


Q3	work	5	4	0	0	0	9	4.6	5	5	.50
Q4	I made an effort to communicate with the course instructor during office hours	2	2	2	3	0	9	3.3	3	2	1.15
Q5	I shared my opinions, answered questions, and generally participated in class sessions	5	4	0	0	0	9	4.6	5	5	.50
Q6	I made a conscious effort to link the class content to my own interests	5	3	1	0	0	9	4.4	5	5	.68
Q7	Course objectives were clearly stated and aligned with course content	5	3	0	0	0	8	4.6	5	5	.48
Q8	Course requirements were clearly defined	6	2	0	0	0	8	4.8	5	5	.43
Q9	Course materials included multiple viewpoints and perspectives	4	4	0	0	0	8	4.5	4.5	4,5	.50
Q10	Class size was appropriate for this course	5	3	0	0	0	8	4.6	5	5	.48
Q11	Class sessions were well organized	6	3	0	0	0	9	4.7	5	5	.47
Q12	Subject matter was presented effectively	5	3	1	0	0	9	4.4	5	5	.68
Q13	Reading assignments contribute to my understanding of the subject	7	1	1	0	0	9	4.7	5	5	.67
Q14	Instructor is responsive to students' questions and/or comments	7	2	0	0	0	9	4.8	5	5	.42
Q15	Instructor treats all students with respect	7	2	0	0	0	9	4.8	5	5	.42
Q16	Instructor is accessible to students outside of class	9	0	0	0	0	9	5.0	5	5	0
Q17	Instructor adhered to, and was consistent with, class meeting times	8	1	0	0	0	9	4.9	5	5	.31
Q18	Course assignments were valuable learning experiences	6	3	0	0	0	9	4.7	5	5	.47
Q19	I would recommend the course to other students	7	2	0	0	0	9	4.8	5	5	.42
Q20	I would recommend this instructor to other students	7	2	0	0	0	9	4.8	5	5	.42
Q21	I learned a lot in this course	7	1	1	0	0	9	4.7	5	5	.67
Q22	Evaluations reflected course objectives	5	4	0	0	0	9	4.6	5	5	.50
Q23	Evaluation/grading criteria were clearly defined	5	3	1	0	0	9	4.4	5	5	.68
Q24	Sufficient number of opportunities to evaluate my learning	6	3	0	0	0	9	4.7	5	5	.47
Q25	Instructor provides helpful feedback on assignments	6	3	0	0	0	9	4.7	5	5	.47

Responses: [SA] Strongly agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly disagree=1

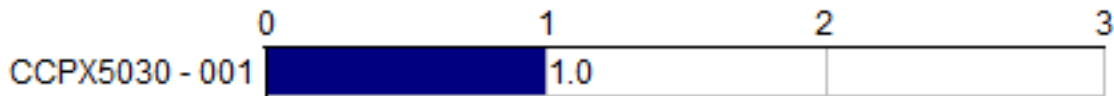
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Teachers College Course Evaluation		CCPX5030 - 001							
		Responses			Course				
		N	M	D	N	Mean	Med.	Mode	Std Dev
Q26	My degree program is:	0	0	8	8	3.0	3	3	0

Responses: [N] Non-degree=1 [M] Master's=2 [D] Doctoral=3

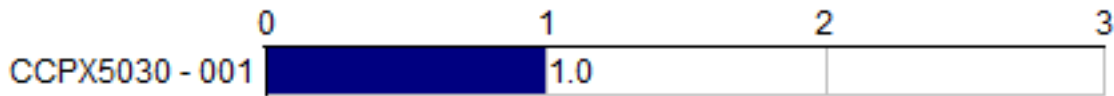
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Teachers College Course Evaluation		CCPX5030 - 001							
		Responses			Course				
		TC	OSO	OC	N	Mean	Med.	Mode	Std Dev
Q27	I am enrolled at:	8	0	0	8	1.0	1	1	0

Responses: [TC] Teachers College=1 [OSO] Other school of Columbia University=2 [OC] Other college/university=3

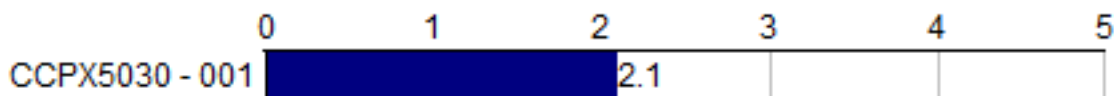
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Teachers College Course Evaluation		CCPX5030 - 001							
		Responses			Course				
		RFM	OOI	SAT	N	Mean	Med.	Mode	Std Dev
Q28	This course is:	8	0	0	8	1.0	1	1	0

Responses: [RFM] required for my degree=1 [OOI] one option in a list of courses that satisfy my requirements=2 [SAT] selected and taken voluntarily=3

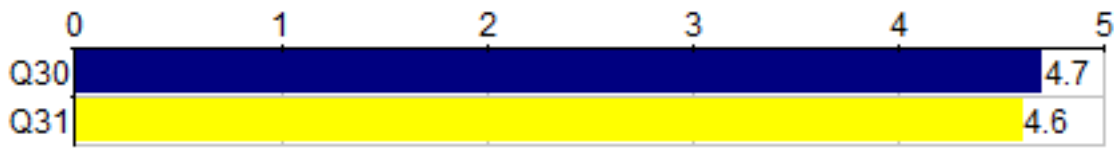
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Teachers College Course Evaluation		CCPX5030 - 001								
		Responses					Course			
		LT2	2H	4H	6H	MT8	N	Mean	Med.	Mode

											Dev
Q29	The average number of hours I put into this class per week is:	1	5	2	0	0	8	2.1	2	2	.60

Responses: [LT2] Less than 2 hours=1 [2H] 2-4 hours=2 [4H] 4-6 hours=3 [6H] 6-8 hours=4 [MT8] More than 8 hours=5



Teachers College Course Evaluation		CCPX5030 - 001									
		Responses					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q30	Classroom space / facilities were adequate for the needs of the class	6	3	0	0	0	9	4.7	5	5	.47
Q31	Equipment and technology support by the College were adequate	6	2	1	0	0	9	4.6	5	5	.68

Responses: [SA] Strongly agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly disagree=1

Question:	Please comment on those aspects of the course (activities, materials, etc.) that you found MOST valuable.
Response Rate:	88.89% (8 of 9)

- There are three main aspects that I find most valuable in the course. First, the illustration of ethical dilemmas through the use of cases. This allows me to practice the ethical standards I learned in theory. Additionally, it puts me on the spot and allows me to exercise my ability to make a decision. Second, the use of class discussions to further explore and dissect the readings. When we read for class, sometimes some professors don't even address them when we attend class or they merely restate what we read. But in this course, the professor encourages us to deeply explore and critically think about what we read that week. Finally, and most importantly, I truly believe one of the most valuable part of the course is the cold calling. You know you could be called on at any time, in which you have to show an astute understanding of the readings, but you don't have to do an assignment for every class.
- The use of case examples and integration of real world application with theories and literature. The course provided an opportunity to bring to class potential issues and concerns that might arise.
- The instructor was extremely knowledgeable and helpful in providing insight and sharing his experiences to help us understand the applied aspects of ethics.
- The instructor has a knack for grounding often complex, highly subjective and deeply personal constructs of values, ethics and guiding principles to real-time, genuine scenarios that one is likely to confront dilemmas and often, lack of knowledge of the "right versus wrong" mechanisms of decision making. Such teaching is extremely thought-provoking, grounding and in its didactic style of encouraging discussions on difficult dilemmas, yet within a safe setting; this is a unique course with both, valuable skills and perspectives.
- Presentation of clinical cases and class debates were a great way to demonstrate the range of perspectives and

5	possibilities.
6	I enjoyed our class discussions every week on the assigned readings. It was nice to feel like the reading would be discussed in class and that its sole purpose was not only outside learning. I thought the in class case discussions were great learning material. This allowed students to apply their knowledge to a clinical case and discuss potential outcomes. All assignments were great learning experiences - the EDMA especially helped me to apply the knowledge from the class and reflect on how I would incorporate it into my own practice.
7	I appreciated the inclusion of a self-care plan this year as well as the clinical cases we got to discuss as a class.
8	Dr. Khan's clinical experiences and examples added depth and life to our class discussions.

Question:	Please comment on those aspects of the course (activities, materials, etc.) that you found LEAST valuable. How could they be improved?
Response Rate:	77.78% (7 of 9)

1	There was rarely a moment when my attention or desire to be in class was strained, as such there were not any aspects of the course itself that was not valuable.
2	The only aspect of the course that I do not like is the fact that the homeworks are due the day of class.
3	Sometimes, there appears to be a dis-balance between personalized tasks/assignments (such as self-care plans, EDMA) and learning about ethics, laws and policies. I am concerned that this course might be the only opportunity for me to learn along with a very approachable instructor (Shamir), to be able to learn along the policies and guidelines at least of the New York State, that govern clinical practice. A balanced focus on this latter component would be integral to the many other vital concepts that we are learning in Shamir's coursework.
4	Some students would spend too much time giving their two cents during discussions, which delayed the process and was sometimes not very helpful nor relevant.
5	Perhaps less iterations of assignments; condensing readings/sessions into maybe 4-5 classes and have us go through clinical cases, ethical dilemmas for the rest of the time. Course felt prolonged at times.
6	I feel that although this was a great place to discuss cohort concerns and other matters - slightly less class time could be devoted to this topic. 20 minutes at most would probably suffice. I think this information is extremely valuable, however sometimes I felt it cut into learning the class material.
7	Class readings were sometimes redundant.

Question:	In what ways was the instructor MOST effective? Please give examples.
Response Rate:	88.89% (8 of 9)

1	The professor is most effective in his ability to provide his students with a well-rounded, critical, and in-depth understanding of the course. Through class discussions, the knowledge we gain through the readings is further solidified in class. In addition, he has an extremely engaging teaching style. Finally, his honesty is by far the best thing about him as an instructor.
2	The instructor is very involved in making sure that we're getting the most out of the course, making himself very available for consultation, even outside of office hours. He also shared a lot from his personal experiences from his career.
	Shamir was EXCELLENT - by far one of the most organized and dedicated professors I have had at TC. First, time

3	management was a great skill he taught us - insisting that everyone arrive on time. He discussed the reading in class - which was an extremely effective way of motivating everyone to do the reading. He did 1-2 clinical cases per class which was an effective way of applying the information that was discussed throughout the course. He also brought in a guest speaker to discuss legal concerns when working in mental health. This was another effective way for the students to both learn and absorb the material and also find the clinical relevance of the subject matter. Shamir was effective in addressing the needs of our cohort and helping us navigate the program. It was nice to have a space to discuss matters that were important to us.
4	Shamir has a non-judgmental, directive, and respectful manner of challenging presumptions, guiding through the complex case scenarios, being respectful in providing feedback and overall creating a space of didactic and cohesive dialogue and discussion in the classroom context. Such traits in him also help bring about a sentiment of empathy towards others' perspectives, being able to nurture ambiguity (not all answers are or will be known), and develop a functional level of cohesion and trust within the cohort. I am grateful to Shamir for creating such a space, bereft of differentials and ripe with democratic and fair/equitable thought and perspective sharing.
5	Organization of materials, clarity of his expectations of us in terms of readings, discussions, and assignments, providing feedback and insight during discussions, and time management.
6	Facilitating class discussions, helpful advice.
7	Dr. Khan was able to use his own case illustrations to engage us in critical ethical thinking. This helped the material sink in deeper.
8	- Creating a classroom environment that allows for exploration of complex themes - Providing constructive feedback on assignments - Always tying the lessons and dilemmas in class to real world scenarios and applications

Question:	In what ways was the instructor LEAST effective? Please give examples.
Response Rate:	55.56% (5 of 9)

1	Seriously, I believe nothing the professor did was not effective, but I guess I would say he could give more time to cases and be "more effective" in shifting from the discussions to the cases.
2	None
3	I often wish the tone was more encouraging rather than anxiety provoking. I also felt that the constant reminders that we were being evaluated was very unhelpful to already existing anxieties amongst the class. The "group process session" was poorly initiated and facilitated, causing a palpable but unspoken rift/ anxiety amongst the cohort.
4	He's extremely understanding and accommodating, but maybe sometimes he could try more to stop someone from talking for too long during discussions, especially when their points are not very relevant to the topic of discussion? I understand this is very difficult to maneuver, so it is just a minor thought.
5	- Often we ran out of time to discuss topics that should have been covered

Question:	Is there anything else you wish to share about this course?
Response Rate:	44.44% (4 of 9)

1	This is by far one of the best, if not the best class, I took at TC. I believe that the professor and the course are an integral part of this program and we would be much worse off without him.
	This course is invaluable to students who are new to the program. I believe it is important for students to take Ethics

2	in the first semester before seeing patients later on. I cannot imagine not having a full Ethics course like this in the program, I feel that it is a necessity. The instructor is really dedicated to the teaching of ethics and to our personal development and well-being as clinicians-in-training, which is strongly appreciated. Having been through the same program, he brings with him additional helpful insight that I don't think other instructors of Ethics would possess. He was extremely open and helpful in guiding us through the course and the semester in general. I am really grateful for all that he has done for our class.
3	This course was a great introduction into the future responsibilities that will come with the being a clinical psychologist. The skills and issues discussed in the course have provided a foundation that will last for the rest of my career.
4	It was excellent - extremely valuable to not only our cohort but also to the program. I looked forward to this class every week.