

FOUNDATIONS OF PSYCHOLOGY - Fall 2021
PSYC 111 008

Professor:

Dr. Catherine Daus - e-mail: cdaus@siue.edu

Office: Alumni Hall, 0142, Telephone: 618-650-3119; Psychology Department Phone: 618-650-2202

Office Hours: by Zoom – schedule for Tuesday between 9 – 10 and 11 - 12; or by appointment if you cannot make those times. Here is the Zoom link: <https://siue.zoom.us/j/98472661831>. If you plan to Zoom in, please let me know so I can hop on.

Teaching Assistants: Both TA's have in person office hours, if you like; Zoom is fine also. If you plan to Zoom in, you need to let them know as they will only hop on Zoom if someone has scheduled with them.

Lilly McCane (running engagement activities on Mondays; course management and grading) – email: lmccane@siue.edu; Engagement activities: Monday 4 pm-4:50 pm leading class activity; Zoom; office hours: Tuesday: 1:30pm-3:30 pm (on campus – AH 0406 or by Zoom), or by appointment/Zoom. Lilly's Zoom: <https://siue.zoom.us/j/95699727213>; Meeting ID: 956 9972 7213

Bryce Balusek (LaunchPad/Learning Curves; course management and grading) – email: bbaluse@siue.edu; office hours – Wednesday, 12:30 – 3:00 (on campus – AH 0406 or by Zoom); or by appointment/Zoom. Bryce's Zoom: <https://siue.zoom.us/j/99359076855>

You may contact Lilly and Bryce through email or text through Remind App – (see below). You will need to download the app on your phone.

Remind: Rather than give out personal phone information, we are asking that all students download the app “Remind.” Here are instructions (access code available in course announcements):

https://www.youtube.com/results?search_query=how+to+join+remind101

The course code is: dauspy111

Textbook:

Pomerantz, A. M. (2020). *My Psychology*, (2nd ed.) New York: Worth Publishers.

Website: See the LaunchPad link (for Learning Curves and other great supplemental resources) on class Bb page.

In the class Blackboard, there is a file of “Helpful Resources” under the “About this course” tab. As just one example, there is a file called “Study Resources” which has many helpful resources (e.g., TedTalk about studying).

Course Description:

This course introduces the field of psychology. Psychology is the scientific study of human behavior and mental processes. The goals of psychology are to describe, predict and understand human behavior. Human behavior is a rich, complicated and fascinating topic. Understanding human behavior can help you understand yourself and others. This survey course introduces topics such as scientific research methods, learning, memory, the brain, psychopathology and human development.

Course Objectives:

Upon completion of this course, you should be able to:

1. To develop fundamental reading/study habits to facilitate comprehension and learning
2. Recall basic psychological concepts, terms, theories, events and psychologists
3. Apply psychology to understand human behavior
4. Summarize and analyze psychological research articles
5. Understand collaborative group learning and group experiences

Grades:

In order to maximize your comprehension and performance in this class, here is the expected “rhythm” of your normal workflow:

- 1) Read the relevant chapter and take notes
- 2) Complete Learning Curves if required (do additional ones if desired or struggling with the content)
- 3) Watch relevant lecture posted on BB (taking notes) – be sure to “mark reviewed” each time you watch a lecture to enable the next piece to open
- 4) When studying for exams, review lectures, text, notes and take advantage of online resources available through your text as well as any review material we provide you (e.g., there will be “games” we have set up that you can use to review).
- 5) Pick the four (or six- if you plan to do two for extra credit) engagement activities you want to attend and be sure to calendar them.

Tests will cover material both from lectures and text. Within an exam’s content, you will be able to work ahead; however, the exams will only be open for specified times (see syllabus), so this limits how far ahead you can work as you can’t start the new material until you have taken the prior exam.

Of course, address other assignments (article critique and group project) early to ensure your understanding of what is expected, as well as to give yourself plenty of time for revisions/editing.

Course grades will be determined by your scores on four exams and various other assignments (I have built in rounding into the grades and there is EC; **please do not email me about rounding a grade up**).

Research participation or online quizzes over articles (* see below)	0 points (unless not completed)
Quiz over syllabus	10 points
Exam1	40 points
Exam 2	40 points
Exam 3	40 points
Final Exam - Cumulative	70 points
One Written Article Critique	25 points
Group Application Project	25 points
Learning Curves – online in Launch Pad – (10 total – 5 pts. each)	50 points
Engagement Activities – Mondays 4 – 4:50 pm; you must complete 4/10 offered; each one worth 5 pts; you MAY complete an additional TWO for EC (5 pts each)	20 points
<u>TOTAL POINTS POSSIBLE:</u>	<u>320 POINTS</u>

286 - 320 A
 254 - 285 B
 222 - 253 C

190 - 221 D
 Below 190 F

Research Participation or Article Quizzes: - see section below course schedule

Quiz over syllabus: There is a 10-point online quiz over the syllabus due the Friday (8/27) of the first week of class by midnight. You must watch the Zoom discussion over the syllabus, and “mark reviewed” before the quiz will open. You must take the quiz before the first lecture will open. This quiz is 10 multiple choice items and you will have 10 minutes to take the quiz.

Exams:

Each exam will be online and will have multiple choice (roughly 25 – 30 questions) and two short answer questions. You will have a 48-hour window to take each exam (1, 2, 3), and then, once the exam is open, you will have one hour to take the exam. The final exam is cumulative and you will have two hours for this exam. See schedule below for exam dates.

Article Critique: You will critique one of two research journal articles (we have picked the two you can choose from) using APA format. There is a separate folder for this assignment under the “Coursework” tab in Blackboard, labeled, “Journal Article Critique Assignment.” There are detailed instructions. Your due date depends on your last name. See schedule below.

Group Application Project: You will be assigned to a four-person group toward the end of September or early October. Your group will pick a popular culture item that depicts some psychological construct. You will compare the pop culture item to science and give an opinion as to how accurately your construct is represented by the pop culture item. You group will be doing recorded presentations by Zoom one of the last two weeks of class before finals week. There is a separate folder for this assignment under the “Coursework” tab in Blackboard, labeled, “Group Application Project.” There are detailed instructions and a rubric.

Learning Curves: These are supplemental, interactive and adaptive “quizzing” activities, that should facilitate you learning the material. I recommend you read the chapter, then take the quizzes. These will be for completion grades – BUT to earn the required number of points of completion, you have to earn those points through the adaptive quizzing. Each week that Learning Curves are assigned, they are due by that Sunday following the assigned week. On the schedule below, they are highlighted in green. By August 27th the TA or I will provide a Zoom video demonstration of how to access and complete these activities.

Engagement Activities: While the class lectures will be provided asynchronously through recorded lectures, synchronous class sessions via Zoom on Mondays from 4 – 4:50 pm (except #3 which will be Tuesday, September 7th since Monday is a holiday), will also be offered to provide opportunities to engage and participate in class. Ten times through the semester activities that support materials being addressed in recorded lectures, explanations for class expectations, and reviews for exams will be offered. These opportunities should be utilized by students to engage with the class through structured and supervised activities, to ask questions, and/or for any clarification regarding class. The times are highlighted in yellow on the schedule below.

It is expected that students choose **4** times during the semester to attend an Engagement Activity (listed below). Each attendance will earn 5 points for a total of **20** points for this requirement for the class. Students are allowed to attend additional Engagement Activities, however, only two (2) additional attendances will be accepted for extra credit.

Credit for these Engagement Activities will be earned through the completion of a brief 4-5 question quiz on Blackboard to be completed at the end of each live Zoom session. Instructions for these quizzes will be provided at each Zoom session.

Below are the Engagement Activities being offered:

- Activity #1-Syllabus Q&A and Study Tips**
- #2-Sona Sign-up and Research Credit Success**
- #3-Writing Assignment Explanation**
- #4- Social Psychology Activity**
- #5- Exam 1 Kahoot**
- #6- Memory Activity**
- #7- Exam 2 Kahoot**
- #8- Psychological Disorders Activity**
- #9- Exam 3 Kahoot**
- #10-Exam 4/Final Kahoot**

****Review the course schedule for when each of the Engagement Activities are offered.**
****Tip-Plan attendance now to ensure you will meet the requirement of attending 4 Engagement Activities.**

Late Policy:

Late work will have 5% deducted per day that it is late, including weekends. Exams cannot be taken late unless you have a documented university-approved reason.

Tentative Course Schedule – (Students are responsible to keep up with announced changes)

Green highlighting is Learning Curve Due dates

Yellow highlighting is Engagement Activity offered

Week (of)	Topic	Reading/Lecture Assignment
August 23 - 29	Engagement Activity #1- Syllabus Q&A and Study Tips – Monday, 8/23 (4-4:50) Introduction to the Course – quiz over syllabus due 8/27 History of Psychology	<i>Course and Syllabus Lecture</i> Chapter 1 pages 2-18 <i>Lecture 1 - Intro</i>
August 23 - 29	The Science of Psychology Research Methods	Chapter 1 – pg. 19 on <i>Lecture 2 – Research Methods</i>
Friday, August 27 (11:59 pm)	Quiz over syllabus	Quiz over syllabus

August 30 – September 5	Engagement Activity #2- SONA sign-up and Research Credit Success Monday, 8/30 (4-4:50) Research requirement & SONA Biology of the Mind	Sign up for SONA Chapter 2 <i>Lecture 3 – Biology – Part 1</i>
August 30 – September 5	Biology of the Mind	Chapter 2 <i>Lecture 4 – Biology – Part 2</i>
September 7 – 12	Engagement Activity #3 - Writing Assignment Explanation – NOTE: This activity will happen Tuesday from 4 – 4:50 as Monday is a holiday (Labor Day) Consciousness	Chapter 4 <i>Lecture 5 – Consciousness – Part 1</i>
September 7 - 12	Consciousness	Chapter 4 <i>Lecture 6 – Consciousness – Part 2</i>
September 13 - 19	Engagement Activity #4- Social Psychology Activity - Monday, 9/13 (4-4:50) Social Psychology	Chapter 13 <i>Lecture 7 – Social Psyc– Part 1</i>
September 13 - 19	Social Psychology	Chapter 13 <i>Lecture 8 – Social Psyc– Part 2</i>
September 20 - 26	Engagement Activity #5- Exam 1 Kahoot Exam 1 opens Mon. 9/20, 5:00 pm; closes Wed. 9/22, 11:59 pm	Chapters 1, 2, 4, & 13
September 20 - 26	Learning (learning curve for Learning is the one due Sun.)	Chapter 6 <i>Lecture 9 – Learning – Part 1</i>
September 27 – October 3	Engagement Activity #6- Memory Activity - Monday, 9/27 (4-4:50)	

	Learning	Chapter 6 <i>Lecture 10 – Learning – Part 2</i>
September 27 – October 3	Memory (learning curve for Memory is the one due Sun.)	Chapter 5 <i>Lecture 11 – Memory – Part 1</i>
October 3 - Article Critique Due – last names A - D	October 3 - Article Critique Due – last names A - D	October 3 - Article Critique Due – last names A - D
October 4 - 10	Memory	Chapter 5 <i>Lecture 12 – Memory – Part 2</i>
October 4 - 10	Development (learning curve for Development is the one due Sun.)	Chapter 9 <i>Lecture 13 – Development – Part 1</i>
October 10 - Article Critique Due – last names E - K	October 10 - Article Critique Due – last names E - K	October 10 - Article Critique Due – last names E - K
October 11 – 17 Research article quizzes (in lieu of experiments) begin this week	Engagement Activity #7- Exam 2 Kahoot - Monday, 10/11 (4-4:50) Development	Chapter 9 <i>Lecture 14- Development – Part 2</i>
October 11 - 17	Exam 2 opens Wednesday, 10/13 at 5:00 pm; closes Friday, 10/15 at 11:59 pm	Chapters 6, 5, 9
October 18 - 24	Stress and Health	Chapter 11 <i>Lecture 15 – Stress and Health</i>
October 18 - 24	Motivation	Chapter 8 – pages 250-268 <i>Lecture 16 - Motivation</i>
October 24 - Article Critique Due – last names L - R	October 24 - Article Critique Due – last names L - R	October 24 - Article Critique Due – last names L - R
October 25 – October 31	Emotion (Motivation learning curve due Sunday)	Chapter 8 – pages 268-281 <i>Lecture 17 - Emotion</i>
October 25 – October 31	Personality	Chapter 12 <i>Lecture 18 –Personality, Part 1</i>
November 1 - 7	Engagement Activity #8- Psychological Disorder Activity - Monday, 11/1 (4-4:50) Personality	Chapter 12 <i>Lecture 19 –Personality, Part 2</i>
November 1 - 7	Psychological Disorders	Chapter 14 <i>Lecture 20 – Psychological</i>

		<i>Disorders, Part 1</i>
November 7- Article Critique Due – last names S - Z	November 7- Article Critique Due – last names S-Z	November 7- Article Critique Due – last names S - Z
November 8 - 14	Engagement Activity #9- Exam 3 Kahoot - Monday, 11/8 (4-4:50) Psychological Disorders	Chapter 14 <i>Lecture 21 – Psychological Disorders, Part 2</i>
November 8 - 14	Exam 3 opens Wednesday, 11/10 at 5:00 pm; closes Friday, 11/12 at 11:59 pm	Chapters 11, 8, 12, 14
November 15 - 21	Therapy	Chapter 15 <i>Lecture 22 - Therapy</i>
November 15 - 21	Mandatory team “touch base” with instructors online – to be scheduled	
November 22 - 28	Thanksgiving Break	
November 29 – December 5	Engagement Activity #10- Exam 4 (Final) Kahoot - Monday, 11/29 (4-4:50) Team online presentations	Teams 1 - 22
December 6 – December 12	Team online presentations	Teams 23 - 43
December 13 – December 18	Final exam (content will include chapter 15) – opens Monday, 13, noon; closes Thursday 16, noon).	All chapters covered

***Participation in Research or Research Article Quizzes by Psychology 111 Students – for all 111 classes**

Research is the basis of knowledge in psychology and provides the content in all areas of the discipline. The Department of Psychology requires a minimum of **6 hours** of research experience of each student enrolled in PSYC 111, unless the participant pool coordinator has dictated otherwise. This requirement may be completed by active participation in a department-approved study, by taking quizzes on select research articles, or a combination of these two in accord with guidelines set by the instructor. Each accepted quiz (must score 70% or above to be accepted) receives one hour of research credit, and active participation in ongoing studies receives credit according to the length of time spent in the study, which can vary from half an hour to multiple hours.

Details of the research participation or quiz option (see below) will be provided early in your class; there is a detailed PDF document posted in Blackboard under “Coursework,” and we will post a video with in-depth instructions on how to use the SONA website (<https://siue.sona-systems.com>) for research participation, as well as an overview of the quizzes option. Here is a brief YouTube video from Sona overviewing the general basics for how to register and use the features to sign up for studies: <https://www.youtube.com/watch?v=1OnT2ZU6QQ>.

Failure to fully complete the research experience requirement results in a one-letter grade drop. For example, if a student earned a B in PSYC 111 at the end of the semester but failed to fulfill the research experience requirement, the student would receive a C. Students who make an appointment for research participation, as do the investigators conducting the study, make a commitment to participate at the appointed time and place; if an emergency occurs preventing a student from fulfilling their commitment, they must notify the investigator no later than one hour prior to the study time. If students fail to complete the study on time or fail to cancel with sufficient notice, they will not receive credit for that study and be marked as a “no-show.” If you have more than two no-shows, you will no longer be able to register for experiments and will only have the option to register for the research article quizzes. Moreover, it is up to the investigator to decide whether and when such a participant can make an additional appointment for that particular study. Students should be aware that making a large number of appointments at the end of the semester (at the same time that hundreds of other students are trying to do so) can be difficult. It is best to fulfill the 6-hour requirement well before the end of the semester.

Again, failure to meet the 6-hour requirement at the end of the semester will lead to a reduction of one letter grade.

Those students who do not wish to participate in research may substitute research article quizzes for research participation. The article quizzes will give you some exposure to psychological research and acquaint you with some of the rich sources of materials where psychological studies are reported. The article quizzes will be posted on the SONA website mid October – I will send an announcement. You will sign up for the quiz, read a pre-approved research article, and take a quiz on said article. You must receive a 70% or greater to receive credit. Each quiz counts for 1 HOUR of research time.

Course Technology requirements:

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, 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>

- Zoom and Microsoft Teams (both available to you as a student through ITS)
- 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>

Technology capabilities: Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Course and University policies

Accommodation and Support: It is the policy and practice of both me and Southern Illinois University Edwardsville to try to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—please notify me as soon as possible. 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. 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 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.

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.siue.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.siue.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.siue.edu/education/psychology/plagiarism.shtml>. To avoid accusations of academic dishonesty, please submit all written work to Turnitin before finalizing what you submit for evaluation. A Turnitin link will be available anywhere written work is to be submitted in the course. More on Turnitin at http://www.siue.edu/its/turnitin/student_blackboard.shtml

Academic misconduct: ^{SEP}Any academic misconduct will be handled in accordance with University policy – (<http://www.siue.edu/policies/3c2.shtml>). Academic misconduct includes plagiarism, cheating, falsifying or manufacturing scientific data and/or representing manufactured data to be the result of scientific or scholarly experiment or research, and soliciting, aiding, abetting, concealing, or attempting such acts. Academic misconduct may lead to sanctions ranging from a failing grade on an individual assignment to separation from the University.

The Psychology Department's 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 the 3rd week of a 5-week summer term. When students discontinue attending class and do not withdraw from a course, they may receive a 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 the 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.

The Psychology Department's 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 sentence 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.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/lss/writing/resources.shtml>).

If your graded written assignments fail to meet 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. You will then have the option to resubmit the work within no later than one week, which will then be graded out of a maximum of *half of the normally available points*. Any assignment due the final week of class, subject to this penalty, will need to be resubmitted by the final Friday of class, December 17.

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2021)

Health and Safety

Consistent with the Illinois Board of Higher Education guidance contained in “Safely Launching Academic Year 2020” released on June 23, 2020 and guidelines established by Governor J. B. Pritzker and *Restore Illinois*, Southern Illinois University Edwardsville has implemented a new policy to help ensure the safety of all students, faculty and employees during the pandemic. The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University’s *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siu.edu/policies/Covid.shtml>

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students shall practice social distancing measures by maintaining a distance of at least six feet from others in the classroom and wearing a face covering. Extra care should be taken upon entering and leaving the classroom spaces. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face mask or face shield will be reminded of their obligation to comply with SIUE’s *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and

contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information is available on the [SIUE COVID-19 website](#).

- Frequent washing or disinfecting of hands.
- Social distancing by maintaining a distance of at least six feet from others.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain social distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- Adhere to directional signs and traffic flow patterns in buildings and offices. Doors for entering and exiting buildings will be designated. Where multiple doors exist, in and out doors will be marked with “Entrance” and “Exit” signs. Plans that consider traffic flow in and out of buildings, and within buildings (i.e. stairs, hallways, etc. where possible) will be marked.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

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. 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.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

Reasons to Become a PSYCHOLOGY MAJOR (or MINOR) at SIUE

Meet Other Students: Social Events, Presentations, Volunteerism, Leadership

- Psychology Club (open to all students interested in psychology)
- Psi Chi Honors Society For majors with notable academic success

Conduct Research Studies (Psyc 491): Example topics...

- behavior problems, school difficulties, autism spectrum, parenting, delinquency
- weight management, physical health, stress, ethical issues, mental illness, aging
- consumer behavior, employee selection, prejudice, gender bias
- decision making, memory, teaching of psychology, pseudoscience

Experience Field Study (Psyc 493): Example sites...

- SIUE Counseling; SIUE Human Resources; Local schools
- Juvenile Detention; Center for Autism; Madison County Probation

Find Great Jobs! (PART 1): Examples with a Bachelor's degree from SIUE...

- Facebook Recruiter; Case Manager at Centerstone; Human Resources
- Probation Officer at St. Clair County; Research Technician at Barnes Hospital
- Crisis Worker at Children's Home + Aide; Residential Counselor

Get Your Masters at SIUE:

- Industrial/Organizational Psychology (consult for businesses)
- Clinical Psychology (provide assessment & therapy)
- Clinical Child & School Psychology (help children & adolescents)

Get into PhD Programs: Examples admitting our students...

- DePaul University (industrial/organizational psychology)
- Florida State University (social psychology)
- Illinois State University (school psychology)
- St. Louis University (clinical psychology & family therapy)
- University of Nevada - Las Vegas (experimental psychology)

Find Great Jobs (PART 2): Examples with graduate degrees...

- Professor at SIUE; Researcher at Washington University
- Nestle Manager; VP of Human Resources at Ameren
- Clinician at Foundations for Change; Neuropsychologist at St. John's Mercy
- St. Jude Hospital Research Associate; School Psychologist at Edwardsville High

If not the Psychology MAJOR, consider the Psychology MINOR:

- All you need is: Introduction to Psychology (Psyc 111) and 6 more psych courses
- Most jobs are greatly enhanced by psychology knowledge and related skills!

Stay in Touch:

- sue.edu/education/psychology
- Twitter: @SIUEpsychology
- Facebook: SIUE Psychology

APPLY TO ONE OF OUR PSYCHOLOGY GRADUATE PROGRAMS!

The SIUE Department of Psychology has three graduate programs:

- The **Clinical Child and School Psychology** graduate program has two tracks:
 - Clinical Child Psychology Track. Students in this track receive a Master's degree in Clinical Child and School Psychology. About half of these students choose to then apply to a Doctoral program, and the other half choose to find a job right away. Students are prepared to work with families in private practice, hospitals, or community organizations. Our students have a very high success rate of getting into doctoral programs and finding jobs.
 - School Psychology Track. Students in this track receive a Master's degree in Clinical Child and School Psychology, and then they typically stay at SIUE to receive a Specialist Degree in School Psychology. These students have a very high success rate of finding employment as school psychologists. In fact, there is a national shortage of school psychologists. Some students later choose to also pursue a Doctoral degree.
- The **Clinical Psychology** master's program "is one of the strongest clinical training programs in the St. Louis region. It prepares students for careers in mental health organizations or further graduate education in a clinical Psy.D. or Ph.D. program, a counseling Ph.D. program, or related doctoral study. Many graduates obtain positions in community mental health centers, state hospitals, research institutions, private hospitals, and other agencies that provide psychological services."
- The **Industrial/Organizational Psychology** master's program "offers a rare blend of the scientist-practitioner model, requiring students to complete both a research-based thesis and required field hours of practicum...Research experience is directed at conceptualizing and solving applied organizational problems. Required practica, which are available throughout the St. Louis area, are oriented toward giving students applied, realistic skills and experiences to develop viable and effective performance in an organizational context."

You can learn more about all of these programs here:

<https://www.siu.edu/education/psychology/graduate/>