



## Child Psychology (Psychology 201; Fall 2021)



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**Course Time:** Tues & Thur 12:30-1:45 pm  
**Office Hours:** Thur 2:00-3:00 pm  
 or by appointment

**Texts:** *Child Development: From Infancy to Adolescence* (2<sup>nd</sup> Ed; Levine&Munsch,2020)  
*Great Myths of Child Development* (Hupp & Jewell, 2015)

This is an **online synchronous** course that will occur **via Zoom**. On the left side of **BlackBoard**, there is a tab for Zoom Meetings. Click this tab, and then click the first Zoom link for the first day of class: **Tuesday, August 24th at 12:30 pm**.

Date	Topic	Notes
Aug 24	Introduction to Course	
Aug 26	Issues and Themes (Chap 1)	
Aug 31	Theory and Research (Chap 2)	
Sep 2	Nature Through Nurture (Chap 3)	
Sep 7	Prenatal & Newborn (Chap 4)	
Sep 9	<b>TEST #1 from 12:30 to 1:20 pm</b>	<b>ONLINE TEST #1</b>
Sep 14	Infants/Toddlers: Physical (Chap 5)	
Sep 16	Infants/Toddlers: Cognitive (Chap 6)	
Sep 21	Infants/Toddlers: Social (Chap 7)	
Sep 23	Infants/Toddlers: Special Topic	
Sep 28	<b>TEST #2 from 12:30 to 1:20 pm</b>	<b>ONLINE TEST #2</b>
Sep 30	Early Child: Physical (Chap 8)	
Oct 5	Early Child: Cognitive (Chap 9)	
Oct 7	Early Child: Social (Chap 10)	<b>Early-Bird Paper Turn-In Day</b>
Oct 12	Early Child: Special Topic	
Oct 14	<b>TEST #3 from 12:30 to 1:20 pm</b>	<b>ONLINE TEST #3</b>
Oct 19	Middle Child: Physical (Chap 11)	
Oct 21	Middle Child: Cognitive (Chap 12)	
Oct 26	Middle Child: Social (Chap 13)	<b>PRIMARY PAPER TURN-IN</b>
Oct 28	Middle Child: Special Topic	
Nov 2	<b>TEST #4 from 12:30 to 1:20 pm</b>	<b>ONLINE TEST #4</b>
Nov 4	Adolescence: Physical (Chap 14)	
Nov 9	Adolescence: Cognitive (Chap 15)	
Nov 11	Adolescence: Social (Chap 16)	<b>Emergency Paper Turn-In Day</b>
Nov 16	Adolescence: Special Topic	
Nov 18	<b>TEST #5 from 12:30 to 1:20 pm</b>	<b>ONLINE TEST #5</b>
Nov 23	<b>THANKSGIVING WEEK</b>	
Nov 25	<b>THANKSGIVING WEEK</b>	
Nov 30	Great Myths: Beginnings	<b>Catastrophe Paper Turn-In Day</b>
Dec 2	Great Myths: Growth, Body, & Mind	
Dec 7	Great Myths: Emotions & Behavior	
Dec 9	Great Myths: Social Environment	
<b>Dec 15 (Wed)</b>	<b>*TEST #6 from 12:30 to 1:20 pm</b> <b>Note: different day of the week!</b>	<b>*Wednesday ONLINE TEST #6</b>

**Course Overview.** This course is designed to cover psychological and biological development of children from conception to adolescence. Topics covered in the course focus on the following types of development: physical, motor, sensory, perceptual, cognitive, communication, emotional, behavioral, social, moral, gender, family, and the community. Student participation and jokes are welcome and strongly encouraged.

**Learning Objectives.** Students will: 1) understand of theories of child development, 2) understand genetics, prenatal development, birth, and newborns, 3) understand physical, sensory, and cognitive development in children, 4) understand communication, emotional development, and important relationships in children, 5) understand of the effect of gender on development, 6) understand of disorders common in childhood and evidence-based treatment, 7) enhance critical thinking skills and skepticism regarding the media and research, 8) enhance skills in using PsycINFO, 9) enhance professional writing skills.

**Overall Course Strategy Advice.** Like most 3-credit courses, you should plan on spending about 9 hours a week on this course. **If you do not read and study each chapter of the course books, and if you do not regularly attend class, it is going to be very hard to do well on the tests.**

**Grading System.** This course will have 6 online tests administered via BlackBoard. **The lowest test grade will be dropped and will not count toward your grade.** That is, *only 5 of the 6 tests will count toward your grade.* Each of these tests will be worth 100 points. Additionally, the only paper in the courses will be worth 200 points. Here's the breakdown of points:

- 5 Tests worth 100 points each (500 points)
- 1 Test (your lowest grade) does not count (0 points)
- 1 Paper (200 points)

Thus, there are a total of **700 points** available. Here's the breakdown of letter grades:

- **630-700 points (90-100%) = A**
- **560-629 points (80-89%) = B**
- **490-559 points (70-79%) = C**
- **420-489 points (60-69%) = D**
- **below 420 pts (below 60%) = F**

**Tests.** There will be 6 tests (your lowest test grade will be dropped). All tests will be available on BlackBoard on *test days from 12:30 – 1:20 pm*. All tests will start at exactly 12:30 pm (that's during the day), and you will have 50 minutes to complete the test. ***The tests will end at 1:20 even if you started late.*** Don't be late! Because there's only limited time to take the test, you will not have much time to look through your book or notes, so you should prepare for the test as if you'll have very little access to your materials.

The tests will be a true/false format based on the book and lectures. **The first test has a few questions that assess your knowledge of key points made on this syllabus (to help you study, the most important points are in *bolded italics*).** Tests are not cumulative. If you need to **MISS A TEST** for any reason you have two options:

- Option 1 for missed tests: Let that test be the one test that is dropped (that is, everyone will have one test dropped from their grade. Email me to let me know that this is the test you would like to be dropped from your grade.
- Option 2 for missed tests: Schedule a Phone Interview Test. Email me that you'd like to schedule the make-up Phone Interview Test. Let me know three possible days and timeframes, and I'll pick one. Also, let me know the best number to call.

### Movie Research Paper.

For this paper you will watch an ANIMATED MOVIE (i.e., cartoon, digitally animated, claymation) which is clearly marketed to children. You cannot use the same movie that I show in class as an example, and *you must choose a movie that starts with the first letter in your first or last name* (also, if this is your second time taking this class, then you must choose a NEW movie and research studies). To assist you in choosing a movie, here is an updated resource that you can click on by decade:

[www.wikipedia.org/wiki/List\\_of\\_animated\\_feature\\_films](http://www.wikipedia.org/wiki/List_of_animated_feature_films)

### Turning in the Paper:

- Use **Turnitin on BlackBoard** the submit your paper
- The Word file you turn in should *use this name for the file:*
  - “Jane Doe Movie Paper” (replace the “Jane Doe” with your name)
- There are **4 possible days the paper can be turned in** (see schedule on 1<sup>st</sup> page)
  - Early-Bird Paper Turn-In Day (these papers get graded first)
  - Primary Paper Turn-In Day (this is when the paper is expected)
  - Emergency Paper Turn-In Day (if you had an emergency that prevented you from turning in the paper sooner, then you can turn it in this day and still get full credit)
  - Catastrophe Paper Turn-In Day (if your emergency turned into a catastrophe then you can turn it in this day and still get full credit)
- Papers turned in after the fourth possible turn-in day will lose 15% for each business day they are turned in late.

### Goals of Paper:

- \* Develop skills regarding **using PsycINFO**
- \* Learn how to *summarize research in your own words* (write *without plagiarism* & write *without quoting* the research studies)
- \* Develop **library skills** in searching for research & **apply research** to the media
- \* Become **critical of messages** in the media and research
- \* Follow **professional writing** guidelines and **instructions for this paper**
- \* **Use either APA or MLA STYLE in your writing**

### Format of Paper:

- \* **SINGLE-SPACED AND DO NOT INCLUDE SEPARATE TITLE PAGE**
- \* On the **FIRST PAGE**, include your name, the movie’s name, & the date
- \* **ABOUT THREE OR MORE TYPED PAGES (PRINT ONE-SIDED)**
- \* **12-POINT, TIMES NEW ROMAN FONT with 1-INCH MARGINS**
- \* Use several **SUBHEADINGS**, so it is easy to differentiate each section
- \* **NEVER USE QUOTES** from the research studies for this paper (always put it in your own words)
- \* **NEVER USE PERSONAL** descriptions of yourself for this paper (e.g., “I”, “I think...”, “I believe...”, “me”, “we”, “our”, etc.)
- \* **DO NOT USE CONTRACTIONS** (e.g., “can’t”) in this paper at all

Sections of the Paper. *Do not include a separate title page.* You should include your name, the turn-in date, and movie title on the same page as the first section of the paper. Clearly label and use the following section subheadings so they are easy to differentiate:

- “Messages in the Movie Section”

- “Brief Synopsis & Message Discussion Section”
- “First Research Study Section”
- “Second Research Study Section”
- “Conclusion Section”

1. Messages in the Movie Section (½ to 1 page). While watching the movie, look for messages the movie sends to children. I am defining “messages” as phrases or short sentences (not single words or paragraphs). Some messages may be a major part of the plot (e.g., “You can always count on your family”) whereas some messages may be minor or even subliminal (e.g., “Pepsi tastes good”). On the first sheet of paper make a numbered LIST of at least 12 (or more) messages you found during the movie. You will be able to explain the messages in more detail later (i.e., see the next section). Here is what I mean by “a numbered LIST” with *each message on a different line* (using positive messages in “Finding Nemo” as an example):

1. The first day of school is something to be excited about.
2. A disability can be a strength.
3. Family members should look out for each other

Do NOT write the list in a paragraph; make a LIST. Divide the list of messages into at least 4 categories including:

- a) “**Positive Messages** for Children” (e.g., *Reading is valuable*),
- b) “**Informative Messages** for Children” (e.g., *Clown fish have stripes*),
- c) “**Misinformative Messages** for Children” (e.g., *Fish can talk*),
- d) “**Negative Messages** for Children” (e.g., *Kids with braces are mean*).

Include at least 3 messages in each of these categories. If you like, you may include additional categories (with any label you devise). Thus, the first page is simply a list, broken down into a few categories, of the messages you found.

2. Brief Synopsis & Message Discussion Section (½ to 1 page). Write a brief summary of the movie. ***Make sure this summary is in your own words***, and do not “ruin the ending” for the reader. Then, choose just a few major messages in the movie. Explain them in more detail. Include in your discussion where in the movie you found those messages and why you included them in a certain category of your list.

3. First Research Study Section (about 1 page). Using PsycINFO, find a **research STUDY** which somehow relates to one of the messages you found. That is, if you listed something as a negative message (e.g., “hitting others helps you get what you want”), find a study which somehow relates (e.g., any research on childhood aggression will do). Alternatively, you could also find research related to a positive message. Make sure you use a **research article in which they conducted their own experiment and collected their own data. Do not use review papers or opinion papers to support your points. Research articles always include a method/procedures section and a results section.** Sometimes one article has more than one study in it, but that still only counts as one article. Use **ONLY** articles that can be found from the PsycINFO database, and use articles from “Peer Reviewed Journals.”

***Make sure you write about the study in your own words. When you write this paper YOU SHOULD NOT EVER COPY THE AUTHOR’S WORDING.*** You should spend **EXACTLY** four good paragraphs describing the study (**each paragraph needs at least three sentences**). In the *1<sup>st</sup> paragraph* describe the methods of this study (e.g., Who were participants? Where was the setting? What were the independent & dependent variables? What was the research design? What were the procedures? What was one of the hypotheses?). In the *2<sup>nd</sup> paragraph* describe the results of this study (e.g., What were

the primary results? Were there other interesting findings?). In the 3<sup>rd</sup> paragraph summarize (in your own words) what the authors considered to be strengths and weaknesses of the study (if this is not clear, then use the article's introduction to describe why the authors argue this study needed to be conducted). In the 4<sup>th</sup> paragraph include your own critique of this study (e.g., How does it relate to a movie message? Was the study worthwhile? What should they have done differently? What should they do next time? How could your profession benefit from knowledge of the study?).

4. Second Research Study Section (about 1 page). Find a **SECOND RESEARCH STUDY** that also relates to one of the messages you found (it can be the same message or a new message). This article should also be a study in which they collected their own data. ***Make sure you write about this study in your own words.*** **Additionally, USE THE SAME 4-PARAGRAPH STRUCTURE** as described above for the other study. *Note: if one article has two or more "studies" within it, you still need to get two separate research articles; however, you only need to write about one of the studies within each article.*

5. Conclusion Section (1 paragraph and make sure you label it as the Conclusion). **Add a final full paragraph (at least 4 sentences) in which you add a conclusion to your paper. You can decide what to include in this section. You may want to try to relate something about the movie to something you learned in this course (or even in other courses). In previous semesters, this is the section that the most people forgot to add.**

6. References. Add a reference list in APA or MLA style. You do not have to cite the movie. Here is an example of APA style for a reference section (look at it closely):

Hupp, S. D. A., & Allen, K. D. (2005). Using an audio cueing procedure to increase attention during parent training. *Child and Family Behavior Therapy*, 27, 43-50.

*In-Text Citations.* You can choose to use APA or MLA style for in-text citations. This paragraph will provide an example of APA style (if you would rather use MLA style, you can get handouts from the SIUE Writing Center). In APA style, there are basically two ways to cite your study within the text. First, you can put the citation at the end of the sentence in parentheses, as in the next sentence: A study examined the effects of behavioral treatments for ADHD (Gulley et al., 2003). Second, you can also start the sentence off with the study, as in the next sentence: Gulley et al. (2003) examined the effects of behavioral treatments for ADHD.

*How to Get Research Study Abstracts:* You will need to use PsycINFO to search for articles. Here's how to find PsycINFO (as of the time I wrote this syllabus):

1. go the SIUE Library webpage ([www.siu.edu/lovejoylibrary/](http://www.siu.edu/lovejoylibrary/))
2. under the "Search, Find & Renew" section, click "Databases (A-Z)"
3. under "A-Z Databases," click on "Search List of Online Databases"
4. scroll way down so you can **click on "PsycINFO"** (or click on 'P' to get there faster)
5. type in a word (e.g., "aggression") and for the "Select a Field" option, select "TI Title" (this makes for a more precise search, in my opinion), then click "Search"
6. to view the Abstract, click on any study titles that interest you
7. read several abstracts and decide which studies you want to get (choose more than two studies so you can choose the best two after you have read them)
8. go get the actual research studies (see next section)

Note: if those steps do not work, ask a librarian (or me) for help. Also, here is a good video for using PsycINFO efficiently: [www.youtube.com/watch?v=K8XQvIHU0Oc](http://www.youtube.com/watch?v=K8XQvIHU0Oc)

*How to Get Actual Research Studies (Do This Long Before the Paper is Due!!!):*

After you use PsycINFO to read the abstracts and choose which studies you would like to get...**you need to get the actual studies.** The abstract was just a brief, paragraph-long summary of the study, but it does not have enough information for you to write about the study in the paper. There are many ways to get your hands on the study:

1. On PsycINFO...after you read the abstract, you can click on “*Find Full Text*” to see if our library has the journal and for other options.
2. For some studies on PsycINFO you have the option to click “*PDF Full Text.*” Then you can directly view the article from the internet.
3. Also, on the SIUE Library homepage, you can go to the “Find” section, click on “Articles, Journals, & More” and then click on “Find a Specific Journal or Magazine” for some journals. Type in the journal name and go from there.
4. You can find some of the studies by using Google Scholar.
5. You can also use the online Inter-Library Loan (ILL) through SIUE (but it can take anywhere from a few days to a few weeks).

## **ONLINE ASPECTS OF THE COURSE**

### **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](mailto:help@siue.edu) ([www.siue.edu/its](http://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>

Students in an online course should be able to:

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

## **COURSE POLICIES**

**Attendance Policy.** I do not keep track of attendance. Thus, you do not need to tell me when you miss class. However, I do design the tests to reward good attendance and punish poor attendance.

**No Photos or Videos During Class.** Students are not allowed to take photos or videos during class presentations or exams.

### **Instructions for Course Evaluation.**

Please complete the online course evaluation at the end of the semester when you receive an e-mail requesting you to do so. I often make changes to this course based on student feedback. I also frequently keep elements in the course (that I might have otherwise dropped) due to students saying they liked something.

### **Additional Course Policies.**

**Assignment Due Dates:** If any part of the assignment is turned in after the due dates (i.e., the last day for full credit), the grade for the entire assignment will **drop by an additional 15%** each business day until the completed assignment is turned in. ***I never give extensions for papers for any reason because there are many possible turn-in days in which you can get full credit (Note: if you get a late paper in by the last exam, you can still get up to 40%).*** List of the late fees:

***One day late.....-15%***  
***Two days late.....-30%***  
***Three days late.....-45%***  
***Four or more days late.....-60%***  
***After the last day of class.....-100%***

**Accommodations for Students:** Here is some information from ACCESS: “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 1270. You can also reach the office by e-mail at [myaccess@siue.edu](mailto: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](http://www.siue.edu/access).”

**Attendance Policy:** Daily attendance is expected. See the “Exams” section for how to handle emergencies during Exams. ***If you miss other class days for any reason, you are responsible for acquiring the notes from a peer. I do not give out notes or post them on the internet/Blackboard.***

**Psychology 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.

**Plagiarism (PLEASE READ the Department of Psychology’s Statement):** ***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 Statement on Writing: This following policy statement (approved on April 10, 2015) will apply to all undergraduate psychology courses at the 200-level and above. “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).

### **General Study Guide for Dr. Hupp’s Psychology 201 Tests.**

1. **Come to class every day.** The exams are designed to reward good attendance.
2. **Read and study the corresponding chapter before (or right after) each class.**
3. **Take good notes.** Do not simply copy everything you see on the PowerPoint and then stop writing. For example, the PowerPoint may have a Key Term on it, and then I’ll say the meaning of the term. Thus, you should write down what I say in addition to what is on the slide. On the other hand, do not feel obligated to write down every example, clinical experience, or personal story I say...mostly, those are meant to give you a break from writing and to paint a more complete picture for you.
4. **Study the notes very closely.** Break the notes into little chunks of information and *make flash cards* (or choose some other strategy that works best for you). You may want to try an *online flashcard maker* like [www.studyblue.com](http://www.studyblue.com) (also has phone app).
5. **Compare the notes to the book chapter.** If it was in both, it’ll probably be on exam.
6. **Do the “Check Your Understanding” Exercises** at the end of each chapter.

7. **Learn all of the key terms** in bold in each chapter.
8. **Learn at least one example of each key term.**
9. **Talk about what you have learned with others...** that really promotes retention!
10. If you do the above and are still unhappy with your grade then **please come see me.**

### **Note-Taking Hint.**

There are a few types of PowerPoint slides that will NOT be on the exam:

- slides about the Guinness Book of World Records
- slides that say “Fun Fact” and/or slides that are exclusively about animals
- slides that say “NOT ON TEST”
- Also, citations at the bottom of slides will not be on the test

### **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!** 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:**

- [siue.edu/education/psychology](http://siue.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."

## COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2021) Health and Safety

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.siue.edu/policies/Covid.shtml>

### Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. 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 covering 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](mailto: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](mailto:cougarcare@siue.edu) or 618-650-2842. More information on reporting procedures is available [here](#).
- Frequent washing or disinfecting of hands.
- Physical distancing.

- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain physical 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.
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

### **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.siu.edu/policies/3c2.shtml>.

### **Recordings of Class Content**

Students are reminded that 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>.

### **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.

### **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@siu.edu](mailto:myaccess@siu.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.