

Dept. of Social Work and Sociology

SWK 3313 – Social Work Practice II



Instructor: Anne M. Scaggs, Ed.D., LCSW

Email: anne.scaggs@angelo.edu

Phone:

Office: Virtual

Office Hours: 11:00 a.m. to 1:00 p.m. Monday through Friday

Collaborate sessions will take place on Wednesday (every other week) at a time to be determined.

Attendance is not mandatory but highly encouraged. The sessions will be recorded for those who cannot attend and I highly encourage viewing.

*** Please note that emails received after 5:00 p.m. will not be answered until the next day. Exceptions will be made for emergency situations at the discretion of the instructor.**

Course Information

Course Description

The introduction to social work practice with large groups, organizations, and communities, including the use of communication skills, supervision, and consultation. Focuses on engagement, assessment and evaluation, planning for service delivery, implementing empirically based interventions, and evaluating outcomes.

Course Credits

3 credit hours

Prerequisite and Co-requisite Courses

SWK 3307 and SWK 3309

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 BSW, the graduate will be prepared to:

Student Learning Outcomes

Mapping to Program Outcomes	Assignment(s) or activity(ies) validating outcome achievement:	Student Learning Outcome By completing all course requirements, students will be able to:
Implement appropriate engagement strategies to engage individuals, families, groups, organizations, and communities within a particular theoretical model.	Group, Organization, and Community Paper / Examination	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Apply an assessment strategy to assess individuals, families, groups, organizations, and communities within a complimentary theoretical model.	Group, Organization, and Community Paper/ Examination	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Implement the strategies that empower individuals, families, groups, organizations, and communities in various contexts of practice.	Group, Organization, and Community Paper/ Examination	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Discern evaluation methods to measure the extent of change to individuals, families, groups, organizations, and communities.	Group, Organization, and Community Paper/ Examination	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

Kirst-Ashman, & Hull. (2017). *Generalist Practice with Organizations and Communities* (7th ed.). Stamford, CT: Cengage ISBN# 9781305943292

Recommended Texts and Materials

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: APA. ISBN:978-1-433-83216-1

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.) Publication.

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

Topic Outline

Module 1: Includes chapters 1-4 and provides an introduction to generalist practice at the macro level, stress and time management, transferring micro level skills to macro level social work, and the group skills needed for organizational and community change.

Module 2: Includes chapters 5-9 and discusses understanding organizations, decision making for organizational change, implementing organizational change, understanding communities, and what macro level social work looks like within communities.

Module 3: Includes chapters 10-14 and discusses evaluating macro practice, advocacy and social action with populations-at-risk, ethics and ethical dilemmas with organizations and communities, using supervision, and developing & managing agency resources.

Communication

I am available Monday -Friday from 11:00 am to 1:00 p.m. My preferred method of communication is email but I am also available, as needed, to meet in Collaborate. I can also meet virtually outside of my scheduled office hours by appointment.

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 5 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.

Assessment	Percent/Points of Total Grade
Professional Performance	10
Meetings/Discussion Threads/Journals	20
Examinations	30
Assessment Papers	40
Total	100%

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.**

Professional Performance

10%

This is relevant to attendance; engaging in class activities, including frequency and quality; professional presentation; and any factors that would normally be evaluated in a professional social work setting. Essentially, ask yourself if what you are doing would be perceived as professional in an employment setting among social workers.

Please note that I view absences from collaborate in the same way as an employer and co-workers might see absences from work. An absence may be *excused* for academic purposes (medical issues, deaths, school sports, etc.) as it might at work, but in a professional setting, to miss work, you must take PTO, and once you run out of PTO/sick leave, if you miss work, you do not get paid. Therefore, any absence will result in point deductions in professional performance.

Meetings/Discussion Threads

20%

Students will attend 2 organizational meetings. The same meeting cannot count twice. Students can select any of the following meetings (meeting must be a minimum of 45 minutes long):

- City Council meetings
- County Commissioners meetings
- AA or NA meetings
- Any governmental committee meeting
- Town hall meetings
- Non-profit agency board of directors meetings
- Non-profit agencies coalition meetings
- Support group meetings
- Public Trainings
- Other meetings may be accepted with prior approval of the instructor

Students will provide verification of their attendance of the meeting as well as a summary of the activities of the meeting which will be submitted as a discussion thread. Your summary must include the student's reaction to the meeting.

It is the student's responsibility to ensure that their attendance at the meetings is in no way disruptive to the meeting and that students do not misrepresent their motivations for being in the meeting (ex: students should not act as if they have a drinking problem in an AA meeting if the student doesn't actually have a substance use issue).

There will be 5 journals (the meetings will be shared in 2 separate discussion threads). Journals will cover readings.

Regarding the 2 meeting discussion threads, you must respond to **at least 2 of your peer's posts** with in depth responses **supported with at least 1 peer reviewed journal article or your course text**.

Examinations

30%

There will be three (3) single attempt, timed, examinations (75 minutes with the final being 120 minutes) in this course. Each of these examinations is worth 10% of your total course grade. You will take each of these examinations via Blackboard using the Respondus Monitor LockDown browser.

Assessment Papers

40%

Throughout the semester, students will write 3 papers in order to develop their ability to engage, assess, intervene, and evaluation groups, organizations, and the community. Each paper will conform to the standards of the *Publication Manual of the American Psychological Association, 6th Edition* (2010). Each paper will be no more than 5 pages in length (not including cover page and references).

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,

peer, or any other source--you must acknowledge that source. Plagiarism on the grant proposal will result in the student not receiving credit for their submission.

Group Paper

Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with and assess a small group (i.e. a campus group such as a fraternity, sorority, Korean Student Association, etc. NOT SSWA or Phi Alpha). Students will discuss how to engage the group, how to assess any unmet needs of the group, select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the group in order to address the needs, and then select and use appropriate methods for evaluation of outcomes of the proposed intervention. Students **MUST** use **3 peer reviewed journal articles** in addition to any other resources utilized. When writing the paper, please follow the outline below.

- I. Introduction**
- II. Engagement**
 - a. Brief history of the group**
 - b. Purpose of the group**
 - c. Characteristics/Demographics of the group members**
 - d. Discuss how you would use empathy, reflection, and interpersonal skills to engage the group**
- III. Assessment**
 - a. Current objectives used to meet group purpose**
 - b. Discuss group perceptions of their current work (how does the group think they are doing?) Include a discussion of the groups strengths and limitations**
 - c. Identify areas of additional needs**
- IV. Proposed Interventions**
 - a. Identify 2 needs and propose an intervention for each need.**
 - b. Discuss the benefits and outcomes of each intervention**
 - c. Clearly layout how you would implement one of your 2 proposed interventions**
- V. Proposed Evaluation**
 - a. Discuss how you will evaluate the efficacy of your chosen intervention (i.e. pretest/post-test, survey etc.)**
- VI. Conclusion**

Organization/Social Service Agency Paper

Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with and assess an organization/social service agency. Students will discuss how to engage the organization/agency, how to assess any unmet needs of the targeted population, select

appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the agency/organization in order to address the needs, and then select and use appropriate methods for evaluation of outcomes of the proposed intervention. Students **MUST** use **3 peer reviewed journal articles** in addition to any other resources utilized. When writing the paper, please follow the outline below.

- I. Introduction
- II. Engagement
 - a. Brief history of the agency/organization
 - b. Purpose of the agency/organization (mission statement, goals, objectives, etc.)
 - c. Current population served (including socio-economic status, ethnicity, gender, age, etc.)
 - d. Discuss how you would use empathy, reflection, and interpersonal skills to engage with the agency/organization
- III. Assessment
 - a. Current objectives used to meet agency/organization goals
 - b. Discuss agency/organization perceptions of their current work (how do they think they are doing?) Include a discussion of the agency/organization strengths and limitations
 - c. Identify areas of additional needs
- IV. Proposed Interventions
 - a. Identify 2 needs and propose an intervention for each need.
 - b. Discuss the benefits and outcomes of each intervention
 - c. Clearly layout how you would implement one of your 2 proposed interventions
- V. Proposed Evaluation
 - a. Discuss how you will evaluate the efficacy of your chosen intervention (i.e. pretest/post-test, survey etc.)
- VI. Conclusion

Community Paper

Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with and assess an identified community issue. Students will discuss how to engage with stakeholders and key individuals within the community, how to assess any unmet needs of the community, select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the community in order to address the needs, and then select and use appropriate methods for evaluation of outcomes of the proposed intervention. Students **MUST** use **3 peer reviewed journal articles** in addition to any other resources utilized. When writing the paper, please follow the outline below.

- I. Introduction
- II. Engagement

- a. Describe identified community need
 - b. Identify Stakeholders and Key Individuals (who will be able to help address the need)
 - c. Discuss how you would use empathy, reflection, and interpersonal skills to engage the stakeholders and key individuals in the community
- III. Assessment
 - a. Identify the strengths of the Stakeholders and Key Individualsa
 - b. Identify the limitations of the Stakeholders and Key Individuals
- IV. Proposed Interventions
 - a. Propose and discuss one intervention designed for the identified need.
 - b. Discuss the benefits and outcomes of the intervention
 - c. Clearly layout how you would implement the proposed interventions
- V. Proposed Evaluation
 - a. Discuss how you will evaluate the efficacy of your intervention (i.e. pretest/post-test, survey etc.)
- VI. Conclusion

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

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. Accommodations may be made on a case-by-case basis, but only for University-approved circumstances or 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](#)¹
- [Angelo State University Catalog](#)²

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.

Note: This course utilizes Collaborate to engage in role plays, case study, and interaction. A day and time will be offered for students. To have some flexibility, the sessions will be recorded for students to view at a time convenient to them. **Attendance is not mandatory.**

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

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](#)⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)⁶ 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](#).⁷

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](#)⁸ 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

Week/Date	Topic/Assignments/Assessments DUE
Week 1 Jan. 18-23	Syllabus, course expectations, Blackboard NASW Code of Ethics, TBSWE Scope of Practice & Code of Conduct Read Chapter 1: Intro to Generalist Practice with Organizations and Communities
Week 2 Jan. 24-30	Read Chapter 2: Stress and Time Management Journal 1 – Excessive stress may interfere with work performance. Stress management requires personal reflection and self-correction to assure continual professional effectiveness. Take some time to reflect on situations, both personal and professional, that trigger your stress. Identify some ways that you can improve your response to those triggers and manage stress. Please make sure you use your textbook or a peer reviewed journal article to support your response. due 1/27 Collaborate Session 1/26

Week/Date	Topic/Assignments/Assessments DUE
Week 3 Jan. 31-Feb. 6	Read Chapter 3: Using Micro Skills with Organizations and Communities
Week 4 Feb. 7-13	Read Chapter 4: Group Skills for Organizational and Community Change Journal 2 – Your text outlines 7 steps involved in conflict resolution. Describe a recent conflict you experienced that did not end well and use the 7 steps to outline how the conflict might have been resolved if you had used the steps during the situation. This can be a work related or personal conflict. Please make sure you use your textbook or a peer reviewed journal article to support your response. due 2/10 Collaborate Session 2/9
Week 5 Feb. 14-20	Read Chapter 5: Understanding Organizations Exam 1-Covers chapter 1-4 Opens 2/17 closes 2/20 Group Paper due 2/20 eod
Week 6 Feb. 21-27	Read Chapter 6: Decision Making for Organizational Change Meeting 1 Discussion Thread – Original post due 2/23 and peer responses due 2/25 Summary Meeting 1 and Proof of Attendance Due 2/23 Collaborate Session 2/23
Week 7 Feb. 28-Mar. 6	Read Chapter 7: Implementing Organizational Change
Week 8 Mar. 7-13 *** <i>Spring Break: March 14-20</i>	Read Chapter 8: Understanding Neighborhoods and Communities Journal 3 – Generalist practitioners employ a variety of skills to effect change for clients. A list of skills is identified on pages 293-294. Select a specific skill that you find interesting and discuss why you are interested in the particular skill. Please make sure you use your textbook or a peer reviewed journal article to support your response. due 3/10 Collaborate Session 3/9
Week 9 Mar. 21-27	Read Chapter 9: Macro Practice in Communities Agency/Organization Paper Due 3/27

Week/Date	Topic/Assignments/Assessments DUE
Week 10 Mar. 28- Apr. 3	Read Chapter 10: Evaluating Macro Practice Exam 2 Chapters 5-9 Opens 3/31 closes 4/3 Journal 4 – The text book outlines several evaluation approaches on pages 391-395. Select an evaluation approach and discuss the strengths and weaknesses of the approach. Please make sure you use your textbook or a peer reviewed journal article to support your response. due 3/31 Collaborate Session 3/30
Week 11 Apr. 4-10	Read Chapter 11: Advocacy and Social Actions with Populations at Risk
Week 12 Apr. 11-17	Read Chapter 12: Ethics and Ethical Dilemmas in Practice with Organizations and Communities Meeting 2 Discussion Thread – Original post due 4/13 and peer responses due 4/15 Summary Meeting 2 and Proof of Attendance due 4/13 Final Collaborate Session 4/13
Week 13 Apr. 18-24	Read Chapter 13: Using Supervision Community Paper due 4/24 eod
Week 14 Apr. 25-May 1	Read Chapter 14: Developing and Managing Agency Resources Journal 5 – Discuss all the ways technology and social media can help you develop and manage agency resources. Please make sure you use your textbook or a peer reviewed journal article to support your response. due 4/28
Week 15 May 2-8	Please review for Final Exam covering chapters 10-14
Week 16 May 9-13	Final Exam Chapters 10-14 Opens 5/7 closes 5/10 @ NOON

Grading Rubrics

Group Paper Rubric

1. Did you include an introduction and conclusion? 5pts. _____
2. Did you adequately discuss all elements of Engagement? 20pts. _____
3. Did you thoroughly discuss all elements of Assessment and identify area of additional needs? 20pts. _____

4. Did you propose and identify 2 interventions designed for the identified need? Did you discuss and layout how you would implement 1 intervention? 20pts. _____
 5. Did you include a proposed evaluation and discuss it? 10pts. _____
 6. Grammar and Spelling 5pts. _____
 7. Reference page (research and mention 3 peer reviewed article and/or books) 10pts. ____
 8. Did you follow APA? 10pts. _____
- Possible total points 100 _____acquired points

Organization/Social Service Agency Paper Rubric

9. Did you include an introduction and conclusion?5pts. _____
 10. Did you adequately discuss all elements of Engagement? 20pts. _____
 11. Did you thoroughly discuss all elements of Assessment and identify area of additional needs? 20pts. _____
 12. Did you propose and identify 2 interventions designed for the identified need? Did you discuss and layout how you would implement 1 intervention? 20pts. _____
 13. Did you include a proposed evaluation and discuss it? 10pts. _____
 14. Grammar and Spelling 5pts. _____
 15. Reference page (research and mention 3 peer reviewed article and/or books) 10pts. ____
 16. Did you follow APA? 10pts. _____
- Possible total points 100 _____acquired points

Rubric for Community Paper

1. Did you include an introduction and conclusion?5pts. _____
2. Did you adequately discuss all elements of Engagement? 20pts. _____
3. Did you thoroughly discuss both elements of Assessment? 20pts. _____
4. Did you propose and identify 1 intervention designed for the identified need? Did you discuss and layout how you would implement the intervention? 20pts. _____
5. Did you include a proposed evaluation and discuss it? 10pts. _____
6. Grammar and Spelling 5pts. _____
7. Reference page (research and mention 3 peer reviewed article and/or books) 10pts. ____

8. Did you follow APA? 10pts. _____

Possible total points 100 _____ acquired points

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.

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>