



College of Health and Human Services  
School of Kinesiology, Counseling, and Rehab Sciences  
Counseling Program

**COU 675 – Substance Abuse and Addictions (3 CR)**  
**Spring 2020**  
**Tuesdays: 6:15 - 9:00 p.m.**  
**MEP 292**

**Instructor:** Hallie Sylvestro, Ph.D., LPCA  
**Email:** [sylvestroh1@nku.edu](mailto:sylvestroh1@nku.edu) (Best way to reach me)  
**Office Hours:** By appointment.

**Office Location:** MEP 203H  
**Office Phone:** 859-572-6039

**Course Description and Content Area:**

This course thoroughly examines substance abuse and addictions in multiple populations. Students will learn how to recognize the problems of substance abuse and addictions, the effects of drugs and addictions on the client and others, etiology, and counseling and treatment.

**Methods of Instruction:** The primary modes of instruction include discussion, experiential activities, assigned readings, lecture, examinations, and writing assignments.

**Required Materials**

Veach, L. & Moro, R. (2018). *The Spectrum of Addiction: Evidence-Based Assessment, Prevention, and Treatment Across the Lifespan* (1<sup>st</sup> ed.). Los Angeles, CA: SAGE Publications, Inc.

Connors, G. J., DiClemente, C. C., Velasquez, M. M., & Donovan, D. M. (2013). *Substance abuse treatment and the stages of change* (3<sup>rd</sup> ed.). New York, NY: Guilford

**Recommended:**

Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3<sup>rd</sup> ed.). New York, NY: Guilford.

Additional readings will be assigned at the discretion of the instructor.

**Classroom Structure and Student Responsibilities:**

**Class Attendance and Participation:** Students are expected to attend all classes on time, complete reading assignments, and participate in class discussions. Active participation is essential. Students who participate actively demonstrate openness to growth and willingness to share thoughts and feelings, both in experiential activities and in reflections. This course and all its activities are a collaborative effort and its results depend heavily on student commitment, openness, and interest. **More than two absences may prevent completion of course requirements – the course may need to be taken again.**

Note: NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. If a student does not attend the first day of class, the instructor may drop the student for non-attendance. Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

### Questions for Your Instructor:

I will respond to emails within 24 hours during the school week and within 48 hours on the weekends. Emails with questions about assignments should be **sent no later than 48 hours prior** to required turn-in time for the assignment in question.

**Course Materials:** Your reading assignments are included in the course schedule and are expected to be completed. Power point lectures and readings are designed to complement one another but do not necessarily cover identical materials. You will be tested on content covered both in and out of class.

### Assignments & Exams

- 1. 12-Step/Reflection Papers:** Students will attend THREE 12-step meetings; TWO Alcoholics Anonymous, AND one Narcotics Anonymous OR one Al-a-non OR one Nar-a-non support group meetings. After each meeting, students will write a reflection on their experience (maximum of 2 pages). After the 12-step meeting experience, an overall reflection paper will be turned in (all three reflection papers and a brief conclusion: maximum 6 pages total). Students will be responsible for locating the place and times of the meetings. **Meeting reflections may be turned into the instructor upon completion; the summary reflection is due on or before May 5<sup>th</sup>.**
- 2. Abstinence Experience Project:** In order to better understand the experiences of clients going through abstinence related addiction treatment modalities, students will choose a personal habit/coping mechanism to give up for **four week, or 28 days**. Ideally, students will choose something that they will struggle to go without on a daily basis that they commonly use as a means of relaxing/daily coping and stress relief (e.g. coffee, cigarettes, video games, social media). Student will submit ideas to the instructor by class 3 of the semester for approval. For the project, students will be required to write a ½-1 page journal entry for each week they participate, and will highlight their emotional and behavioral experiences of abstaining from the habit of their choice. At the end of the four weeks, students will write an addition 1-2 page reflection on the experience and how it has impacted their understanding of clients with addictions. Final projects should be between 4-8 pages, double-spaced. *APA style is not required, but students should turn in work consistent with a graduate level of writing and formatting.*
- 3. Special Topics Presentation (10-12 minutes):** Students will provide a thorough, *engaging*, and relevant presentation based upon a special addictions related topic. The instructor will provide students with a list of topics, with specific content areas for each topic listed. Students will also be expected to provide a fact-sheet handout to the peers at the beginning of their presentation. This handout should serve as a useful resource to classmates and should be created with that goal in mind.
- 4. Mid-Term Exam:** A midterm exam will be given at the midpoint of the semester. This exam will include multiple choice and essay responses, and will cover the text and lecture from the semester.
- 5. Final Exam:** A final exam will be given at the conclusion of the semester. This exam will include multiple choice and essay responses, and may be comprehensive.

### Assignment Submission Guidelines:

When turning in your assignments, please save your assignments (i.e., name the document files) using the following naming conventions:

Name (first initial, full last name)\_Title of Assignment\_Course Designation

For example: "HSylvestro\_12StepReflection\_COU675"

**NOTE:** Assignments turned in late may not be accepted for credit. Though highly unlikely, late assignments may be accepted at the instructor’s discretion with accompanying documentation of circumstances. Please communicate with the instructor if you believe an assignment will be late. Any academic dishonesty such as cheating or plagiarism will result in either a failing grade in the course, a failing grade on the assignment, or other stipulations which are up to the instructor based on the nature of the case. Review [http://www.plagiarism.org/learning\\_center/what\\_is\\_citation.html](http://www.plagiarism.org/learning_center/what_is_citation.html) for a brief overview of plagiarism and the benefit of accurate citations within your work.

**Evaluation Criteria**

The College of Education and Human Services approaches the construct of professional dispositions as “habits of mind” that render professional conduct more capable and intelligent. Dispositions are, therefore, not a state of possession, but rather a state of performance. In addition to assessing knowledge and clinical performance of counseling students at Northern Kentucky University, the counselor education program is also responsible for promoting and assessing professional dispositions. This course, as with all other counseling courses, will support such habits of mind. As well, students will be assessed on the following *professional performance dispositions*: (a) openness to new ideas, (b) flexibility, (c) cooperativeness with others, (d) willingness to accept and use feedback, (e) ability to give feedback constructively, (f) awareness of own impact on others, (g) ability to deal with conflict, (h) ability to accept personal responsibility, (i) ability to express feelings effectively and appropriately, (j) attention to ethical and legal considerations, and (k) initiative and motivation.

**Assessment Breakdown:**

- 12- Step Paper: \*60 points
- Abstinence Project: 100 points
- Special Topics Presentation: 200 points
- Midterm Exam: 300 points
- Final Exam: 300 points
- Total: 960 points**

*The above grading breakdown is subject to change upon notice to the students.*

**University Grading Scale**

Letter Grade	% Equal to or Greater than	Grade Point
A	93-100	4.00
A-	90-92.99	3.67
B+	87-89.99	3.33
B	83-86.99	3.00
B-	80-82.99	2.67
C+	77-79.99	2.33
C	73-76.99	2.00



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**Knowledge and Skill Outcomes:**

**CACREP 2016 Standards**

*Standards evaluated in connection with CACREP Key Objective Assessments are in bold.*

Students will be able to:	CACREP <sup>1</sup>	Class Assignments	Cross-curricular experiences
Understand the history and philosophy of the counseling profession and its specialty areas	2.F.1.a.	Midterm & Final Exam	COU 601 COU 610 COU 630 COU 641 COU 600 COU 602 COU 642 COU 674
Understand the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	2.F.1.b.	Midterm & Final Exam	COU 601 COU 630 COU 670 COU 674 COU 600 COU 642
Understand counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2.F.1.c.	Midterm & Final Exam	COU 601 COU 674 COU 602 COU 622
Understand the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	2.F.1.e.	Abstinence Experience Project, 12 Step Reflection	COU 601 COU 610 COU 650 COU 673 COU 602 COU 621
Demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	2.F.1.i	Midterm & Final Exam	COU 600 COU 601 COU 640 COU 642 COU 650 COU 674 COU 690/3 COU 691/2
Demonstrate strategies for personal and professional self-evaluation and implications for practice	2.F.1.k	Abstinence Experience Project, 12 Step Reflection	COU 601 COU 640 COU 642 COU 650  COU 690/3 COU 691/2
Identify self-care strategies appropriate to the counselor role	2.F.1.l	Abstinence Experience Project	COU 601 COU 640 COU 650 COU 674 COU 690/3 COU 691/2
Identify theories and models of	2.F.2.b.	Midterm & Final Exam	COU 610

multicultural counseling, cultural identity development, and social justice and advocacy			COU 641 COU 673 COU 600
Demonstrate multicultural counseling competencies	2.F.2.c.	Midterm & Final Exam, Abstinence Experience Project, Special Topics Presentation, 12 Step Reflection	COU 610 COU 640 COU 660 COU 674 COU 673 COU 670 COU 621 COU 642
Recognize help-seeking behaviors of diverse clients	2.F.2.f.	Abstinence Experience Project, 12 Step Reflection	COU 610 COU 620 COU 640 COU 673 COU 674 COU 621 COU 642
Identify the impact of spiritual beliefs on clients' and counselors' worldviews	2.F.2.g.	12 Step Reflection	COU 610  COU 673 COU 642
Demonstrate understanding of theories and etiology of addictions and addictive behaviors	<b>2.F.3.d</b>	Midterm & Final Exam, Abstinence Experience Project, 12 Step Reflection	COU 670
Recognize systemic and environmental factors that affect human development, functioning, and behavior	2.F.3.f.	Midterm & Final Exam, Abstinence Experience Project, Special Topics Presentation, 12 Step Reflection	COU 620 COU 650 COU 660 COU 670 COU 673 COU 674 COU 622 COU 642
Demonstrate ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d.	Midterm & Final Exam, Abstinence Experience Project, Special Topics Presentation, 12 Step Reflection	COU 640 COU 601 COU 641 COU 650 COU 674 COU 673 COU 600 COU 621 COU 642
Demonstrate counselor characteristics and behaviors that influence the counseling process	2.F.5.f.	Midterm & Final Exam, Abstinence Experience Project, Special Topics Presentation, 12 Step Reflection	COU 640 COU 641 COU 650 COU 673 COU 600 COU 674 COU 622 COU 621 COU 642
Identify the use of essential interviewing, counseling, and case conceptualization skills	2.F.5.g.	Midterm & Final Exam, Special Topics Presentation, 12 Step	COU 640 COU 641 COU 650

		Reflection	COU 660 COU 674 COU 642
Develop developmentally relevant counseling treatment or intervention plans	2.F.5.h.	Abstinence Experience Project, Special Topics Presentation	COU 640 COU 641 COU 671 COU 622 COU 621
Examine processes for aiding students in developing a personal model of counseling	2.F.5.n.	Abstinence Experience Project, Special Topics Presentation, 12 Step Reflection	COU 641 COU 640 COU 674 COU 673
Understand dynamics associated with group process and development	2.F.6.b.	12 Step Reflection	COU 650 COU 641 COU 642
Recognize approaches to group formation, including recruiting, screening, and selecting members	2.F.6.3e.	Midterm & Final Exam, 12 Step Reflection	COU 650 COU 690/3 COU 691/2
Identify types of groups and other considerations that affect conducting groups in varied settings	2.F.6.f.	12 Step Reflection	COU 650 COU 621
Identify evidence-based counseling practices	2.F.8.b.	Midterm & Final Exam	COU 680 COU 640 COU 670 COU 671 COU 674 COU 622 COU 621 COU 642
Demonstrate an understanding of the neurobiological and medical foundation and etiology of addiction and co-occurring disorders	<b>5.C.1.d.</b>	Midterm & Final Exam, Abstinence Experience Project, 12 Step Reflection	
Identify mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	5.C.2.c.	Midterm & Final Exam, Abstinence Experience Project, Special Topics Presentation, 12 Step Reflection	COU 600
Understand diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	5.C.2.d.	Midterm & Final Exam	COU 600 COU 671 COU 670
Recognize potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	<b>5.C.2.e</b>	Final Exam	COU 674

Demonstrate understanding of the impact of crisis and trauma on individuals with mental health diagnoses	5.C.2.f	Midterm & Final Exam, 12 Step Reflection	COU 673 COU 674
Understand the impact of biological and neurological mechanisms on mental health	5.C.2.g	Midterm & Final Exam	COU 620 COU 671
Recognize classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	5.C.2.h	Midterm & Final Exam	COU 671
Identify cultural factors relevant to clinical mental health counseling	5.C.2.j	Midterm & Final Exam, Abstinence Experience Project, Special Topics Presentation, 12 Step Reflection	COU 610 COU 600
Identify legal and ethical considerations specific to clinical mental health counseling	5.C.2.l	Midterm & Final Exam, Abstinence Experience Project, Special Topics Presentation, 12 Step Reflection	COU 601 COU 640 COU 650 COU 674 COU 600 COU 690 COU 691
Recognize signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	5.G.2.i	Midterm & Final Exam	COU 621 COU 622 COU 670

<sup>1</sup>CACREP- Council for Accreditation of Counseling and Related Educational Programs 2016 Standards

**Student Honor Code** – Students should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters as outlined by the respective ethical guidelines. The work you will do in this course is subject to the Student Honor Code of the Code of Student Rights and Responsibilities and the College of Education and Human Services Code of Ethics. This Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code. Students may view the complete honor code at <http://deanofstudents.nku.edu/policies/student-rights.html> - policies. Any and all work submitted that is determined to be plagiarized will receive a zero for that assignment and lost points cannot be replaced with additional or substitute work. Plagiarism is a serious academic violation.

In addition, students are expected to adhere to the highest standards of ethical and professional behavior. Students are expected to cooperate with one another and with the instructor, to contribute to group

discussions and projects, and to represent their own work fairly and honestly. Students in the education programs must also adhere to the [College of Education and Human Services Code of Ethics](#) and the [Professional Code of Ethics for Kentucky School Certified Personnel](#). In addition, students are expected to adhere to professional behavior as outlined in the American Counseling Association (ACA) Code of Ethics and Standards of Practice and/or the American School Counselor Association (ASCA) Ethical Standards for School Counselors, and will be accountable to the Counseling program.

**NOTE:** The Internet is an extension of the classroom. As such, the decorum and professionalism expected of you in class extends to all postings (e.g., on Blackboard, Facebook, etc.) made regarding the



course or its content. It is expected you will extend the same courtesy to your fellow students on the Internet as you do in class. Feel free to disagree with the ideas expressed, but work to keep the discussions polite and focused on course ideas.

### Technology Etiquette

Students are welcome to use laptop computers for taking lecture notes. All students using laptops for such purposes are asked to refrain from non-related Internet exploration (e.g., Facebooking, shopping, checking the score of the Reds game, managing email, instant messaging, etc.).

As a courtesy to your classmates, please silence or turn off all electronic communication devices during class. If a call is essential, please leave the classroom.

### Course Schedule

Week Date	Topic	Reading(s)	Assignment
1 Jan 14	Course Introduction	Course Syllabus	
2 Jan 21	<i>Foundations of Addictions Counseling and Evidence Based Practice</i>	Veach & Moro Ch. 1 & 2	
3 Jan 28	<i>The Brain and the Addictive Process; The Stages of Change</i>	Veach & Moro Ch. 3 Connors et al., Ch. 1 & 2	<b>Submit Abstinence Experience idea via message in Canvas</b>
4 Feb 4	<i>Experimentation and Seeking Altered States: A Cultural and Political Examination</i>	Veach & Moro Ch. 4	
5 Feb 11	<i>Risky Use Patterns &amp; Evidence Based Assessment</i>	Veach & Moro Ch. 5 & 6	
6 Feb 18	<i>Con't: Assessment of Risky Use &amp; SBIRT</i>	Connors et al., Ch. 3 Veach & Moro, Ch. 8	
7 Feb 25	<i>Motivational Interviewing &amp; SBIRT PRACTICE</i>	SAMHSA Ch. 2 & 3 (in canvas)	<b>Initial (#1) 12-Step Reflection Due</b>
8 Mar 3	MIDTERM EXAM	<i>None, study ☺</i>	
Mar 10	<b>SPRING BREAK: CLASS CANCELLED</b>		
9 Mar 17	<i>Diagnosis of Addictive Disorders</i>	Veach & Moro, Ch. 7	<b>Abstinence Experience Project Report Due at midnight</b>
10 Mar 24	<i>Addiction: Family Impacts and Engagement in Treatment</i>	Veach & Moro, Ch. 7	

11 Mar 31	SPECIAL TOPICS PRESENTATIONS	(no handout required online)	<b><i>Presentations Due</i></b>
12 Apr 7	SPECIAL TOPICS PRESENTATIONS	(no handout required online)	
13 Apr 14	<i>Intensive Addictions Counseling &amp; Treatment Planning</i>	Veach & Moro, Ch. 11 Connors et al., Ch 4	<b>Meet at 6:15 via Zoom</b>
14 Apr 21	<i>Relapse Prevention and Continuing Care</i>	Veach & Moro, Ch. 13 Connors et al., Ch 9	
15 Apr 28	<i>FINAL EXAM</i>		
Finals Week May 5			<b><i>Final (2 &amp;3) 12-Step Reflection Due</i></b>

\*This syllabus is subject to change to meet the needs/demands of the class as deemed necessary by the instructor. Any changes to the syllabus or course structure will be announced in class. Because students will be held accountable for any changes in the syllabus, it is incumbent upon students to attend class meetings on a regular basis.

\*Edited on March, 18, 2020 in response to COVID-19 Pandemic

### Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours. Estimates of the time required for a typical student to complete course expectations are as follows:

Class Attendance (2.75 hrs/wk x 15 wks)	=	41.25 Hours
Readings (3 hrs/wk x 15 wks)	=	45.00 Hours
12 Step Assignments	=	20.00 Hours
Abstinence Experience	=	20.00 Hours
Exams (x2)	=	10.00 Hours
<b>Total</b>	=	<b>136.25</b>

**Mission**

The College of Education and Human Services plays an important leadership role and collaborates with others in the creation, dissemination, and application of knowledge and research that enhances professional practice and transforms lives, schools, and communities

**Vision**

The College of Education and Human Services aspires to be known throughout the Commonwealth of Kentucky and region at large as the leader in providing opportunities for engaged learning and applied scholarship that fosters individual growth and collective success.

**Kentucky Core Academic Standards (KCAS)**

Preparation of Kentucky's students for the demands of the 21<sup>st</sup> century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Core Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Core Academic Standards](#).

**Accommodations Due to Disability:**

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Disability Programs and Services Office (SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at <http://disability.nku.edu>.

**Diversity**

Diversity describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disability, socio-economic status, geographical region, or ancestry. Institutions that value diversity provide a supportive environment that respects those human differences. It is our responsibility as citizens of the NKU community to promote and value a campus environment and classroom climate that is safe, fair, respectful, and free from prejudice.

**Name / Pronoun**

My gender pronouns are she, her, hers. I will gladly honor your request to address you by an alternate name and/or gender pronouns from what is contained in NKU's student records. Please advise me of these early in the semester so that I may make appropriate changes to my records.

**Sexual misconduct**

Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, non-consensual sexual contact, non-

consensual sexual intercourse, sexual exploitation, sexual harassment, dating and intimate partner violence, relationship and domestic violence, stalking and gender-based bullying. For more information please see: <https://inside.nku.edu/titleix/sexual-misconduct-policy.html>

### **Observance of Religious Holidays for Class Attendance**

NKU values diverse religious perspectives and beliefs and recognizes that religious practice is for many individuals an important element of personal identity, intellectual development and psychological well-being, and, in many cases, is inseparable from cultural identity. As the diversity of our community has increased, additional religious holidays now affect a significant number of students. Consistent with our commitment to creating a diverse and inclusive community, Northern Kentucky University believes that every reasonable effort should be made to allow members of the NKU community to observe their holidays without jeopardizing the fulfillment of their academic obligations. NKU students who are unable to attend classes or participate in any examination, study or work requirement on some particular day(s) because of his or her religious belief must submit a formal request to the instructor within 3 weeks of the beginning of the semester so appropriate arrangements can be made.

### **Student Evaluation of Instructor and Course**

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks\* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.