaborate times will be posted in Banner and a reminder email will be sent the day of the sessions.

**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.**³

**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 Services website.**⁴ 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
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>
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</thead>
</table>
| Week 1 Aug. 17-22  | Read: Introduction of the DSM -5  
"Please Introduce Yourself to the class via Self Introduction Discussion" |
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Assignment: DSM Changes Summary Due 8/30 end of day</td>
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<tr>
<td>Aug. 23-29</td>
<td></td>
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<tr>
<td>Week 3</td>
<td>Intellectual Disabilities</td>
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<tr>
<td>Aug. 30- Sept. 5</td>
<td>From YouTube, View: I have one more chromosome than you. So what?</td>
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<td></td>
<td>Journal 1: Write about an experience you had involving a person with intellectual disabilities. Reflect on how you felt about that person and discuss how your perceptions of those with IDD may have impacted your interactions. Have your perceptions changed over the years? If so, how? Due 9/3 eod</td>
</tr>
<tr>
<td>Week 4</td>
<td>Autism Spectrum Disorders</td>
</tr>
<tr>
<td>Sept. 6-12</td>
<td>Recovery Paper 1 Due 9/13 eod</td>
</tr>
<tr>
<td>Week 5</td>
<td>Attention-Deficit/Hyperactivity Disorder</td>
</tr>
<tr>
<td>Sept. 13-19</td>
<td>From YouTube, View: Oppositional Defiant Disorder, Conduct Disorder, &amp; Antisocial Personality Disorder and Parent Management Training for ODD, ADHD, and Conduct Disorder</td>
</tr>
<tr>
<td>Week 6</td>
<td>Oppositional Defiant Disorder and Conduct Disorder</td>
</tr>
<tr>
<td>Sept. 20-26</td>
<td>Journal 2: Has your life been touched by someone dealing with a mental health or substance abuse issue? If so, how do you believe that will impact your work with clients who have those issues and what additional knowledge would you like to have? If you have no personal experience with mental health or substance abuse issues, what do you believe will help you better meet the needs of your clients who are living with one of both of those issues? Due 9/24 eod</td>
</tr>
<tr>
<td>Week 7</td>
<td>Anxiety Disorders</td>
</tr>
<tr>
<td>Sept. 27- Oct. 3</td>
<td>From YouTube, View: How to cope with anxiety</td>
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<tr>
<td></td>
<td>Case Vignette 1 Due 10/4 eod</td>
</tr>
<tr>
<td>Week 8</td>
<td>Obsessive-Compulsive and Related Disorders</td>
</tr>
<tr>
<td>Oct. 4-10</td>
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<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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<tr>
<td><strong>Week 9</strong></td>
<td></td>
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<tr>
<td>Oct. 11-17</td>
<td><strong>Eating Disorders and Depression</strong>&lt;br&gt; *From YouTube View: Living Through Depression: Julia’s Story and Most Powerful Speech by Man Who Survived Jump from Golden Gate Bridge</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td></td>
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<tr>
<td>Oct. 18-24</td>
<td><strong>Substance Use Disorders</strong>&lt;br&gt; <em>From YouTube View: Everything You Think You Know About Addiction is Wrong – Johann Hari</em>&lt;br&gt; <strong>Recovery Paper 2 Due 10/25 end of day</strong></td>
</tr>
<tr>
<td><strong>Week 11</strong></td>
<td></td>
</tr>
<tr>
<td>Oct. 25-31</td>
<td><strong>Paraphilic Disorders and Pedophilic Disorder / Post Traumatic Stress Disorder</strong>&lt;br&gt; <strong>Journal 4:</strong> Do you have any preconceived ideas, biases, or opinions about PTSD? Reflect upon those ideas, biases, and/or opinions and discuss how you will manage those things when working with clients. Due 10/29 end of day</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td></td>
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<tr>
<td>Nov. 1-7</td>
<td><strong>Bipolar Disorder</strong>&lt;br&gt; <em>From YouTube, View: The mental illness and bipolar video you need to watch</em>&lt;br&gt; <strong>Recovery Paper 3 Due 11/8 end of day</strong></td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td></td>
</tr>
<tr>
<td>Nov. 8-14</td>
<td><strong>Personality Disorders</strong>&lt;br&gt; <em>From YouTube, View: What a Borderline Personality Disorder (BPD) Episode Looks Like</em>&lt;br&gt; <strong>Journal 5:</strong> Which mental health or substance use disorder do you feel will be most difficult for you to deal with in a client? Discuss why you feel this way and how you will manage those feelings. Due 11/12 end of day</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td></td>
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<tr>
<td>Nov. 15-21</td>
<td><strong>Schizophrenia and other Psychotic Disorders</strong>&lt;br&gt; <em>From YouTube, View: AFTER WINTER: A Real-Life Schizophrenia Treatment Story</em>&lt;br&gt; <strong>Case Vignette 2 Due 11/22 eod</strong></td>
</tr>
<tr>
<td><strong>Week 15</strong></td>
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<tr>
<td>Nov. 22-24</td>
<td><strong>Neurocognitive Disorders/ Finals Week</strong></td>
</tr>
</tbody>
</table>
Grading Rubrics

DSM – Navigating/Changes Summary Rubric

Introduction –
Summary of case formulation, clinical significance, definition of a mental disorder, elements of a diagnosis (criteria, descriptors, subtypes, and specifiers), principal diagnosis, provisional diagnosis, coding, and looking to the future (did it include thought and opinions, speculation for changes to any items in the future, any suggested additions). ________40 pts
Did you research and summarize the changes that have been made over time, include your opinions related to those changes and share any thoughts on changes that need to occur? ______40 pts.
Conclusion –


Total ________/100

SWK 6385 Recovery Papers Rubric

So often in the mental health field, we think about assessing and treating psychopathology, and we fail to include recovery. Clients’ histories of recovery are poignant reminders of the struggle and the resolution or determination to deal with troublesome mental health histories.

Three, 1-2-page papers are required to document your reflections on readings about recovery. Students will research and select peer reviewed journal articles related to recovery from mental health issues. Search for articles that provide information from clients or family members’ recollections about the contributory influences, course, and recovery from mental health issues. Please feel free to select any other sources that depict the recovery process.

The following are suggestions to guide your writing:
The peer reviewed article selected related to recovery from a credible source and pertained to a mental health issue. _____ (15 pts)

Information was presented in a logical manner (summary of article, clear discussion of client recovery, student thoughts related to intervention(s) discussed, student discussion related to whether or not the interventions are considered best practice with client base, discussion related to articles impact on student learning). _____ (45 pts)

Student provided evidence from the reading to demonstrate influences on learning._____ (15 pts)

Student showed originality and clarity with their writing ______ (10 pts)

APA format _______ (15 pts)

Case Review Rubric

Introduction -
Summary of your answers – _______  20 pts
Assessment Tool - _______ (30 pts)
  Discussion about what assessment tool you would use to determine a
  Diagnosis (locate research based articles to support which tool you select)

Diagnosis - ______ (10 pts)

EBP Intervention - _______ (30 pts)
  Discussion about what EBP intervention(s) you would recommend for treatment and
  any additional types of treatment such as medication or non-traditional methods (yoga, mindfulness, etc.)
  Prognosis should the client choose to participate in treatment - ______ (10 pts)

Conclusion

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.

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