



Capstone in Psychology

PSYC 494-001 (3 credit hours), Summer 2026

Tuesdays & Thursdays, 11:00 a.m. – 12:15 p.m., Alumni Hall 0302

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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.siue.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](https://www.siue.edu/its/labsclassrooms/vlab/index.shtml)
(<https://www.siue.edu/its/labsclassrooms/vlab/index.shtml>)

Qualtrics

- A. [SIUE's Qualtrics Homepage](https://www.siue.edu/its/qualtrics/) (<https://www.siue.edu/its/qualtrics/>)
 - i. We will use Qualtrics for data collection. If you are not familiar with Qualtrics, review the [Getting Started with Surveys](#), [Survey Tab Basic Overview](#), and [Distributions Basic Overview](#) tutorials.

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 will be posted 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>.

II. Course Description

Welcome to Capstone in Psychology. This course is your opportunity to lead 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

The following objectives are essential requirements to complete this course with a passing grade. They reflect what students are expected to learn and the ways they will show their understanding. Because these elements are central to the course's design and academic standards, they cannot be changed or completed in alternate formats without fundamentally altering the nature, rigor, and integrity of the course. Students will:

1. Gain knowledge of basic telepsychology concepts and principles by reading assigned book chapters and articles.
2. Examine current research at the intersection of technology and psychology by reading assigned articles and conducting an independent literature search to complete the Key Articles assignment.
3. Demonstrate mastery of telepsychology principles and current technology/psychology research by completing an exam individually and without external aids, reflecting both retention and understanding of course material.
4. Actively collaborate with assigned team/group members throughout the semester to:

- A. Formulate research questions and hypotheses for an original study, based on a review of relevant literature.
 - B. Find or create appropriate research materials (e.g., questionnaires) for the group's study.
 - C. Conduct a methodologically sound study.
 - D. Select appropriate statistical analyses (from among those provided by the instructor) for the group's study.
 - E. Use SPSS to clean and analyze collected data.
 - F. Interpret SPSS output by correctly reporting statistical findings in the Results section of the group poster.
 - G. Identify the group study's strengths and limitations.
 - H. Produce a professional research poster (using PowerPoint or Canva) that describes your group's study.
 - I. Present your findings to other Department of Psychology faculty at the SPA Poster Session.
5. Independently, write an APA-style research paper (Literature Review, Method, Results, Discussion, and References sections) to describe your group's study.
 6. Demonstrate professionalism by meeting deadlines and following course policies, practicing skills needed for future academic and career success.

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 produce final content for course assignments (e.g., using AI-generated text in a paper, using an AI tool to create a presentation submitted as a final product) or complete assessments (i.e., using AI to answer exam questions) 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 2 course: "Students can consult GenAI as a tool for brainstorming or idea generation, but are expected to create their own, original work without the use of GenAI." Plagiarism and AI detection software may be used to analyze submitted work.

Class Attendance and Expectations

Students are responsible for knowing the attendance and absence policies for each of their classes. (See University Policy 119.)

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 on

every “Group Work Day” this semester. If you have one of the following documented reasons for being absent on a Group Work Day and provide 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 Working Days – key days for in-class work – impacts the final grade:

- 15 of our meetings this semester are **“Group Work Days”** (highlighted green on the Course Schedule). **Everyone can miss up to 4 Group Work Days 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 to complete the course.
- **Missing 5 or more Group 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 Group Work Days** receive 5 extra credit 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 will not provide last-minute fixes if planning ahead could have prevented a dilemma.) Your final work product—your research project—belongs to your group.

Groupmates may have different personalities and work styles. Please commit to building 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, text, or Teams). Sending an email to all members is 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 will know it is available if needed.

Please complete assigned readings before we discuss them in class.

Students are expected to come to class ready to learn. This includes keeping phones and other devices put away (except a laptop or tablet used only for note taking) and staying alert and focused. (See the Classroom Distractions policy for more details.)

Please actively participate in our course. Ask and answer questions during class. Contribute to discussions. Collaborate with your team during group work time. Visit during office hours. Email with questions.

During in-class exams, students must silence phones and clear their workspace of everything except pencils or pens unless instructed otherwise. Earbuds, earphones, and smartwatches must be removed and put away.

Recording (audio, video, or photos) of class sessions is not permitted. (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 (Haley Burton and Tuhina Joshi).

This semester's Senior Assignment Poster Session will take place on **Thursday, December 3, 2026, 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 (Mondays, 11:00 am - 12:00 pm).

The SRA GAs will need to be e-mailed by ONE member of your group by Friday, November 6, 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 (i.e., the total number of points earned will be divided in half). **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.

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 help you design your study, create your poster, and write your paper. An assignment is considered late if it is submitted one second or more after the deadline; Blackboard timestamps will be used to determine submission times for work submitted through Blackboard. Students are strongly encouraged to plan ahead and submit work early rather than waiting until the deadline, as unexpected issues (including technology problems, Internet outages, or illness) do not alter this policy. **Late or missed assignments receive zero points.** All group members are responsible for ensuring group assignments are turned in on time, and all members 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. (Samples are provided on Blackboard. Posters are typically created in PowerPoint or Canva.)
6. **In-Class Poster Presentation Rehearsal (20 points):** Each group will present its poster to the class as a rehearsal for the SRA Poster Session.
7. **Final Poster (30 points):** Each group will print one physical copy of its poster to display at the SRA Poster Session. (The Department of Psychology will pay for one printing per group. Additional printing instructions will be provided in class.)

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) (<https://www.siue.edu/compliance/training/index.shtml>). Each student will upload a completion certificate.
3. **Exam (50 points):** One multiple-choice exam will be given.
4. **Key Articles (10 points):** Each student will conduct a literature search and upload 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 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
Final Poster	30 points
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 Research Paper	50 points
Peer Evaluation (average of ratings)	20 points
Capstone Assessment Test ^b	10 points
Total Individual Points	175 points

(Perfect attendance extra credit) *(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 through 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 8/25	Welcome Syllabus	Syllabus Quiz opens 8/25 12:15pm, due 9/1 11:00am
8/27	Human subjects training Topic lecture 1: Telepsychology (Be discussing potential study topics/ideas with group members)	Human subjects training certificate , opens 8/27 12:15pm, due <u>9/15 11:00am</u>
Week 2 9/1	Capstone intake – Haley Burton and Tuhina Joshi, SRA GAs, psychsra@yahoo.com Topic lecture 1 (cont.)	Capstone intake registration form
9/3 GROUP 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 9/8	Topic lecture 2 (cont.)	
9/10	Topic lecture catch-up day	
Week 4 9/15	Exam (Topic lectures)	Exam
9/17 GROUP WORK DAY	APA Style (7th Edition) Resources 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 9/17 11:00am, due 9/24 12:15pm Proposal , opens 9/17 11:00am, due 9/24 12:15pm
Week 5 9/22 GROUP 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; continue writing proposal Individual work: Continue searching for key articles	
9/24 GROUP WORK DAY	Group work: Brainstorm and finalize research project topic; finish writing and submit proposal Individual work: Submit key articles	
Week 6 9/29 GROUP WORK DAY	Brief lecture: Survey creation in Qualtrics Brief lecture: Review of experimental design and stats* 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: 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 9/29 11:00am, due <u>10/15 12:15pm</u>
10/1	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 10/1 11:00am, due 10/8 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—your survey must be approved before you can apply)
Week 7 10/6 GROUP WORK DAY	Brief lecture: Poster creation Group work: Continue creating Qualtrics survey; begin poster creation Individual work: Work on draft of literature review with RQ/Hs and Method section	(Apply to Participant Pool Coordinator if using SONA for data collection—your survey must be approved before you can apply)
10/8	Group work: Finish creating Qualtrics survey for your study; continue 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 10/13 GROUP WORK DAY (Optional if survey approved by 10/8)	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; continue poster creation Individual work: Work on draft of literature review with RQ/Hs and Method section	(Data collection)
10/15 GROUP WORK DAY (Optional if survey approved by 10/13)	Group work: Begin data collection once receive approval; continue poster creation Individual work: Finish and submit draft of literature review with RQ/Hs and Method section	(Data collection)
Week 9 10/20	Group work: Continue data collection; continue poster creation Individual work: Review feedback on draft and ask questions	(Data collection)
10/22 GROUP WORK DAY	Brief lecture: SPSS data cleaning Group work: Finish data collection; SPSS data cleaning; continue poster creation Individual work: Complete mid-semester peer feedback in class; revise draft (if needed)	(Ideally finish data collection) Mid-semester peer feedback, complete in class Cleaned version of SPSS data file (.sav file), opens 10/22 11:00am, due 10/27 12:15pm
Week 10 10/27 GROUP WORK DAY	Brief lecture: SPSS analyses (bring cleaned SPSS data file to class—we will complete analyses together) Group work: SPSS analyses; continue poster creation	(10/26 is last day to finish data collection) SPSS analyses output file (.spv file), labeled with descriptive headings, opens 10/27 11:00am, due 10/29 12:15pm
10/29	Brief lecture: Writing a results section	

Dates	Topics	Assignments/Exams
	Group work: finish SPSS analyses; continue poster creation	
Week 11 11/3 GROUP 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: Continue poster creation; revise SPSS analyses (if needed)	Digital draft of poster , opens 11/3 11:00am, due 11/12 12:15pm
11/5	Group work: Continue 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 11/6
Week 12 11/10	Group work: Continue poster creation	
11/12	Group work: Finish poster creation	
Week 13 11/17 GROUP 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; prepare for in-class poster presentation	(Poster printing – email final PPTX or PDF file and pickup person's name to Dr. Murphy; pick up at ITS) Sign up for in-class poster presentation rehearsal , complete in class Final paper , opens 11/17 11:00am, due <u>12/10 12:15pm</u>
11/19	Group work: Make final edits to poster; email final poster file and pickup person's name to me; prepare for in-class poster presentation Individual work: Begin writing final paper	(Poster printing – email final PPTX or PDF file and pickup person's name to Dr. Murphy; pick up at ITS) Final poster , opens 11/13 11:00am, due <u>12/8 3:30pm</u> (will be rated during Poster Session)
Thanksgiving Break 11/24	(no class)	
11/26	(no class)	
Week 14 12/1 GROUP WORK DAY	In-class poster presentations – Day 1 Individual work: Continue writing final paper	In-class poster presentation rehearsals
12/3 GROUP WORK DAY	In-class poster presentations – Day 2 Individual work: Continue writing final paper *SRA Poster Session, 3:30-5:15, Research Hallway in basement of Alumni Hall*	In-class poster presentation rehearsals
Week 15 12/8 GROUP WORK DAY	Group work: Receive faculty rater feedback Individual work: Complete peer evaluation; complete Capstone Assessment Test; receive peer evaluation feedback	Peer evaluation , complete in class Capstone Assessment Test , complete in class
12/10	Individual work: Finish and submit final paper	

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.siue.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.siue.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. A plagiarism offense shall be reported to the Provost and Vice Chancellor for Academic Affairs" (<https://www.siue.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. When absent, students are responsible for the following:

- Review the syllabus, Course Schedule, and Blackboard for topics covered, readings, announcements, and assignments.

- Complete and submit all assignments by the posted deadlines. Absences do not extend assignment deadlines. Unless instructed otherwise, all work must be submitted through Blackboard.
- Obtain notes from a classmate for missed class sessions. The instructor does not provide notes beyond materials posted on Blackboard.
- Check with classmates regarding any in-class discussions or activities. Obtaining notes about discussions or activities from classmates is encouraged.

Absence Policy: Exam Days

Students who need to be absent on an exam day must notify the instructor by email and provide documentation for the absence. Documentation is required for a make-up request to be considered.

Requests may be approved if documentation is submitted:

- Before the exam for serious, pre-scheduled commitments (e.g., university-sponsored athletic events), or
- Within a reasonable timeframe after the exam for unanticipated emergencies (e.g., hospitalization). A reasonable timeframe is determined by the instructor and generally means within one week of the exam date.

Each request is reviewed on a case-by-case basis.

Examples of acceptable documentation include, but are not limited to:

- Funeral notice
- Physician's note with dates of inability to attend class
- Hospital admission or discharge paperwork
- Military service documentation
- Jury duty notice or court subpoena
- Police report or towing/service receipt related to an automobile accident
- Documentation of participation in a university-sponsored extracurricular activity

Examples of unacceptable reasons for requesting a make-up exam include, but are not limited to:

- Vacation or other leisure travel
- Self-reported (i.e., undocumented) illness

If approved, a make-up exam will be scheduled no later than one week from the date approval is granted. If the exam is not completed within this timeframe, a score of zero will be assigned. Make-up exams cover the same material as the original exam but may contain different questions. All exams for face-to-face courses are completed in person on SIUE's campus; online exam options are not available.

Face-to-face Course Delivery Policy

This course is designed and approved for face-to-face instruction. The Department of Psychology's Policy on Individual Student Teaching Arrangements requires that courses be delivered in their approved modality and does not permit faculty to modify course modality for individual students: "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.”

By remaining enrolled in this course, students acknowledge that:

- Instruction in this course is designed for in-person delivery only.
- Neither synchronous nor asynchronous virtual attendance options are available, regardless of reason or circumstance.
- Regular in-person attendance is essential to achieving the intended instructional experience.
- The imposition of virtual attendance options would significantly disrupt academic programming and fundamentally alter the nature, rigor, and integrity of the course.

Students who require an online learning format must enroll in a section of the course designated by the university as online-synchronous or online-asynchronous. Continued enrollment in this section indicates agreement with the face-to-face delivery format and attendance expectations.

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 does 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.

C. Accommodations

Statement on Disabilities

Students who need accommodations due to a medical diagnosis or major life impairment must 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 approved for accommodations should discuss them with the instructor at the beginning of the course or as soon as they are issued.

Intermittent/Extended Absence Accommodation Policy

An intermittent/extended absence accommodation from ACCESS formally recognizes the possibility of consecutive or recurring absences. In this course, the accommodation does not permit assignment submissions after posted deadlines, as doing so would fundamentally alter the course curriculum and learning objectives. This accommodation serves as sufficient documentation to request a make-up exam. However, the instructor reserves the right to decline requests or require additional

documentation (e.g., hospital admission paperwork) if more than one exam make-up is requested in a semester. Students who anticipate frequent absences are encouraged to postpone enrollment until a semester in which they can attend regularly and perform optimally. Students who receive this accommodation and are absent are responsible for the following:

- Review the syllabus, Course Schedule, and Blackboard for topics covered, assigned readings, announcements, and due dates. Students are also encouraged to check with a classmate for any missed in-class announcements.
- Complete and submit all assignments by posted deadlines. Absences do not extend assignment deadlines. Unless otherwise instructed, all work must be submitted through Blackboard.
- On exam days, notify the instructor by email and provide documentation (e.g., notice of the accommodation) in accordance with the Absence Policy.
- Obtain notes from a classmate for missed class sessions. The instructor does not provide notes beyond materials posted on Blackboard.
- Recognize that in-class discussions and activities cannot be replicated. Unless otherwise stated in this syllabus, participation or attendance points awarded during an absence cannot be earned or made up. Obtaining notes from classmates is encouraged.
- Remember that virtual attendance is not available for this face-to-face course (see the Face-to-Face Course Delivery Policy).

The terms of this section constitute the governing agreement in this course for an extended/intermittent absence accommodation. If ACCESS requests the completion of an ACCESS Extended/Intermittent Absence Form for this course, the language of this section in the current-semester syllabus shall prevail and supersede any conflicting provisions.

Testing Accommodations/Extended Time Policy

For in-person exams:

Some students may be approved by ACCESS for an alternative testing environment and/or extended testing time. Exams using these accommodations are typically completed in the ACCESS Testing Center. Students approved for testing accommodations are responsible for following both ACCESS and instructor procedures in order to use the accommodation. Failure to follow these procedures may create an undue administrative burden that can limit or prevent the timely implementation of the accommodation. Students who plan to use testing accommodations are responsible for the following:

- Submit a Testing Center request to ACCESS through the Accommodate Portal 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). Requests submitted after this deadline may be declined by ACCESS or the instructor.
- Schedule the exam for the same calendar day the exam is administered in class. Requests to test on a different day may be declined.

For convenience, students may submit Testing Center requests for all exams beginning on the first day of the semester. If a Testing Center request is declined because it is submitted late or requests a different testing day, the student will take the exam at the scheduled time and location with the rest of the class.

D. Behavior

Email Etiquette

Professional email communication helps ensure timely, meaningful responses. When emailing the instructor, please include the following:

- A professional greeting (e.g., “Hi Dr. Murphy,” “Prof. Murphy,” or “Dear Dr. Murphy”)
- Course and section number (e.g., PSYC 111-001; Psychopathology, Section 3)
- Specific question(s) not already addressed in course documents
- Your name (first and last name in an initial email; at least your first name in follow-up messages)

Messages that include this information typically receive a response within one business day. If you haven’t received a reply after two business days, please review your message for the above elements, make any needed revisions, and resend it.

No Rounding or Individualized Extra Credit

Final letter grades are determined solely by the total points earned and the grading scale listed in the syllabus. At times, the instructor may offer extra credit opportunities to the entire class. These opportunities are optional and may be limited by logistical or scheduling constraints. Individualized extra credit is not offered. Please do not request grade rounding or individualized extra credit. Requests of this nature may result in point deductions.

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. Assignments that are missing, incomplete, or submitted incorrectly due to unsupported technology will be graded as submitted, which may result in a score of zero.

Classroom Distractions

Students are entitled to a learning environment free from substantial distractions that interfere with their ability to engage with course content, including distractions from fellow students. The instructor may address disruptive behavior through informal corrective feedback, which may occur in front of the class. Students who wish to avoid such interactions are encouraged to be mindful of their behavior. Repeated or severe disruptions may be referred to the Department Chair or the Office of Student Conduct.

Personal Disclosures Policy

Students are encouraged to avoid sharing personal or sensitive information (e.g., health-related details) during class discussions. If personal experiences are shared, statements should be anonymized (e.g., “a person,” “a student,” “an individual”) rather than using identifying names or relationships. Please note that classroom discussions are not confidential. The instructor may use de-identified clinical examples for instructional purposes, consistent with the Ethical Principles of Psychologists and Code of Conduct, which permits the use of de-identified cases for teaching.

Following Course Instructions

Students are responsible for reviewing and following the instructions in this syllabus, as well as any reasonable written or verbal directions provided by the instructor. These requirements are consistent with the Student Academic Code (Policy 3C2, Section C2) and the Student Code of Conduct (Policy 3C1, Section 2.F). Failure to follow course instructions may result in appropriate academic or conduct-related consequences, including instructor-imposed consequences or referral to the Department Chair, Office of the Provost, or Office of Student Conduct.