

**Seminar in Community Psychology:
Prevention Programs for Children and Families
(Psychology 556)**

Professor: Stephen Hupp, PhD
Office: Alumni Hall, Room 0137
Phone: 650-3280

Semester: **Summer 2025**
Office Hours: Wednesday from 10:30-11:30am
or schedule a Zoom meeting

MODULE	TOPIC	DUE
Pre-Course Option (May 17 th)	SkeptiCamp	If you are able to attend part of the St. Louis SkeptiCamp on Saturday, May 17th , your attendance can be used as an <i>alternative to submitting the Prevention Programs Paper in Week 3</i> . For this to count, you will attend Dr. Hupp's talk at 9:30 am and at least one other talk of your choosing (and you will also write a paragraph for each of the two talks about the key takeaways, especially as related to prevention). The event is free, but registration is still encouraged. See the last page of this syllabus for the full schedule and more details.
Week 1 (week of 7/7)	Introduction to Community Psych & Family Systems	Submit a Questioning Paragraph (by Tues at 9:00pm) Reply to Questioning Paragraphs (by Wed at 9:00pm) Grant Proposal Topic Selection (by Fri at 9:00pm)
Week 2 (week of 7/14)	Drug Prevention Sexual Health	Submit a Questioning Paragraph (by Mon at 9:00pm) Reply to Questioning Paragraphs (by Wed at 9:00pm)
Week 3 (week of 7/21)	Physical Health Emotional Health	Submit a Questioning Paragraph (by Mon at 9:00pm) Reply to Questioning Paragraphs (by Wed at 9:00pm) Prevention Programs Paper Due (by Fri at 9:00pm) <ul style="list-style-type: none"> • NOTE: See alternative option at the top of this table.
Week 4 (week of 7/28)	Behavioral Health	Submit a Questioning Paragraph (by Mon at 9:00pm) Reply to Questioning Paragraphs (by Wed at 9:00pm) Exam on THURSDAY at 5:30 pm in AH-0304 (or schedule a remote Phone Interview Exam)
Week 5 (week of 8/4)	Grant Proposal	Grant Proposal Due (by Friday at 5:30pm)

Course Description: This course provides a deep dive into community psychology, which is the application of psychological principles to groups of people. This course provides an overview of prevention programs for youth and their parents. The course emphasizes the theoretical underpinnings of programs, the program strategies, and the research investigating the effectiveness of these programs. Finally, the course incorporates methods of science communication that are related to prevention.

Course Readings

The readings will include several articles as well as select chapters from...

Harrison et al. & National Association of School Psychologists (2023). *Best Practices in School Psychology: Student, Systems, and Family Services*. Washington, DC: National Association of School Psychologists.

Course material will also be pulled from...

Priest J. B. (2021). *The Science of Family Systems Theory*. Routledge

Week 1 Material: Community Psychology and Family Systems

Best Practices in Developing Prevention Strategies for School Psychology Practice (10; 2014) William Strein et al.

Best Practices in Population-Based School Mental Health Services (11; 2014) Beth Doll, Jack Cummings, and Brook Chapla

Bartolo, P. A. (2010). Why school psychology for diversity? *School Psychology International*, 31(6), 567-580.

Week 1 Audio PowerPoint

Week 1 Videos:

- Christine Robinson: Community Psychology (70 min)
 - <https://www.youtube.com/watch?v=Zjo02e2s79o>
- Melanie Trecek-King: Inoculating Students Against Misinformation (60)
 - <https://skepticalinquirer.org/video/inoculating-students-against-misinformation-melanie-trecek-king/>

Week 2 Material: Drug Prevention and Sexual Health

Mewton, L., Visontay, R., Chapman, C., Newton, N., Slade, T., Kay-Lambkin, F., & Teesson, M. (2018). Universal prevention of alcohol and drug use: An overview of reviews in an Australian context. *Drug & Alcohol Review*, 37, S4350-S469.

Jewell, J., Hupp, S., Prinstein, M., & Axelrod, M. (2019). The DARE myth in *Great Myths of Adolescence*. Hoboken, NJ: Wiley.

Bennett, S. E., & Assefi, N. P. (2005). School-based teenage pregnancy prevention programs: A systematic review of randomized controlled trials. *Journal of Adolescent Health*, 36(1), 72-81.

Juras, R., Tanner-Smith, E., Kelsey, M., Lipsey, M., & Layzer, J. (2019). Adolescent pregnancy prevention: Meta-analysis of federally funded program evaluations. *American Journal of Public Health*, 109(4), e1-e8.

Week 2 Audio PowerPoint Presentation

Week 2 Video: Sunday Paper CSIcon 2018 Stephen Hupp (19 min)
<https://www.youtube.com/watch?v=etqHTNIE6GM>

Week 3 Material: Physical Health and Emotional Health

Ash, T., Agaronov, A., Aftosmes-Tobio, A., & Davison, K. K. (2017). Family-based childhood obesity prevention interventions: A systematic review and quantitative content analysis. *International Journal of Behavioral Nutrition and Physical Activity*, 14(1), 113-125.

Caulfield, T., Marcon, A. R., Murdoch, B., Brown, J. M., Perrault, S. T., Jarry, J., ... & Rachul, C. (2019). Health Misinformation and the Power of Narrative Messaging in the Public Sphere. *Canadian Journal of Bioethics/Revue canadienne de bioéthique*, 2(2), 52-60.

Clarke, A. M., Kuosmanen, T., Barry, M. M. (2015). A systematic review of online youth mental health promotion and prevention interventions. *Journal of Youth and Adolescence*, 44, 90-113.

Best Practices in School-Wide Social and Emotional Learning (24; 2023)
Chunyan Yang & Quennie Dong

Best Practices in Suicide Prevention, Intervention, and Postvention (31; 2023)
Terri Erbacher & Scott Poland

Week 3 Audio PowerPoint Presentation

Week 3 Videos:

- Peter Hotez: Countering...Anti-Vaccine Activism (60 min):
 - <https://skepticalinquirer.org/video/countering-the-next-phase-of-american-anti-vaccine-activism-peter-hotez/>
- Jonathan Stea: Saving Your Mental Health from the Wellness... (60 min)
 - <https://skepticalinquirer.org/video/saving-your-mental-health-from-the-wellness-industry-jonathan-stea/>

Week 4 Material: Behavioral Health

Day, J. J., & Sanders, M. R. (2018). Do parents benefit from help when completing a self-guided parenting program online? A randomized controlled trial comparing Triple P Online with and without telephone support. *Behavior Therapy*, 49(6), 1020-1038.

Best Practices in Culturally Responsive School Violence Prevention (28; 2023)
Melissa Pearrow & Christina Chester

Best Practices in Prevention and Responsive School Services for Bullying and Cyberbullying (29; 2023); Cixin Wang & Colleen O'Neal

Week 4 Audio PowerPoint Presentation

Week 4 Video: Matt Sanders Masterclass - Triple P - Positive Parenting Program (140 min): <https://www.youtube.com/watch?v=sebiuudeoNQ>

Week 5: No readings, presentations, or videos – write your grant instead!

Grading System

1. Discussion Questions (25 points)
2. Discussion Replies (75 points)
3. Prevention Programs Paper (100 points)
4. Grant Proposal (100 points)
5. Exam (200 points)

Final grades are as follows:

A= 462-500 pts (92.5-100%)
B= 425-461 pts (85.0-92.4%)
C= 387-424 pts (77.5-84.9%)
D= 350-386 pts (70.0-77.4%)
F= less than 350 pts (0-69.9%)

Prevention Programs Paper. Go to the Blueprints Programs website (<http://www.blueprintsprograms.com>), and then click on “**FIND PROGRAMS.**”

Scroll through the 100+ prevention programs, and choose two programs that are related in some way (e.g., they both target the same population or they both use the same tactics or something else).

Once you have your two programs selected, **you need to CLAIM them on the Blackboard Discussion Board.** Once someone has claimed a program, nobody else can claim that same program, so you should **check Blackboard before doing your search.**

Write a paper (**at least 2000 words** including the references) about these two programs, following this outline (use these as subsection titles):

- Introduction
- Description of the First Program
- Summary of Research Supporting the First Program
- Description of the Second Program
- Summary of Research Supporting the Second Program
- Similarities of the Two Programs
- Major Differences between the Two Programs
- Conclusion
- References (this should include at least 6 research studies)

Topic Selection for Grant Proposal. In the first week of class, submit three ideas for a possible prevention grant proposal using the Discussion Board Forum that I set up on Blackboard. The three topics should be completely different ideas. Be creative. Feel free to choose areas you have some expertise or completely new areas for you. You can pick from the broad topics of sex, drugs, internalizing problems, externalizing problems, health, or just about any area that you can relate to psychology and prevention somehow.

Be somewhat specific, though, in your selections. For example, rather than saying a “drug prevention program,” you should say something like “a program to decrease vaping with middle school students.” Relatedly, here are three other examples of possible selected topics:

1. Teaching fire safety skills to elementary students
2. Preventing disrespectful behavior during dating for adolescent males
3. Encouraging parents to use vaccines

Choosing from these ideas, I will ultimately decide which of the three topics you will do for your grant proposal.

Grant Proposal. The Helping Universal Prevention Programs Society (H.U.P.P.S.) is a well-known, generous, fictional funding agency which provides grants to promote research-supported prevention programs for children and families. H.U.P.P.S. is seeking out small grant proposals between \$20,000 to \$40,000.

Please use APA format, double-spacing, one-sided printing, 1-inch margins, & Times New Roman 12 pt font. **You will either need to develop a new program or look at an existing program in a way that advances the literature somehow.** Proposals

should be in the form of a statement with attachments and should provide clear information with the following clearly marked subsections:

- * **Literature review** (*at least 3 pgs including theory & research about a problem*)
- * **Research Questions & Hypotheses:** concise statements (about ½ page)
- * **Proposed Methods:** detailed description of the participants, setting, measures (try to use established measures if they exist), materials, research design & proposed statistics (about 1-2 pages)
- * **Discussion of New Knowledge about Prevention Expected:** state how it is different/revised from other similar programs (about ½ page)
- * **References**

Attachments should include:

- * **Cover Letter:** describing the prevention program (1 page)
- * **Detailed Budget:** with 2 months salary for you
(*no more than 50% of the grant budget can be for salary*)
- * **Prevention Program Manual Outline:** appendix (*at least 1 page*)
- * **Measurement Tools:** appendix for any scales you developed (but not previously published scales)
- * Note: You do NOT need to make consent forms for the study.

The H.U.P.P.S. will evaluate your program based on the following criteria: a) organization/clarity of writing, b) creativity/originality of proposed program, c) practicality/workability, d) thoroughness/completeness, e) use of course principles and concepts. ***Do NOT use: the same topic as your Literature review (from Psyc 553), the Prevention Programs Paper (from this class), or your Masters Project.*** You may turn this in via email (save your file as “Jane Doe Grant Proposal,” substituting in your name).

Exam. There will be one exam for this course. You can choose to do either a Written Exam in-person or a remote Phone Interview Exam (described below). Both versions will take place on the same day (see first page of syllabus for more details about time, location, etc.).

Written Exam: This option will take place on the SIUE campus. It will include **questions that will mostly be in two primary forms: open ended and true/false**. This option will be a closed book and closed notes exam. Most students will be done within about 30 minutes. About 70% of students typically choose this option.

A Phone Interview Exam (PIE) will be provided throughout the day, **scheduled on an individual basis** to work around your individual schedules. For this option, I will call you at your scheduled time and ask you **questions that will mostly be in two primary forms: open ended and true/false**. This option will be an open book and open notes exam; however, ***students will only be given 20 seconds to answer each question*** (so there will be very little time to thumb through your materials during the exam). Students may NOT: a) audio record the exam, b) have anyone else in the room during the exam, or c) use speaker phone during the exam. Most students will be done in about 30 minutes. About 30% of students typically choose this option.

Choosing Your Exam Version on Blackboard: Once you decide which version of the exam you would like to take, you will need to identify it on Blackboard. Go to “Discussions” on the left tab, and then choose your exam by clicking on **“Choose your EXAM version here!”**

Online Activities. During the first four weeks, you will engage in an online discussion board. You can access Blackboard “Tools” on the left-hand column. See the first page of the syllabus regarding due dates.

Most weeks you are required to submit 1 questioning paragraph based on that week’s material (readings, PowerPoint, and video). The questioning paragraph should include 4 or more sentences. The title of each thread should be a *brief* version of the question (a phrase or short sentence), and then you can expand on the question in a paragraph within the Message area.

You will be graded based on having posted acceptable questions. “Acceptable” means the question actually could invoke a “discussion” during class and that the answer is not a simple “fact.” I will inform you if you submit an unacceptable question. NOTE: If you do not hear anything from me about your questions, they are acceptable.

Most weeks, you should also reply to 3 questioning paragraphs. Your replies should also include 4 or more sentences each.

Rubric for Grading Discussion Board Posts (Questions & Comments)

	‘A’ work	‘B’ work	‘C’ work	‘D’ work and below
Content	Useful info that relates to the topic, is clearly written, and covers the correct material	Good info with good writing	Somewhat confusing ideas that need clarification	Unclear content & confusing writing
Length	Each question or comment is many sentences, often tackling many sub-questions.	One of the questions or comments is too brief.	Half of the questions or comments are too brief.	Most of the questions or comments are too brief.
Critical Thinking	Frequent <i>connections</i> with readings & other course material, especially in terms of <i>evidence</i>	Fair amount of <i>connections</i> with readings & other course material without much focus on evidence	Occasional <i>connections</i> with readings & other course material	Rare <i>connections</i> with readings & other course material
Stylistics	Free from typos and other mistakes	Some typos or other mistake	Several typos or other mistakes	A considerable amount of typos or other mistakes
Tone	The tone is positive <u>and</u> constructive	The tone is either positive <u>or</u> constructive	The tone is <u>neither</u> positive or constructive	The tone is offensive

Course Objectives:

1. Develop an understanding of community psychology principles and systems approach.
2. Review prevention programs that serve children and families.
3. Learn specific skills related to implementing prevention programs.
4. Apply course information in the development of a grant.
5. Develop online discussion skills related to prevention
6. Get familiar with prevention resources.
7. Address the following NASP Standards
 - Socialization & Development of Life Skills
 - School and Systems Organization, Policy Development, & Climate
 - Prevention, Crisis Intervention, & Mental Health
 - Home/School/Community Collaborations
 - Research & Program Evaluation

Technical Support, Requirements, and Capabilities

You can receive technical support for this course by contacting Information Technology Services at 618-650-5500 or help@siue.edu (www.siue.edu/its). At a minimum, you will need the following software/hardware to participate in this course:

- Computer with an updated operating system (e.g. Windows, Mac, Linux)
- Updated Internet browsers (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps.
- Media player such as, QuickTime or Windows Media Player.
- Adobe Reader or alternative PDF reader (free):
<http://get.adobe.com/reader/?promoid=HRZAC>
- Java plugin (free): <http://java.com/en/download/index.jsp>
- Any other specialized software or basic software (e.g., MS Office, etc.). Students can download MS Office at no charge here: <http://office365.siue.edu>

Course Policies

Assignment Due Dates: There will be a **24-hour grace period for the Discussion Board activities and a 48-hour grace period for all other assignments.** After the grace period is over, the grade will **drop by 15%** each business day until the assignment is turned in.

Policy on Incomplete Grades, Pass-No Credit Option, & 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.** When students discontinue attending class and do not withdraw from a course they may receive the grade of UW (Unauthorized Withdrawal). The grade of UW will only be given when a student's grade based on the course requirements is an F. The grade of UW is calculated as an F in a student's grade average. The granting of a grade of I (Incomplete) is not automatic and 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 work not later than the end of the following semester. 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.

Academic Honesty: I trust you will be honest in this course. ***Cheating on exams, plagiarism on class assignments, and other forms of cheating will result in a grade of***

“F” in the course, a letter to the provost, probable disciplinary probation or expulsion, and other sanctions will be provided to the fullest possible extent. Included below are descriptions of plagiarism as outlined by the Department of Psychology and the Undergraduate Catalog.

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

(<http://www.siu.edu/policies/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.”***

(<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.”

The Undergraduate Catalog provides the following statement on **plagiarism**: “The University gives high priority to matters of academic ethics and abhors all types of cheating, including plagiarism. ***Plagiarism is the act of representing the work of another as one’s own and may consist of copying, paraphrasing, or otherwise using written or oral work of another without proper acknowledgement of the source or presenting oral or written material prepared by another as one’s own.*** Instructors may impose sanctions for academic cheating in accordance with the Student Academic Code. The minimum penalty for academic misconduct beyond failure for an assignment and/or for a course is disciplinary probation.”

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 <http://www.siu.edu/policies/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.

Academic Honesty: I trust you will be honest in this course. ***Cheating on exams, plagiarism on class assignments, and other forms of cheating will result in a grade of “F” in the course, a letter to the provost, probable disciplinary probation or expulsion, and other sanctions will be provided to the fullest possible extent.*** Included below are descriptions of plagiarism as outlined by the Department of Psychology and the Undergraduate Catalog.

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 (<http://www.siu.edu/policies/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.”*** (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

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Department 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 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 (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.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).

Policies Suggested by the University

Recordings of Class Content. Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

Diversity and Inclusion. SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated.

Violations of this policy will be enforced in line with the SIUE Student Conduct Code. The Hub <https://www.siu.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Pregnancy and Newly Parenting Policy. This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit [Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15](#) to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

Technology Privacy Information. We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

Services for Students Needing Accommodations. Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726). If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Cougar Care. Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siu.edu or by calling [618-650-2842](tel:618-650-2842).

Student Success Coaches. [Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support. Since this is an online course, you are expected to have reliable Internet access. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Contact ITS at [618-650-5500](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

Academic and Other Student Services

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)



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THE SPEAKER LINEUP



SPEAKER 1 8:45AM-9:30AM

Chuck Collis

Sequences: Our evolving
understanding of evolution



SPEAKER 2 9:30AM-10:15AM

Stephen Hupp

Psychology, Fringe Science,
and Skeptical Inquirer
Magazine



SPEAKER 3 10:30AM-11:15AM

Taner Edis

Beyond checklists:
distinguishing between real
and fake science.



SPEAKER 4 11:15AM-12:00PM

Kyle Polich

A Staircase to the Moon?



SPEAKER 5 1:00PM -1:45PM

Susan Gerbic

Grief Vampires and GSoW



SPEAKER 6 1:45PM-2:30PM

Leonard Tramiel

Drones? Really?



SPEAKER 7 2:45PM -3:30PM

Adrienne Hill

Law of Attraction Lunacy
and OCD Ordeals

visit us at <https://skepticalstl.com/>