

AT 6312

Research Methods and EBP in Athletic Training



Instructor: Kristi White, PhD, ATC, LAT

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Office: Archer Building (HHS) 222E

Office Hours: Available by Appointment

Open Labs: Monday 8:00-10:00, Tuesday and Thursday 2:00-5:00, and Friday 8:00-11:00

Course Information

Course Description

To become better consumers of research-based information, this course will introduce research topics and the data collection and application of statistical methods used in athletic training and related research. Students also learn the process of designing a research project.

Course Credits

3

Prerequisite Courses

AT 6100, AT 6310, AT 6400

Prerequisite Skills

Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the AT 6312.

Program Outcomes

Upon completion of the course, students will be prepared to:

Student Learning Outcomes

CODE	Student Learning Outcome Description By completing all course requirements, students will be able to:
EBP-62	Provide athletic training services in a manner that uses evidence to inform practice.
HCI-64	Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:
HCI-64.1	Use data to drive informed decisions
HCI-64.2	Search, retrieve, and use information derived from online databases and internal databases for clinical decision support
HCI-64.3	Maintain data privacy, protection, and data security
QIM-63	Use systems of quality assurance and quality improvement to enhance client/patient care.

Course Delivery

This is primarily a face-to-face course with roughly 25% of the course delivered online via [Blackboard](#)¹. All of the course lectures and PowerPoints should be accessed via Blackboard.

Required Texts and Materials

- Evidence-Based Practice in Athletic Training. Scot Raab and Debbie Craig. 2016. Human Kinetics. ISBN 978-1-4505-9815-9.
- Using IBS SPSS Statistics: An Interactive Hands-On Approach. James Aldrich. 2019. Sage. ISBN: 978-5443-1889-9.

Technology Requirements

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

Date	Topic	Assignment	Ch.
10/18	Syllabus and Course Expectations <i>First Encounters with SPSS; Navigating SPSS, Getting Data in and out</i>	Chapter 1: Lecture Video by 11:59 pm	SPSS 1, 2, 3
10/19	Evidence-Based Practice Models <i>Levels of Measurement</i>	Chapter 2 Lecture Video by 11:59pm	Raab Ch. 1 SPSS 4
10/20	Steps in EBP Research PEDro Scale Activity	Chapter 3 Lecture Video by 11:59pm on 10/24	Raab Ch. 2
10/25	Research Evaluation <i>Entering Variables and Data; Working with Data</i>	Library Assignment Due by 11:59pm Chapter 4 Lecture Video by 11:59pm	Raab Ch. 3 SPSS 5, 6
10/26	Diagnostic Research	Chapter 5 Lecture Video by 11:59pm	Raab Ch. 4
10/27	Prognostic Research	Chapter 6 Lecture Video by 11:59pm on 10/31	Raab Ch. 5
11/1	Systematic Reviews and Meta-Analysis	Chapter 7 Lecture Video by 11:59pm	Raab Ch. 6
11/2	EBP in Daily Clinical Practice	Chapter 8 Lecture Video by 11:59pm	Raab Ch. 7
11/3	Overview of Outcome Measures	PICO Question 1 and Systematic Review 1 Due 11:59pm Chapter 10 Lecture Video by 11:59pm on 11/7	Raab Ch. 8
11/8	Qualitative Studies	Chapter 9 Part 1 Lecture Video by 11:59pm	Raab Ch. 10
11/9	Quantitative Research <i>Descriptive Statistics</i>	Chapter 9 Part 2 Lecture Video by 11:59pm	Raab Ch. 9 SPSS 9

Date	Topic	Assignment	Ch.
11/10	Quantitative Research <i>Creating Graphs Nominal Data; Creating Graphs Continuous Data</i>	Worksheet 1 Due and the beginning of class Qualitative Interview Paper Due on 11/14 by 11:59pm	Raab Ch. 9 SPSS 10, 11
11/15	Quantitative Research <i>Interferential; One Sample T-Test</i>	Worksheet 2 Due and the beginning of class	Raab Ch. 9 SPSS 12, 13
11/16	Quantitative Research <i>Independent Sample T-Test; Paired Samples T-Test</i>	Worksheet 3 Due and the beginning of class	Raab Ch. 9 SPSS 14, 15
11/17	Quantitative Research <i>One Way ANOVA; One Way ANOVA Repeated Measures</i>	Worksheet 4 Due and the beginning of class PICO Question 2 and Systematic Review 2 Due on 11/21 by 11:59pm	SPSS 16, 17
11/22	Quantitative Research <i>Chi-Square Goodness of Fit; Chi-Square Test of Independence</i>	Worksheet 5 Due and the beginning of class	SPSS 20, 21
11/23	Quantitative Research <i>Factorial ANOVA; ANCOVA</i>	Worksheet 6 Due and the beginning of class	SPSS 18, 19
11/24	No Class Thanksgiving Holiday	Review of Literature Due by 11:59pm	
11/29	Quantitative Research <i>Pearson's Correlation; Linear Regression</i>	Worksheet 7 Due and the beginning of class	SPSS 22, 23
11/30	Quantitative Research <i>Multiple Regression; Logistic Regression</i>	Chapter 11 Lecture Video by 11:59pm Worksheet 8 Due and the beginning of class	Raab Ch. 9 SPSS 24, 25
12/1	Research Ethics		Raab Ch. 11
12/6	SPSS Final Exam 1:00-3:00		
12/7	Final Exam 1:00-3:00		

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.

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.

Grading - Evaluation and Grades

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

Assessment	Points of Total Grade
Chapter Lecture Quizzes (15 points each)	165
SPSS Final Exam	100
Final Exam	200
Information Literacy	60
PICO Questions	80
Systematic Review Appraisal Sheets	40
Statistics Homework	350
SPSS Assignments	155
Review of Literature	100
Qualitative Interview	100
TOTAL	1350

This course is graded strictly on points NOT percentages. The amount of points you earn determines your grade in the course. I DO NOT ROUND UP GRADES at the end of the semester. It is your responsibility to keep track of the total course points you have accumulated and take advantage of the bonus points available in the course.

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 = 1215.00-1350 points

B = 1080.00-1214.99 points

C = 945.00- 1079.99 points

D = 810.00-944.99 points

F = 0-809.99 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

All exams are closed book in class examinations. This means you are expected to take all exams on the scheduled date under the supervision of the instructor. Any absence during a scheduled time must be discussed on an individual basis with the instructor prior to the absence on when and if the exam may be made up.

Video Participation: 165 points (15 points each)

Videos discussing the information of each chapter will be posted. Students are required to watch these videos. There will be short quizzes regarding the content of these videos. Your grade for these quizzes is dependent on the percentage of video you watch and how you answer the questions. The new video software allows the instructor to see if you actually watched the videos or just skipped to the questions. If you just answer the questions without watching the videos, you will not receive full points for these assignments. For example, if you get 100% on the quiz but only watched 50% of the video, your score would be 11.25/15.

Information Literacy Assignment: 60 points

- Here is how students will access/use the online information literacy tutorial.
 - 1. Click on the Information Literacy Link under Assessments on Blackboard.
 - 2. Watch all 12 videos and take the corresponding quiz for each video.
 - 3. Each quiz is worth 5 points

Statistic Worksheets: 350 points

- These worksheets will be distributed throughout the 8 weeks.

Small-Scale Literature Review Assignment: 100 points

A literature review is a descriptive summary of research on a topic that has previously been studied. The purpose of a literature review is to inform readers of the significant knowledge and ideas that have been established on a topic. Its purpose is to compare, contrast and/or connect findings that were identified when reviewing researchers' work. Oftentimes, literature reviews are written to ground a study in a particular context of what is known about a subject in order to establish a foundation for the topic (or question) being researched.

The purpose of this assignment is to facilitate your abilities to research a topic of study so you can learn to (1) identify and formulate an inquiry question that defines what you'd like to learn, (2) apply your knowledge on reading research that you've learned in class, (3) analyze information found in educational journal articles, and (4) synthesize new knowledge into a written small-scale literature review.

Assignment Description: For this assignment you are asked to complete a small-scale literature review on an educational topic of your choice. You are asked to locate at least 5 educational journal articles on your topic and write a 4-5 page literature review on the articles you've selected.

Steps to complete your small-scale literature review:

1. Choose an athletic training topic that you are interested in studying.
2. Formulate a PICO question that specifically describes what would like to know about your topic.
3. Complete a literary search and locate journals that include your topic's information.
4. Find articles, read the abstracts and skim the articles to determine if they correspond well to your topic AND PICO question.
5. Select at least 5 journal articles you will need to provide a link to each article in the reference section of your project.
6. Read your articles and begin to sort and classify them *according to their findings*.
7. Organize your articles by sorting and classifying their findings in a meaningful way, always considering your original topic and inquiry question.
8. Write an outline for your small-scale literature review.
9. Write your review.

Outline for writing your small-scale literature review:

1. Introduction

The introduction is used to establish the context of your review to the reader. To establish the context, it is important to do the following in this opening paragraph:

- a. Define the topic of your study and provide any background information that helps your reader to understand the topic.
- b. Explain your reason (perspective) for reviewing the literature on this topic.
- c. State your inquiry question for this review.

2. Body

This section of your paper begins with an explanation of how you have organized your small-scale literature review *and describes findings* from articles that provide answers to your PICO question. Before you begin this section, be sure that you have sorted your articles into different themes based on the articles' *findings (sometimes called results)*. After you sort your articles, it is important to give your sorted groups a descriptive name. The names of the sorted articles will become your headings for each of the paragraphs that you write in the body of your review. To write the body of your small-scale literature review, it is important to include the following:

- a. Write an introduction paragraph for the body of your review. This paragraph tells the reader specific information on how many articles you reviewed and how you sorted the articles into common themes based on the results.
- b. This will be a paragraph that describes the first theme that you identified and compare, contrast and/or connect the articles you've selected.
- c. This will be a paragraph that describes the second theme that you identified and compare, contrast and/or connect the articles you've selected.
- d. This will be a paragraph that describes the third theme that you identified and compare, contrast and/or connect the articles you've selected.

3. Summary

This is the last paragraph of your small-scale literature review. In this paragraph, it is important to summarize the main findings from the articles that you reviewed and to point out the information that you found particularly important to know that answered the PICO question that you established in the first paragraph of your review. Try to conclude your paper by connecting your inquiry question back to the context of the general topic of study.

4. References

This is the last page of your review. It serves as a listing of all references that you mentioned in your paper along with a link to each of your articles. Please use APA style when completing this reference list.

Small-Scale Literature Review Assignment Grading Rubric

The following chart will be used as a rubric to grade your small-scale literature review:

	Target	Acceptable	Unacceptable
Content	The inquiry question was well established in the broader context of an athletic training topic. (10 points)	The inquiry question was established in the context of an athletic training topic. (7-9 points)	The inquiry question was not established in the context of an athletic training topic. (0-6 points)
	At least five articles were selected and each specifically related to the initial PICO question. (10 points)	At least five articles were selected and most related to the initial PICO question. (7-9 points)	At least five articles were selected and some minimally related to the PICO question. (0-6 points)
	The findings/results of articles were thoroughly compared, contrasted and/or connected to each other. (10 points)	The findings of articles were compared, and somewhat contrasted and/or connected to each other. (7-9 points)	The findings of articles were mentioned with little and or no comparison or connection to each other. (0-6 points)
	The conclusion of the review summarized the knowledge found from this review and related the knowledge gain to the PICO question. (10 points)	The conclusion of the review summarized the knowledge found from this review. (7-9 points)	The conclusion of the review did not summarize the knowledge found from this review. (0-6 points)
	The references were cited using APA style. (10 points)	The references were listed. (7-9 points)	The references were not listed. (0-6 points)
Organization	The review was organized using subheadings. The review was suitably organized considering the contents of the selected articles. (25 points)	The review was suitably organized considering the contents of the selected articles. (17-24 points)	The review was minimally organized and writing was difficult to follow throughout. (0-16 points)
Mechanics	There were no grammatical, spelling and/or punctuation errors and transitional phrases were used to guide the reader throughout the text. (25 points)	There was an occasional grammatical, spelling and/or punctuation error that did not distract the reader. (17-24 points)	There were many grammatical, spelling and/or punctuation errors that distracted the reader from the content of the writing. (0-16 points)

PICO Questions with Systematic Reviews – 120 points total

1. Based on an injury you have seen during your clinical rotations and/or a condition you are curious about, please develop an appropriate clinical question. Please utilize the PICO formatting chart for question development.
2. Conduct a literature search based upon the clinical question you created. Please include a detailed layout of your search including database utilized, Boolean search terms, how you narrowed results, etc. From the search, identify two articles that you feel will best guide you in this early stage of inquiry. The two articles do not need to match the exact clinical question, but should be relevant and provide insight to help in your decision-making process.

What to turn in:

1. Your PICO formatting chart, documenting development of your clinical question
2. A detailed layout of your literature search
3. Both articles found.
4. Systematic Review Appraisal Sheet

Qualitative Interview Assignment – 100 points

Life history is the recording of first-hand accounts about the past from people who can give eye-witness information. Life histories provide us with an opportunity to recognize and understand the significant but often ignored contributions of individuals to their families, work places, and communities.

Informant: Find an athletic trainer who is comfortable discussing her or his experiences with you. This may be someone who has been a preceptor, mentor, acquaintance, or instructor who is an athletic trainer. Face-to-face contact is a better interview technique than over the telephone. You may choose to make several briefer contacts rather than one extended interview. Multiple contacts allow you to develop a better rapport with your key informant however, one extended interview is acceptable. You should assure your informant that you will keep their identity and interview data confidential other than your instructor for the course.

Methods: It is a good idea to use a recorder in addition to taking notes during the interview(s). People are usually comfortable with recording if you explain that you want to be accurate and the recorder will make it easier for you to concentrate on the conversation. You can take some notes and revise them later while listening to the recording.

Essential Themes: A pool of sample questions follows. You do not have to ask all of these questions, but you should address the broad areas of *professional context and turning points* during your interview and summary paper.

Sample Questions to Establish Professional Context:

When and where were you born?

What about your family? Did you have older/younger brothers and sisters? What did your father and mother do for a living?

What was your hometown like? What do you remember most clearly about it?

What were the role expectations when you graduated high school?

Did you participate in sports in high school or college?

What made you choose where you went to college?

What was your major in college?

How would you describe your college experience (classes, clinicals, extracurricular, friends)?

What got you interested in athletic training?

What is your favorite part about being an athletic trainer?

What do you like least about the profession of athletic training?

What is the best part of your job?

What is one of the most memorable patient cases you have had?

Sample Questions to Understand Turning Points:

Did you ever get hurt playing sports where you had to be treated by an athletic trainer?

Did you every change your major in college? If so, what caused you to change your major?

What was your first job? Why did you leave this first job?

How has technology changed/affected your practice of athletic training

Did you marry? How did this affect your career choices?

Did you ever experience burn-out on the job? If so, what led to this experience?

When looking back on your life, can you recall any turning points in your life? By “turning points,” I mean a point where your life really took a different direction. (If the interviewee cannot think of a turning point, provide examples: transitions from home to school, work, marriage, parenthood, war, serious illness, geographical move, retirement, widowhood)

Was the transition expected or an unanticipated life change?

How did that event change your life course?

What new meaning did that event give to your life? Did it change your self-conception, life satisfaction, interests, or goals?

Once you have completed the interview(s) you need to listen to the whole recording and read over your notes in order to complete a 4-5 page write up of the experience. Select some interesting facts from the **professional context and the turning points** of the individual's life to write a short narrative of the events as they were told to you. In your write up comment on this method of research by addressing the following themes: How did the interview go (discuss the strengths and weaknesses of this method). What codes can you come up with to analyze this interview (briefly describe 3 codes that might be sociologically interesting)? What lessons about the athletic training profession did you learn from this experience? Could this research have been done more effectively using another method (elaborate)? What were the ethical considerations in undertaking this research? What did you notice about the non-verbal body language your interviewee conveyed to you? How could you have made this person more comfortable during the interview?

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 kristi.white@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 will not be accepted unless you have received permission from the instructor prior to the due date. If you miss an assignment due to an unexcused absence, you are out of luck. Show up for class!

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](#)²
- [Angelo State University Catalog](#)³

Required Use of Masks/Facial Coverings by Students in Class At ASU

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.

Student Responsibility and Attendance

It is the student's responsibility to be on time for class, participate in class discussions, and be actively engaged in the learning process. Instructions and assignments will often be given during class, therefore it is in your best interest to attend. If you have to miss class due to an unforeseen event/accident or illness, please contact the instructor prior to the start of class. Pending the reason for your absence, the instructor may inform you of any missed homework assigned during class. Not acceptable reasons for absences include but are not limited to: over sleeping, work, wanting to leave early or come back late from the weekend, and celebrating a friend, relative or pet's birthday. If you are sick, let the instructor know and bring a physician's note when you come back to class.

Recommended Use of Masks/Facial Coverings by Students in Class At ASU

As a member of the Texas Tech University System, Angelo State University strongly recommends the use of masks/facial coverings 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, we strongly recommend that students in this class wear a mask/facial covering before, during, and after class. Faculty members will also ask you to display your daily screening badge as a prerequisite to enter the classroom.

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](#).⁴

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](#).⁵ 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](#)⁶ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)⁷ 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](#).⁸

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 Day²](#) 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 Miller, 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.miller@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.

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.

Student Learning Outcomes

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
4. Acquiring skills in working with others as a member of a team.
5. Learning to apply knowledge and skills to benefit others or serve the public good

End of Syllabus

¹ <https://blackboard.angelo.edu>

² <https://www.angelo.edu/student-handbook/>

³ <https://www.angelo.edu/catalogs/>

⁴ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁵ <https://www.angelo.edu/services/disability-services/>

⁶ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

⁷ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁸ https://www.angelo.edu/dept/writing_center/academic_honesty.php

⁹ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>