

Course Name and Number

Semester 2022



Instructor: Kelly D. Moore P.T., MBA, CWS, DPT

Email: kelly.moore@angelo.edu

Phone: 325-486-6676

Office: AHHS 224B

Office Hours: appointment

Course Information

Course Description

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

Course Credits

2-0-0/32

Prerequisite and Co-requisite Courses

NONE

Prerequisite Skills

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

Program Outcomes

Upon completion of the program of study for the DPT program, the graduate will be prepared to:

1. Are able to recognize and discuss components of selected health care issues on a competent level, using at least two research articles to back up their comments. 7D1, 7D4, 7D5, 7D8, 7D9, 7D10, 7D12
2. Can discuss the selected ethical and health issues, including their impact on the therapist and the practice of physical therapy. 7D1, 7D3, 7D4, 7D5, 7D6, 7D7, 7D8, 7D11
3. Document the issues and concerns or positives associated with your CI's teaching style, effectiveness and their impact on your learning in the outpatient environment. 7D12
4. Can propose alternative solutions to the problems that are presented in their clinical setting, and present rationale for the selection of a particular course of action that would allow the therapist to adhere to legal and ethical issues, based on the APTA guidelines for ethical practice. 7D1, 7D2, 7D3, 7D4, 7D5, 7D6, 7D7, 7D8, 7D10, 7D11, 7D12, 7d16
5. Using on-line resources to discuss and present points that will be backed by recent research relative to the point they are trying to put forth for the topic of discussion. 7D9
6. Review of literature and resources related to the health care issue and its impact on physical therapy in today's health care environment. 7D1, 7D4, 7D5, 7D6, 7D9, 7D16, 7D25, 7D28, 7D38, 7D41, 7D42, 7D43
7. Understand global, national, regional, state, local health care issues from reimbursement to delivery of care, recognizing differences between different systems of care, and pointing out pros and cons of each. 7D1, 7D4, 7D5, 7D6, 7D9, 7D16, 7D25, 7D28, 7D38, 7D41, 7D42, 7D43
8. Begin the lifelong process of developing culturally competent physical therapists for diverse populations, which includes understanding the relationships between culture, ethnicity, socioeconomic status, health benefits and behaviors. Communication skills and the ability to interact with the health care delivery system. 7D1, 7D4, 7D5, 7D6, 7D7, 7D10, 7D11, 7D12, 7D15, 7D16, 7D23, 7D24, 7D26, 7D28, 7D34, 7D42, 7D43
9. Recognize the impact of taking part in acts of social responsibility to improve the health status of individuals and communities. 7D12, 7D13, 7D14
10. Having a plan to integrate in order to communicate with customers relative to patient quality of care, outcomes and overall needs and future care for patients, including doctors and other referral sources, insurance companies, and the patient's themselves. 7D6, 7D7, 7D8, 7D10, 7D11, 7D16, 7D23, 7D24, 7D26, 7D28, 7D30, 7D31, 7D32, 7D34
11. The student will begin the process of determining best practice outcome measures to determine patient progress with the set standard of care. 7D31
12. Students will advocate for their patients and profession during the clinical practicum providing information on how their clinic is or is not advocating for the clientele they serve. Students will write a letter advocating for further patient needs. 7D14

CAPTE Required Elements with related weekly assignment:

1. The student will describe a technique, program or modality they have not had contact with previously. The student will research the effectiveness of this product and discuss, using research to back up their thoughts.
CAPTE elements addressed: 7D1, 7D4, 7D5, 7D9, 7D10, 7D11, 7D12
2. The student will demonstrate, through composition of information and discussion related to the use of modalities including research on their effectiveness for given diagnosis. 7D17, 7D18, 7D19, 7D20, 7D22, 7D23, 7D24, 7D26, 7D27c
3. The student will demonstrate, through discussion with classmates on researched information on how chronic pain is different than acute pain and how assessment and treatment may differ with regards to these types of pain.
CAPTE elements addressed: 7D6, 7D7, 7D8, 7D9, 7D10, 7D11, 7D12, 7D17, 7D18, 7D19, e, g, j, k, l, n, o, p, q, s, t, u, v, 7D20, 7D22, 7D23, 7D24, 7D26, 7D27d,h, 7D28, 7D31
4. The student will present, via video, a patient case including 5 researched outcome measures directly related to the patient diagnosis, demonstrating validity and reliability of those measures chosen.
CAPTE elements addressed: 7D1, 7D6, 7D7, 7D9, 7D10, 7D11, 7D18, 7D22, 7D23, 7D24, 7D26, 7D28, 7D30, 7D31, 7D38
5. The student will construct an opinion on the productivity expectations within their current clinical setting and present this opinion to their professor only. The opinion should be backed with research of normal expectations relative to the profession and setting, they should include potential solutions to noticed inequities or differing expectations.
CAPTE elements addressed: 7D1, 7D3, 7D4, 7D5, 7D6, 7D9, 7D10, 7D11, 7D28, 7D37, 7D38, 7D40, 7D41, 7D42, 7D43
6. The student will assemble a plan to approach marketing referral or potential referral sources in order to relate the effectiveness of the services their clinic provides, use research to back up your plan.
CAPTE elements addressed: 7D1, 7D3, 7D4, 7D5, 7D6, 7D7, 7D9, 7D10, 7D12, 7D16, 7D24, 7D40, 7D43
7. The student will critically assess the use of support staff, including legal and ethical uses of PT technicians and physical therapist assistants, within their clinical setting and use research to organize their expectations and discuss their thoughts within the online discussion board.
CAPTE elements addressed: 7D1, 7D2, 7D3, 7D4, 7D5, 7D6, 7D7, 7D8, 7D9, 7D11, 7D25, 7D29, 7D36, 7D37, 7D38, 7D39, 7D40, 7D41, 7D42, 7D43
8. The student will create, through a posted mock letter to a payor source, a request for continued visits not included in pre-approved visits. The student will use researched

topics to back up their request for continued care; the student should regard potential long-term costs, potential for re-injury, etc...

CAPTE elements addressed: 7D1, 7D4, 7D5, 7D6, 7D7, 7D8, 7D9, 7D10, 7D11, 7D12, 7D16, 7D23, 7D24, 7D26, 7D27, 7D28, 7D30, 7D31, 7D32, 7D36, 7D42

9. The student will integrate their attitudes regarding pro bono services with those of their clinical experiences to discuss their thoughts, including possible visits not covered by insurers that the therapist feels may be vital to their outcomes. The student will research this topic and design a response.

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

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

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

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

Online research engines such as APTA and Pubmed...

Recommended Texts and Materials

None

Technology Requirements

To successfully complete this course, students need to:

Download Respondus Lockdown Browser and Monitor (which requires a web cam), Blackboard Collaborate (which also requires a web cam).

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

1. Modalities in your clinical practicum facility
2. “Chronic pain” and how these patients might be treated differently in the clinic
3. Your CI’s teaching style
4. Outcome measures for your chosen case report patient
5. Productivity expectations in your clinical practicum facility
6. Marketing your skills in the outpatient setting
7. Use of support personnel in your clinical practicum facility
8. Insurance companies and your decisions and how this can affect payment
9. Provision of indigent care
10. The patient you have chosen to complete your case report and their medical history and your five outcome measures and how and why these measures fit with this patient

Communication

All communication outside of discussion boards for each section should be done through direct e-mail with your professor. If you are having difficulty with any aspect of this course it is your responsibility to contact Dr. Moore. If you are having difficulty with your CI or your clinical situation in any regard please contact Dr. Huckaby or Dr. Moore. If you contact Dr. Moore he will likely be in communication with Dr. Huckaby to distinguish the issues involved.

Dr. Moore will make every effort to respond to your e-mail within 24 hours.

Course announcement will be made through Blackboard Announcements so please check your e-mails regularly.

This course is entirely on-line, therefore, on-line etiquette is required. If any issues associated with on-line communication please contact Dr. Moore ASAP.

Grading

Evaluation and Grades

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

Assessment	Percent/Points of Total Grade
Weekly discussion board forums	20 X 7=140
Journal	20
Video Presentation	20
Abstract	20
Total	200/2=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

F= <80

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.**

Discussion Board Activities: Discussion Boards provide an avenue for synthesis of material / information. A Discussion Board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assessments using the “**Online Discussion Rubric**” to support individual answers to the assigned questions throughout this course. The discussion board will be broken down into groups to decrease the amount of reading and responding required for each student.

Journal assignment: This assignment allows you to answer a questioned posed in which the answer is only seen and responded to by the professor. In this case having to do with

productivity expectations, which in some clinics can be a sore subject, thus the lack of full class response opportunities.

Video Presentation: Once a semester I need to lay eyes on you and determine you are well. This assignment is based on the patient you have chosen to perform your case report. You will need to send me a video of you going over a brief history of the patient, and the 5 outcome measures you plan to use in your case report.

Abstract: This will be an abstract of your case report from CP II, it may be in outline form or paragraph form and include outcome measures, why you chose the patient, a history of the patient and finally the progression you saw while working with the patient in the clinic. If you were there long enough to discharge the patient, did they meet their goals, etc...

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at kelly.moore@angelo.edu and attach a copy of what you are trying to submit.

Please contact the IT Service Center at (325) 942-2911 or go to your Technology

Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

Please remember that it is extremely disruptive and unprofessional to be late for class, come to lab unprepared or be absent from class/lab, especially when group activities are scheduled.

1. Absences

a. Students will abide by the absence policy delineated in each course instructor's syllabus. b. In case of absence, the student is responsible for obtaining the skills and knowledge necessary to meet required mastery level. Faculty members are not obligated to remediate students in these circumstances. c. Absences without prior notification will not be tolerated during any field or clinical experience. This may result in immediate removal from the clinical experience. d. Student must notify their instructor(s) via email regarding their absence.

2. Tardiness

Tardiness is a disruption to the instructor and the students. A student is considered tardy when he/she arrives for class after the instructor has begun class activities. It reflects poor professional behavior and will not be tolerated. Students will abide by the tardiness policy delineated in each course instructor's syllabus.

IV-5

Repeated tardiness or absences (>2 occurrences combined or mixed) will result in the initiation of a Disciplinary Tracking Form. Attendance and promptness to classes, meetings, and future work obligations are considered professional behaviors. As this department is preparing potential professionals in the area of physical therapy, it is part of our expectation that student presence and timeliness will be held in highest regard. Tardiness is a disruption to the instructor and fellow students. A student is considered tardy if he/she arrives for class after the instructor has begun class activities. Please see the following related to implications from excessive lateness or absences without a reasonable excuse: a. First offense- verbal warning b. Second offense- second verbal warning, initiation of Disciplinary Tracking Form c. Third offense- 1% off final course graded. 1% off final course grade for each additional unexcused tardy or absence Per the student handbook, 2 or more occurrences combined or mixed will result in the initiation of a Disciplinary Tracking Form. If a student has an unexcused absence during integrations it may lead to the removal of that student from that clinical environment. It is the responsibility of the student to contact the clinical site and give notice if they are ill, or have transportation issues. If the student is unable to attend class, it is the student's responsibility to email the course instructor(s) of the class directly. This notification should be made prior to commencement of said class.

Continued issues with tardiness/attendance across all courses will result in disciplinary probation and will be referred to the PT faculty for consideration of options, including program dismissal. The PT faculty is not oblivious to doctor's appointments and other potential hazards and emergencies in daily life. Simply taking responsibility to notify the office or the professor if issues arise is considered professional behavior. Please do not rely on a classmate or other form of notification, as these have proven unreliable in years past.

Cell Phones: Students must silence cell and place them out of sight during class. Permission may be granted, at the instructor's discretion, to have a cell phone out during class. Students seeking permission to have cell phones out during class must do so prior to the start of class. The first offense includes a verbal warning that will be documented in the behavioral tracking sheet. The second offense includes the initiation of a disciplinary tracking form. The third offense will result in the convening of a disciplinary committee to decide upon further disciplinary action.

POLICY ON LATE OR MISSED ASSIGNMENTS

Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will result in a five percent deduction for each day after the posted deadline. No papers or postings will be accepted more than one week 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](#)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.

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
<p>Week 1/June 6th- initial post due by midnight June 13th and respond to two group mates by June 15th at midnight</p>	<p>Review "Start Here" review course syllabus, departmental handbook, ASU honor code. Select "Reviewed" to agree to terms for the course.</p> <p>Post self-introduction, then Demonstrate through written statement the efficacy or lack of efficacy of a modality or technique used in your affiliated clinic, please include two articles to back up your thoughts in AMA format.</p> <p>Respond to two group mates with your thoughts on their post.</p> <p>Please review the rubric prior to turning in your assignment to make sure you have completed everything required.</p>
<p>Week 2/June 13th- initial post due by midnight June 20th and respond to two group mates by June 22 at midnight</p>	<p>Please go to Group discussion format for topic module two. You have a patient come to the clinic with a diagnosis of "chronic pain", 1. How are you going to assess the patient differently than other patients, 2. How are you going to treat the patient differently than other patients? Please cite at least two articles backing up your thoughts. Please review the rubric to make sure you are including everything required.</p>
<p>Week 3/June 20th- initial post due by midnight June 27th and respond to two group mates by June 29th at midnight</p>	<p>Please go to Group discussion format for topic three. You have been at your clinic a couple of weeks. Please take time to assess your CI's teaching style. Is it effective, or is something wanting in their ability to communicate with you? Is their feedback appropriate? Do they make you feel more confident? Please find two articles that assist with defining how learning and teaching styles might be more effective in the clinical setting.</p> <p>Please review the rubric to make sure you are including everything required.</p>

Week/Date	Topic/Assignments/Assessments DUE
<p>Week 4/June 27th- Video due by midnight July 4th, no peer response necessary for this assignment</p>	<p>Please come up with 5 outcome measures that you plan on using in your research paper that will be due this fall. Please think about the type of patient you have chosen or will choose and then define why the measures you have chosen fit this patient. Please provide an appropriate article for each measure demonstrating reliability and validity numbers.</p>
<p>Week 5/July 4th- Journal tab on blackboard, assignment due by midnight July 11th, no peer response necessary for this assignment</p>	<p>This is a one-on-one assignment between you and I; discussing patient assignment, productivity expectations, and possible solutions. Please sight two articles supporting your thoughts and cite in AMA format.</p> <p>Use the same rubric as the discussion board for your thoughts.</p>
<p>Week 6/July 11th- initial post due by midnight July 18th, and respond to two group mates by July 20th</p>	<p>Please go to the Group tab for this module. This module has to do with marketing your skills and clinic in the outpatient setting. Please find two articles supporting your thoughts, you may use less scientific journals in this realm.</p> <p>Please respond to two group mates as well, check rubric prior to your submission.</p>
<p>Week 7/July 18th- initial post due by midnight July 18th, and respond to two group mates by August 27th</p>	<p>Please go to the Group tab for this module. This module we will discuss the use of support staff in your clinic, what are the expectations from office staff to techs, ATC, PTA etc..., please sight two articles supporting your thoughts.</p> <p>Please respond to two group mates as well, check rubric prior to submission.</p>
<p>Week 8/July 25th, initial post due by midnight August 1st, and respond to two group mates by August 3rd</p>	<p>Please go to the Group tab for this module. This module deals with the roll of insurance companies and decisions you make that can affect payment. Write a letter justifying why your patient requires more visits. Please cite two articles that support your thoughts.</p> <p>Please respond to two group mates as well, check rubric prior to submission.</p>

Week/Date	Topic/Assignments/Assessments DUE
Week 9/August 1st, initial post due by midnight August 8th, and respond to two group mates by August 10th	Please go to the Group tab for this module. This module discusses the use of free care, or indigent care. Is it beneficial for the clinic or detrimental? Please find two articles supporting your thoughts. Please respond to two group mates as well, check rubric prior to submission.
Week 10/August 8th, Abstract due by August 15th at noon	Essay Format or outline format See Assignments tab . This project will set you on your way with your fall research class. Please define the history and diagnosis of the patient you have chosen for your MS case report. Please define your outcome measures and how they relate to the diagnosis and history of the patient you have chosen. Please provide at least five cites in AMA format.

Grading Rubrics

To view Grading Rubrics, please to your Blackboard Course, select My Grades and View Rubric.

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/live/files/27603-student-handbook-2020-21#page=97>

⁴ <https://www.angelo.edu/services/disability-services/>

⁵ <https://angelo.policystat.com/policy/10659448/latest>

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://angelo.policystat.com/policy/10659368/latest>