

Capstone in Psychology

PSYC 494-001 (3 credit hours), Fall 2025

Tuesdays & Thursdays, 11:00 a.m. – 12:15 p.m., Peck Hall 2410

Welcome

I hope you are excited for our class. Your first assignment is to read this syllabus and any other course policies or introductory documents posted on [Blackboard](#). After reading, please complete the Syllabus Quiz; a link is near the top of the Coursework section. Until it is due, you have unlimited attempts to complete the quiz. If you have questions about the syllabus or course policies, please ask. Continued enrollment signifies agreement to adhere to course requirements and policies. – Dr. Murphy

Contact Information

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I. Readings and Technology

Required Readings (posted on Blackboard)

- A. Articles posted to Blackboard
- B. APA style (7th edition) handouts

Recommended Optional Resources

- A. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
 - i. Check out <https://apastyle.apa.org/> for APA style guides
- B. [SPSS Tutorials](https://www.spss-tutorials.com/) (<https://www.spss-tutorials.com/>)
- C. Notes from PSYC 220 and PSYC 221

SPSS

- A. Download a free copy from SIUE ITS:
 - i. <https://www.siu.edu/its/labsclassrooms/vlab/spss.shtml>
 - ii. Follow the instructions to install a copy on your computer.
- B. Remote access to SPSS through SIUE's V-Lab (Remote Access Login):
 - i. V-Lab login: <https://www.siu.edu/its/labsclassrooms/vlab/index.shtml>
 - ii. Windows instructions: <https://kb.siu.edu/71294>
 - iii. How to save files to your computer in V-Lab: <https://kb.siu.edu/71215>
 - iv. How to open files on your computer in V-Lab: <https://kb.siu.edu/71221>

Qualtrics

- A. [Link to access Qualtrics: https://www.siu.edu/its/qualtrics/](https://www.siu.edu/its/qualtrics/)
- B. We will use Qualtrics for data collection. If you are not familiar with Qualtrics, check out these Qualtrics tutorials:
 - i. [Survey Basic Overview](#)
 - ii. [Distributions Basic Overview](#)

Microsoft Teams

- A. Each group will have a Teams Channel for sharing files, chatting, etc. Some group assignments will be submitted through Teams. A link to our Teams site is on Blackboard.
- B. [Log in to Teams](#) with your SIUE email address (e.g., student@siue.edu) and password.
- C. To [download Teams](#), visit <https://www.microsoft.com/en-us/microsoft-teams/download-app>.
- D. If you're new to Teams, check out [this introduction video: https://kb.siu.edu/93829](https://kb.siu.edu/93829).

II. Course Description

Welcome to Capstone in Psychology! This course is your opportunity to take the helm of the research process and demonstrate your accumulated knowledge of psychological concepts, statistics, and research methodology. The topical focus for this section of Capstone is the intersection of technology and psychology, which includes (but is not limited to) telepsychology. For your project, you may choose any instructor-approved topic that involves the crossover of technology and psychology (e.g., telepsychology, social media, Internet use). This class does not have a textbook. Instead, selected articles posted to Blackboard are the basis for lecture and discussion. Your experience will culminate in the creation of a research paper and poster describing a study you design with group members. Other Department of Psychology faculty will rate your poster and presentation of your research at the SRA Poster Session.

III. Course Objectives for Students

The following objectives are integral to the academic content and educational standards of this course, as well as essential elements required for its successful completion. Any changes to these objectives or

how they are met would fundamentally alter the nature, rigor, and/or integrity of this course. Students will:

1. Gain knowledge of basic telepsychology concepts and principles
2. Examine current research at the intersection of technology and psychology
3. Demonstrate knowledge of telepsychology and current technology/psychology research by completing an exam individually, from memory, without external aids
4. Collaborate in person with assigned team members to:
 - A. Formulate research questions and hypotheses based on a review of relevant literature
 - B. Find or create appropriate research materials (e.g., surveys)
 - C. Conduct a methodologically sound study
 - D. Select appropriate statistical analyses (from among those provided by the instructor) for a study, use SPSS, interpret SPSS output, and understand a study's strengths and limitations
 - E. Produce a professional research poster that describes your study
 - F. Present your findings to other Department of Psychology faculty on the scheduled SRA Poster Day
5. Independently, write a research paper in APA style
6. Exhibit professionalism and responsibility skills necessary for success in employment and post-baccalaureate studies by meeting all course deadlines and adhering to all course policies as outlined in the syllabus and communicated by the instructor

IV. Course-specific Policies

Blackboard and Microsoft Teams

We will use [Blackboard](#) and [Microsoft Teams](#) as online communication hubs for our face-to-face class. Readings, announcements, updates, grades, and other important information will be posted to these sites. Some assignments will be submitted through Blackboard, some through Teams. Please check Blackboard and Teams daily throughout the semester.

Artificial Intelligence

The use of artificial intelligence (AI) tools and applications (e.g., ChatGPT) to complete or produce content for course assignments and assessments is a violation of SIUE's academic policy, is prohibited, and will be treated as [academic misconduct](#) in this course. Using [Illinois State University's Seven Levels of Possible GenAI Usage](#), this is a Level 0 course: "Students will create their own, original work without the use of GenAI [in] any manner." Plagiarism and AI detection software may be used to analyze submitted work.

Class Attendance and Expectations

Students are responsible for ascertaining the policies of instructors regarding absences from class. (Please see university policy 1I9.)

I want you to have a successful Capstone experience. To help with this goal, attendance at all class sessions is expected. (Attending means being physically present for the entire session. Unless otherwise

announced, arriving late or leaving early are the same as being absent.) We will take attendance every day we meet. If you have one of the following documented reasons for being absent and provide such documentation prior to your absence, you may complete work equivalent to what was missed in class to be counted present:

- Military service (Policy 1Q11)
- Official university business (e.g., athletic events, music, theater, dance productions, academic field trips, Student Senate). This category cannot exceed more than 15% of the course meetings. (Policy 1I8)
- Religious observance (Policy 3G4)

Besides those listed above, there are no other excused absences (e.g., illness, accommodations, etc. do not excuse non-attendance). Attendance on Work Days – key days for in-class work – impacts the final grade:

- 15 of our meetings this semester are **"Work Days"** (highlighted green on the Course Schedule). 2 of the 15 are optional if your survey is approved early; if your group completes the survey early, you may be absent on the optional Work Days without penalty. **Everyone can miss up to 4 Work Days on the Course Schedule for any reason.** Please note that deadlines remain the same; turn in assignments before deadlines if you will miss a day when something is due. If the in-class poster presentation rehearsal is missed, it typically cannot be made up, and a score of 0 will be assigned. Attendance at the SRA Poster Session is mandatory.
- **Missing 5 or more Work Days** lowers the final course grade by one letter (e.g., a student who earns an A will receive a B).
- Students who have **perfect attendance on all Work Days** (excluding the two optional Work Days, if your survey is approved early) receive 5 bonus points at the end of the semester.

Once work on research projects begins, there will be times in class when you need to engage in self-directed work with your team. If you have questions during these times (or any time throughout the semester), please ask me. I want to be a resource for you. I also want you to use your knowledge, skills, and abilities—so I may ask you to propose solutions before offering suggestions. Your groupmates are another valuable resource—get to know them and their talents. Please take ownership of your project and plan ahead. (I won't provide last-minute fixes if planning ahead could have prevented a dilemma.) Your final work product—your project—belongs to your group.

Groupmates may have different personalities and work styles. Please commit to fostering positive relationships with colleagues. Once groups are assigned, I encourage everyone to introduce themselves, share their strengths, and state their expectations for group members. **To keep everyone involved and accountable, I recommend groups regularly (i.e., several times per week) communicate in class and outside of class (e.g., through email, by text, on Teams); emails to all members are a great way to keep everyone up-to-date and accountable.** I encourage groups to schedule a regular time each week when everyone can meet (in-person or virtually) for at least an hour. You may not use this time every week, but you'll know it's available if needed.

Please complete assigned readings before we discuss them in class.

Please come to class ready to learn and participate. A student who is ready to learn has turned off electronic devices (except a laptop or tablet exclusively for note taking) and is alert, awake, and focused (e.g., not sleeping, texting, browsing, engaging in conversation with others). (Please see the [Classroom Distractions](#) policy for additional information.)

Please actively participate! Ask and answer questions during class. Contribute to discussions. Visit during office hours. Email with questions.

During in-class exams, students should silence phones and clear their work area of everything except pencils/pens, unless instructed otherwise. Earphones/buds and smartwatches should be removed and put away.

Video, photographic, and audio recording of class sessions are prohibited. (Please see university policies 1L15 and 3C1.)

Please be respectful and act professionally toward everyone in our class.

Reusing Previous Work

To promote academic integrity and foster the development of new skills and knowledge, all work submitted in this course should be original and specifically created for this course. Students are not permitted to submit work they produced for previous courses, regardless of whether it was the same course taken in a different semester or a different course entirely. Submission of work produced for a previous course will be treated as [academic misconduct](#).

Department of Psychology SRA Policy

All students at SIUE are required to do a Senior Assignment in order to graduate. This is the class in which you will work on this project. In order to pass the Senior Assignment requirement, you must 1) pass your Capstone course with a grade of C or better, 2) present a poster based on the project you completed in the Capstone class at the Department of Psychology's Senior Assignment Poster Session, 3) have your poster deemed acceptable by the faculty (i.e., a mean rating of 3 or above on the faculty evaluation form), and 4) fulfill any other senior assignment requirements stipulated by your professor. In the event that you do not fulfill all four requirements in a given semester, you will need to retake the Capstone course and complete all four requirements in a subsequent semester. For example, if you receive below a C in the Capstone course, even if your poster presentation is deemed acceptable by the faculty, you will fail to complete the senior assignment requirement and must retake Capstone in its entirety with a new project. If you receive a C or better in the Capstone course, but your poster presentation is deemed unacceptable by the faculty, this in most circumstances will result in having to retake Capstone in its entirety, unless the Capstone professor presents evidence to the contrary. In order to help you with this endeavor, you have several resources: your Capstone professor, the Senior Assignment Coordinator (Dr. Shimizu), and two Senior Assignment Graduate Assistants (Madison Fradelos and Haley Burton).

This semester's Senior Assignment Poster Session will take place on **Tuesday, December 2, 2025, from 3:30 – 4:45 (with a pinning ceremony to follow from 4:45 to 5:15) in the basement of Alumni Hall in the Research Hallway (back hallway by the Resource Center)**. Your attendance at this event is mandatory in order to pass Senior Assignment – please plan your schedule accordingly! In the event that a medical emergency or other extenuating circumstance (e.g., jury duty, death in the family, religious obligation) might prevent you from attending the Senior Assignment poster session you must seek approval from your capstone instructor immediately and provide documentation. Should you miss the

poster session for this reason you may be required to complete an individual makeup assignment equivalent to the poster session.

We will have a mandatory in-class meeting with the SRA graduate assistants during the 2nd week of classes where specific procedures relating to SRA will be discussed. Please make every attempt to be in class on that day. Should you be absent, you **MUST** contact the SRA graduate assistants as soon as possible for an individual appointment with them to hear this information. The SRA GAs' office is AH 0348 (Resource Center). You can e-mail them at psychsra@yahoo.com for an appointment. You can also reach Dr. Shimizu, the Senior Assignment Coordinator, at mshimiz@siue.edu or during his office hours (Monday 11:00 am -12:00 pm).

The SRA GAs will need to be e-mailed by ONE member of your group by Friday, November 7, with the following information: your Capstone professor's name, the title of your poster, and the names of all other members of your group.

Finally, students who take their capstone class in the fall may consider applying to present their research at the Midwestern Psychological Association (MPA) annual meeting in Chicago the following spring (typically late April). Having your research accepted for presentation here is extremely prestigious and will look great on your vita/resume. If your capstone work is accepted, the Department of Psychology may be able to fund part of your trip's costs, although not guaranteed. The application is typically due toward the end of October. If you are interested in this option, you need to let your capstone professor know and he/she will provide guidance with the application process. Once you commit to this presentation mode, and are accepted, at least one member of your group must attend the conference.

Once again, if you have any questions related to Senior Assignment, please email Dr. Shimizu (mshimiz@siue.edu) or the Graduate Assistants (psychsra@yahoo.com).

Department of Psychology Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the [writing center on campus](https://www.siue.edu/lss/writing-center/index.shtml) (<https://www.siue.edu/lss/writing-center/index.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows. **For all written assignments except the final APA style research paper:** If more than three writing errors are found on any one page,

comments/feedback will be provided, but the final grade will be, at most, 50% of the total point value for the assignment. **For the final APA style research paper:** If more than three writing errors are found on any one page, comments/feedback will be provided, a grade will be assigned, and it will be lowered by 20% of the total point value for the assignment.

<https://www.grammarbook.com/> is a good resource for grammar, punctuation, and capitalization rules.

IRB Classroom Protocol

Projects in this class are completed under the IRB Classroom Protocol. Under this protocol, students do not need to complete individual IRB applications for their projects. Human subjects research approved under the Classroom Protocol is meant for classroom instruction and may not be published. However, projects may be presented within the SIUE campus community (e.g., to faculty poster raters).

V. Assignments, Exams, and Grading

Assignments

There are a number of assignments throughout the semester, some group-based. These assignments build on one another to guide you in designing your study, creating your poster, and writing your paper. **No late work is accepted, no exceptions. An assignment is late if it is submitted one second after the deadline (e.g., an assignment due at 3:00 p.m. that is submitted at 3:00:01 p.m. is late).** Blackboard timestamps will be used to determine submission times. Emergencies (such as, but not limited to, technology or Internet problems and illness) do not exempt students from this policy. Please plan ahead for potential emergencies by completing assignments soon after they become available; do not wait until a deadline is near to submit work. **Assignments that are late or missed receive zero points.** This applies to individual assignments, as well as group assignments for which one submission will determine the grade for all group members. **Please do not request to make up missed assignments. Points may be deducted from a student's final course grade for each such request. All group members are responsible for ensuring group assignments are turned in on time, and all members will receive the same grade for group work, including late assignments.** Unless other instructions are provided, please turn in all assignments through the specified platform, either Blackboard or Teams. Assignments to be turned in through Blackboard or Teams will not be accepted by email.

Exams

You will complete one multiple-choice exam about the information we discuss during topic lectures.

Grading

A student's grade is based on the total number of points earned during the semester while completing the following course requirements:

Group Course Requirements (one final product, submitted by one member on behalf of the group, will be graded)

1. **Proposal (20 points):** Each group will submit a proposal using the project proposal template provided on Blackboard. The proposal will include 1) an overview of the proposed research project, 2) a clear list of research questions and hypotheses, specific data to be collected, and proposed statistical techniques to answer each research question (select among the statistical tests listed in the proposal template), 3) a proposed methodology for obtaining the necessary data, and 4) a list of at least 10 research articles relevant to the proposed topic in an APA style references list.
2. **Qualtrics Survey Draft (5 points):** Each group will share its Qualtrics survey draft with Dr. Murphy by adding him as a collaborator. Make sure all collaborator permissions, including "Edit," are checked.
3. **Cleaned Version of SPSS data file (.sav) (5 points):** Each group will submit a cleaned version of its SPSS data file with properly completed Name, Type, Label, and (if applicable) Values fields.
4. **SPSS Analyses Output File (.spv) (5 points):** Each group will submit its SPSS analyses output file (the output generated from running analyses on the cleaned data file). Each analysis will have an appropriate descriptive heading.
5. **Draft of Poster – digital copy (10 points):** Each group will create and submit a digital rough draft of its poster. (Templates are provided on Blackboard.)
6. **In-Class Poster Presentation Rehearsal (20 points):** Each group will present its poster to the class as a rehearsal for the Senior Assignment Poster Session.
7. **Final Poster – digital copy (30 points):** Each group will submit a final digital version of its poster. (Note: You will also print a physical copy of your poster to display at the Senior Assignment Poster Session.)

Individual Course Requirements (completed individually by each student)

1. **Syllabus Quiz (10 points):** Students will complete a quiz about this syllabus. Until it is due, you have unlimited attempts (i.e., you can improve your score if you do not earn a perfect score the first time).
2. **Human Subjects Training Certificate (5 points):** Before conducting research with human subjects, students will complete CITI human subjects training (<https://www.siue.edu/compliance/training/index.shtml>). Each student will upload a completion certificate.
3. **Exam (50 points):** One exam with 50 multiple choice questions will be given.
4. **Key Articles (10 points):** Each student will conduct a literature search and turn in five research articles relevant to topics being considered by the group.
5. **Draft of Literature Review with Research Questions, Hypotheses, and Method Section (20 points):** Each student will submit a draft that includes a literature review with research questions, hypotheses, and method section. Include a references page with full citations for all in-text citations. The draft should be formatted in APA style. (Your draft does not need a title page or abstract. You will not turn in a draft of the Results and Discussion sections; these will be included in your final paper.)
6. **Final APA Style Research Paper (50 points):** Each student will submit a complete research paper containing title page, abstract, literature review, research questions, hypotheses, method, results, discussion, references, and any necessary tables, figures, appendices, etc. The paper should be formatted in APA style.
7. **Peer Evaluation (20 points):** Students will rate their group members. Ratings are for each member's contributions to group requirements (e.g., the proposal, poster creation). Group

members' ratings will be averaged to determine the final score, which will be rounded to the nearest half point.

8. **Capstone Assessment Test (10 points):** Students will receive 10 points after completing the required Capstone Assessment Test.

Group Course Requirements^a

Proposal ^{TEAMS}	20 points
Qualtrics Survey Draft	5 points
Cleaned Version of SPSS data file (.sav) ^{TEAMS}	5 points
SPSS Analyses Output File (.spv) ^{TEAMS}	5 points
Draft of Poster – digital copy ^{TEAMS}	10 points
In-Class Poster Presentation Rehearsal	20 points
<u>Final Poster – digital copy^{TEAMS}</u>	<u>30 points</u>
Total Group Points	95 points

Individual Course Requirements

Syllabus Quiz	10 points
Human Subjects Training Certificate ^b	5 points
Exam	50 points
Key Articles ^{b, TEAMS}	10 points
Draft: Lit Review w/ Hypotheses and Method	20 points
Final APA Style Research Paper	50 points
Peer Evaluation (avg of grp member ratings)	20 points
<u>Capstone Assessment Test^b</u>	<u>10 points</u>
Total Individual Points	175 points

(Perfect attendance bonus) *(5 points)*

Total Course Points **270 points**

^a Group assignment; one final product, submitted by one member on behalf of the group, will be graded

^b Completion grade

^{TEAMS} Please submit in the appropriate folder on your Teams Channel

Grades are determined by the following point ranges; percentages are listed for reference. Grades are not rounded or curved:

	Percentage	Points
A	100-90	270-242
B	89-80	241-215
C	79-70	214-188
D	69-60	187-161
F	59-0	160-0

A minimum of 242.00 points is required to earn an A, 215.00 to earn a B, 188.00 to earn a C, and 161.00 to earn a D.

VI. Course Schedule

All material, assignments, and deadlines are subject to change with prior notice.

Dates	Topics	Assignments/Exams
Week 1 8/19	Welcome Syllabus	Syllabus Quiz opens 8/19 12:15pm, due 8/26 11:00am
8/21	Human subjects training Topic lecture 1: Telepsychology (Be discussing potential study topics/ideas with group members)	Human subjects training certificate , opens 8/21 12:15pm, due <u>9/9 11:00am</u>
Week 2 8/26	Capstone intake – Madison Fradelos and Haley Burton, SRA GAs, psychsra@yahoo.com Topic lecture 1 (cont.)	Capstone intake registration form
8/28 WORK DAY	Assignment to groups Group Icebreaker, DiSC Topic lecture 2: Technology and psychology (Be discussing potential study topics/ideas with group members)	Group Icebreaker, DiSC , complete in class
Week 3 9/2	Topic lecture 2 (cont.)	
9/4	Topic lecture catch-up day	
Week 4 9/9	Exam (Topic lectures)	Exam
9/11 WORK DAY	Brief lecture: Conducting a literature review, creating research questions and hypotheses Group work: Brainstorm research project topics; begin writing proposal Individual work: Search for key articles	Key articles , opens 9/11 11:00am, due 9/18 12:15pm Proposal , opens 9/11 11:00am, due 9/18 12:15pm
Week 5 9/16 WORK DAY	Each group: Meet with me to review your project ideas and ask questions about the proposal Group work: Brainstorm and finalize research project topic; finish writing proposal Individual work: Submit key articles	
9/18 WORK DAY	Brief lecture: Survey creation in Qualtrics Brief lecture: Review of experimental design and stats* Each group: Meet with me to talk about your proposal; receive approval or feedback for changes	
Week 6 9/23 WORK DAY	Brief lecture: Writing a method section Each group: Meet with me to talk about your proposal; receive approval or feedback for changes Group work after your proposal is approved: Finalize how you will collect data using Qualtrics (how to get participants, find/create questionnaires); begin creating Qualtrics survey Individual work after your proposal is approved: Work on draft of literature review with RQ/Hs and Method section	Draft of literature review with RQ/Hs and Method section , opens 9/23 11:00am, due <u>10/9 12:15pm</u>
9/25	Group work: Continue creating Qualtrics survey Individual work: Work on draft of literature review with RQ/Hs and Method section	Share Qualtrics survey draft with Dr. Murphy by adding him as a collaborator , opens 9/25 11:00am, due 10/2 12:15pm – The earlier

Dates	Topics	Assignments/Exams
		you turn it in and receive approval, the earlier you can begin data collection. (Apply to Participant Pool Coordinator if using SONA for data collection—requires approved survey)
Week 7 9/30 WORK DAY	Brief lecture: Poster creation Group work: Continue creating Qualtrics survey for your study; begin poster creation; may begin data collection after survey approved Individual work: Work on draft of literature review with RQ/Hs and Method section	(Possible data collection) (Apply to Participant Pool Coordinator if using SONA for data collection—requires approved survey)
10/2	Group work: Finish creating Qualtrics survey for your study; poster creation; may begin data collection after survey approved Individual work: Work on draft of literature review with RQ/Hs and Method section	(Possible data collection)
Week 8 10/7 WORK DAY (Optional if survey approved by 10/2)	Each group: Meet with me to review your Qualtrics survey (if not yet approved); receive approval to begin data collection or feedback for changes to Qualtrics survey Group work: Make any needed revisions to Qualtrics survey; begin data collection once receive approval; poster creation Individual work: Finish draft of literature review with RQ/Hs and Method section	(Data collection)
10/9 WORK DAY (Optional if survey approved by 10/7)	Group work: Begin data collection once receive approval; continue creating poster Individual work: Finish draft of literature review with RQ/Hs and Method section by end of class	(Data collection)
Week 9 10/14 WORK DAY	Brief lecture: SPSS data cleaning Group work: Data collection; SPSS data cleaning; poster creation Individual work: Complete mid-semester peer feedback in class; review feedback on draft and ask questions	(Data collection) Mid-semester peer feedback, complete in class
10/16	Group work: Finish data collection; SPSS data cleaning; poster creation Individual work: Revise draft (if needed)	(Ideally finish data collection)
Week 10 10/21 WORK DAY	Brief lecture: SPSS analyses (bring cleaned SPSS data file to class—we will complete analyses together) Group work: SPSS data cleaning and analyses; poster creation	(10/20 is last day to finish data collection) Cleaned version of SPSS data file (.sav file), opens 10/21 11:00am, due 10/23 12:15pm SPSS analyses output file (.spv file), labeled with descriptive headings, opens 10/21 11:00am, due 10/23 12:15pm
10/23	Brief lecture: Writing a results section	

Dates	Topics	Assignments/Exams
	Group work: finish SPSS data cleaning and analyses; continue poster creation	
Week 11 10/28 WORK DAY	Brief lecture: Writing a discussion section Each group: Meet with me to talk about SPSS analyses turned in; receive approval or feedback for changes Group work: Poster creation; revise SPSS analyses (if needed)	Digital draft of poster , opens 10/28 11:00am, due 11/6 12:15pm
10/30	Group work: Poster creation; revise SPSS analyses (if needed)	
Week 12 11/4	Group work: Poster creation; revise SPSS analyses (if needed)	
11/6	Group work: Poster creation; revise SPSS analyses (if needed)	One group member email SRA GAs (psychsra@yahoo.com): professor's name, title of poster, names of all group members – must be received by 11/7
Week 13 11/11 WORK DAY	Brief lecture: Presenting your findings to an audience Each group: Meet with me to talk about poster draft; receive approval or feedback for changes	Sign up for in-class poster presentation rehearsal , complete in class
11/13	Group work: Prepare for in-class poster presentation; make final edits to poster Individual work: Begin writing final paper	(Poster printing – outside of class – ITS Student Poster Printing) Final paper , opens 11/13 11:00am, due <u>12/4 12:15pm</u> Final poster (digital copy) , opens 11/13 11:00am, due <u>12/2 12:15pm</u>
Week 14 11/18 WORK DAY	In-class poster presentations – Day 1 Individual work: Write final paper	(Poster printing – outside of class – ITS Student Poster Printing) In-class poster presentation rehearsals
11/20 WORK DAY	In-class poster presentations – Day 2 Individual work: Write final paper	(Poster printing – outside of class – submit your poster to ITS Student Poster Printing before noon on 11/20) In-class poster presentation rehearsals
Thanksgiving Break 11/25	(no class)	
11/27	(no class)	
Week 15 12/2	*SRA Poster Session, 3:30-5:15, Research Hallway in basement of Alumni Hall* No regular class meeting on 12/2 Group work: Turn in final poster (digital copy)	
12/4 WORK DAY	Group work: Receive faculty rater feedback Individual work: Peer evaluation; Capstone Assessment Test; receive peer evaluation feedback; turn in final paper before class	Peer evaluation , complete in class Capstone Assessment Test , complete in class

VII. General Policies

A. Department

Department of Psychology Policy on Incomplete Grades and Withdrawal

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <https://www.siu.edu/policies/table-of-contents/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

The Psychology Department's Policy on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<https://www.siu.edu/policies/table-of-contents/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost" (<https://www.siu.edu/policies/table-of-contents/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the linked information on plagiarism.

B. Attendance

Absence Policy: Non-exam Days

Students who need to be absent **on a non-exam day** do not need to notify the instructor. If absent on a non-exam day, please:

- check the syllabus and [Blackboard](#) for topics covered, assigned readings, and announcements. Students are also encouraged to check with a classmate for any missed in-class announcements.
- **review the Course Schedule in the syllabus and any announcements, and complete any assignments that are due.** Even though a student is absent, deadlines for assignments remain

the same. Please submit assignments through [Blackboard](#) unless other instructions are provided.

- contact a classmate and ask to copy notes for missed classes. The instructor does not provide notes beyond those posted to [Blackboard](#).
- ask a classmate about any in-class discussions and activities. Unless stipulated otherwise in this syllabus, students cannot earn or make up participation or attendance points awarded while absent. Obtaining notes about discussions and activities from another student is encouraged. (Please note: Not all courses include participation or attendance points. See the Assignments, Exams, and Grading section of the syllabus to determine if such a requirement is included in this course.)
- remember that virtual attendance is not available for this in-person course. (Please see “Face-to-face Course Delivery Policy” section for more information.)

Absence Policy: Exam Days

If students need to be absent **on an exam day**, please [notify the instructor by email](#) and attach a copy of documentation for the absence. Documentation is required for a make-up request to be considered. Requests will be considered if documentation is received prior to the exam (for serious prescheduled commitments, such as a university-sponsored athletic event) or within a reasonable timeframe following the exam (for unanticipated emergencies, such as hospitalization). A “reasonable timeframe” is determined by the instructor but generally means within one week from the exam date. Each request is evaluated on a case-by-case basis.

Examples of documentation include, but aren’t limited to:

- funeral notice
- physician’s note with dates a student was unable to attend class due to illness
- hospital admission/discharge paperwork
- documentation of military service
- notice of jury duty
- subpoena for court appearance
- police report for automobile accident
- towing/service receipt for a flat tire
- documentation of participation in a university-sponsored extracurricular event (e.g., athletics, academic conference)

If a request is approved, the instructor or an assistant will schedule a make-up to occur no later than one week from the date approval is granted (e.g., if approval is received on a Thursday, the exam must be taken by the following Wednesday); if not completed within one week, the student will be assigned a score of zero for the exam. Make-up exams will cover the same material as the original exam; however, they may contain different questions or question types than the original. Exams for face-to-face courses will be completed in-person on SIUE’s campus (i.e., online versions of face-to-face exams are not available).

Face-to-face Course Delivery Policy

The Department of Psychology has adopted a Policy on Individual Student Teaching Arrangements which states, in part, “All psychology faculty are required to provide the majority of instruction to all students

enrolled in a course in the modality in which the course is designed to be taught (e.g., all courses designed as face-to-face courses must be taught in that manner). Psychology faculty may not modify the course modality for individual students enrolled in a course.”

Students who remain enrolled in this face-to-face course acknowledge that course content has been developed for in-person, not online, delivery, and they affirm they have committed to in-person attendance. Through their continued enrollment, students also affirm that neither synchronous nor asynchronous online attendance options are available for this face-to-face course, regardless of reason or circumstance. Continued enrollment signifies agreement that in-person attendance is essential to receive the instructional experience students enrolled in the course to pursue, virtual attendance options would expose students to a suboptimal educational experience, and virtual attendance options would cause significant disruption to academic programming in this face-to-face course. Rather than seek online attendance options in this section of the course, students who would like an online learning modality agree they will disenroll from this section of the course and enroll in a different section of the course that is designed for online delivery; these sections are designated as either online-synchronous or online-asynchronous by the university.

First Class Meeting Attendance and Late Course Add Policy

The first class meeting of the semester includes a review of the syllabus and a discussion of course policies and requirements. An opportunity to ask questions about this information is provided. Because of the importance of this information, first-day attendance is required by SIUE. Students not physically in attendance for the first class meeting may be dropped from the course. Students who have a substantive reason for missing the first class should email the instructor prior to the first class to request they remain enrolled. Students who miss the first class meeting but remain enrolled are responsible for acquiring missed information from a classmate.

Students who enroll in the course after one or more class meetings have occurred are responsible for acquiring missed information and completing all assignments by deadlines. Late enrollment will not extend assignment deadlines. If a student enrolls after a deadline has passed, the related assignment(s) cannot be made up, and the student will receive a score of zero for such assignments.

Extended Absences Due to Serious Illness, Life Circumstances, Etc. Policy

Students who, because of serious illness, life circumstances, etc., find it necessary to miss many class sessions and are not able to complete assignments by deadlines (please see [Absence Policy: Non-exam Days](#)) or exams within a reasonable timeframe if approved for a make-up (please see [Absence Policy: Exam Days](#)) are encouraged to postpone their enrollment to a subsequent semester when they can perform optimally. Students who remain enrolled in this course acknowledge that the [Late Work](#) and other related policies will apply in all circumstances. Please see the [Department of Psychology Policy on Incomplete Grades and Withdrawal](#) for related information about course withdrawal deadlines.

C. Accommodations

Statement on Disabilities

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community and Equitable Student Support (Access) and complete an intake process. Access is located in the Student Success Center, Room 1203, myaccess@siue.edu, 618-650-3726. Students with accommodations should discuss these with the instructor at the beginning of the course.

Intermittent/Extended Absences Accommodation Policy

An intermittent/extended absences accommodation formally recognizes that students could have, per Access, “consecutive or recurring absences.” It does not allow assignments to be submitted after deadlines in this course. This accommodation is sufficient documentation to request a make-up for a missed exam in this course; however, the instructor reserves the right to decline such requests or require additional documentation (e.g., hospital admissions paperwork) if they are made for more than one exam per semester. Students who anticipate missing many class sessions are encouraged to postpone enrollment until a semester when frequent absences are less likely and they are able to perform at their best. Students who receive this accommodation and miss class:

- are responsible for checking the syllabus and [Blackboard](#) for topics covered, assigned readings, and announcements. Absent students are also encouraged to check with a classmate for any missed in-class announcements.
- should review the Course Schedule in the syllabus and any announcements, and complete any assignments that are due. Even though a student has received an intermittent/extended absences accommodation, deadlines for assignments remain the same. Please submit assignments through [Blackboard](#) unless other instructions are provided.
- on an exam day should [notify the instructor by email](#) and attach a copy of documentation for the absence (e.g., hospital admission paperwork). The procedure described in the “Absence Policy: Exam Days” section will be followed.
- should contact a classmate to copy missed notes. The instructor does not provide notes beyond those posted to [Blackboard](#).
- acknowledge that in-class discussions and activities cannot be exactly replicated. Unless stipulated otherwise in this syllabus, students cannot earn or make up participation or attendance points awarded while absent. Obtaining notes about discussions and activities from another student is encouraged.
- are reminded that virtual attendance is not available for this in-person course. (Please see the [Face-to-face Course Delivery Policy](#) for more information.)

It is not necessary to submit an Access Extended/Intermittent Absence Form in this course. The text of this Section (“Intermittent/Extended Absences Accommodation Policy”) will serve as the agreement with students who receive this accommodation. If Access requires submission of an Access Extended/Intermittent Absence Form, the text of this Section in the current-semester syllabus shall prevail and supersede any agreement specified on the Form.

Testing Accommodations/Extended Time Policy

Some students may be approved for an alternative testing environment or extended testing time accommodation by Access. Exams with these accommodations are usually taken in the Access Testing Center. Students approved for such accommodation are responsible for adhering to Access and

instructor policies in order to use the accommodation. To use the Testing Center for this accommodation, students:

- use the [Accommodate Portal](#) to request a Testing Center session by 4:30 p.m. at least three working/business days prior to the in-class exam date (e.g., by 4:30 p.m. Wednesday for an exam scheduled the following Monday). Please see the [“Testing” section on the Access website](#) for more information. Requests received less than three working/business days prior to the exam may be declined by Access or the instructor. **For convenience, students can submit their requests for all exams in the course beginning on the first day of class.**
- **schedule to take an exam in the Testing Center on the same day the exam is given in class.** Requests for a different day may be declined by the instructor.

If a request to use this accommodation is declined because it is received less than three working/business days prior to an exam date or the request is for a different day than an exam is given in class (i.e., the request creates an undue administrative burden), the student will take the exam at the scheduled time in class.

D. Behavior

Email Etiquette

I am a fan of professional correspondence. When you email, please share the following information. It helps me provide a quick, meaningful response:

- A formal greeting (e.g., “Hi Dr. Murphy,” “Prof. Murphy,” or “Dear Dr. Murphy,”)
- Course and section number (e.g., “PSYC 111-001” or “Psychopathology, section 3”)
- Specific question(s) not answered in course documents
- Who you are (your first and last name in the initial email, and at least your first name in subsequent emails)

I will try my best to respond within one business day to messages that include the above information. If you haven’t received a reply after two business days, please review your message to ensure it includes the above information, make any needed revisions, and resend it.

No Rounding or Individualized Extra Credit

Final letter grades are based on the total points earned and the grading table in the syllabus. Please don’t request rounding or curving. The instructor may deduct points from students who ask. Occasionally, the instructor may offer extra credit opportunities to the whole class. (Extenuating circumstances, such as a specific number of volunteers needed at specific times, may limit ability to participate.). Please don’t ask for individualized extra credit. The instructor may deduct points from students who ask.

Use Firefox or Chrome to Complete Coursework on Blackboard

Please use [Firefox](#) or [Chrome](#) on a desktop or laptop computer and visit <https://bb.siue.edu> to complete all Blackboard work. Do not use the downloadable Blackboard app, Safari browser, or a cell phone or tablet. These may improperly display or submit assignments. If you have tech questions, please [ask ITS](#)

before beginning Blackboard work. Missing or erroneous submissions will be graded as-is, which could mean a student receives 0 points for an assignment.

Classroom Distractions

Students have the right to a classroom free of substantive distractions that may adversely impact their ability to learn, including distractions from fellow students. The instructor reserves the right to provide informal corrective feedback to disruptive students, potentially in front of the entire class. Students who anticipate that such an interaction might lead to embarrassment or frustration are encouraged to be mindful of their behavior to prevent the need for such feedback. Extreme or repeated disruptions may be referred to the Department Chair or Office of Student Conduct.

Personal Disclosures Policy

Students are encouraged not to disclose personal (e.g., healthcare) information to the class. If they choose to share personal information about themselves or people they know, they should anonymize such statements. For example, substitute “a person,” “a man,” “a teenager,” etc. for identifying names or relationships. As a reminder, disclosures made in class are not confidential. The instructor may discuss de-identified clinical examples. The use of de-identified cases for didactics is permitted by the Ethical Principles of Psychologists and Code of Conduct.