

CAPSTONE IN PSYCHOLOGY
PSYC 494-003 (3 credit hours) – Spring 2022
Mondays & Wednesdays, 3:00-4:15 p.m. – Alumni Hall 0302

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Please Read: Students, I look forward to working with you this semester! To maximize productivity, your first assignment is to read this syllabus and the Email Policy and FAQs document – and complete the **Syllabus Quiz** about these documents. If you have questions about the content of the syllabus or the Email Policy and FAQs document, please ask during the first week of the semester. Continued enrollment signifies agreement to adhere to the policies presented herein. – Dr. Murphy

I. READINGS/TECHNOLOGY

A. Required Readings (posted on Blackboard)

- Selected chapters from Luxton, D. D., Nelson, E., & Maheu, M. M. (2016). *A practitioner's guide to telemental health: How to conduct legal, ethical, and evidence-based telepractice*. American Psychological Association.
- Additional articles
- APA style (7th edition) handouts

B. Recommended Resources (helpful but not provided by Textbook Services)

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

C. SPSS

- Download a free copy from SIUE ITS:
 - <https://www.siue.edu/its/labsclassrooms/vlab/spss.shtml>
 - Follow the instructions to install a copy on your computer.
- Remote access to SPSS through SIUE's V-Lab:
 - V-Lab login: <https://www.siue.edu/its/labsclassrooms/vlab/index.shtml>
 - Windows instructions: <https://kb.siue.edu/71294>
 - Mac instructions: <https://kb.siue.edu/96570>
 - How to save files to your computer in V-Lab: <https://kb.siue.edu/71215>
 - How to open files on your computer in V-Lab: <https://kb.siue.edu/71221>

D. Qualtrics

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

E. Microsoft Teams

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

II. COURSE DESCRIPTION

Welcome to Capstone in Psychology! This course is your opportunity to take the helm of the scientific research process and demonstrate your accumulated knowledge of psychological concepts, statistics, and research methodology. The topical focus for this section of Capstone is telepsychology, the provision of mental health services using technology. You may choose to focus on telepsychology for your project, or you may choose from the broader intersection of technology (e.g., social media, remote monitoring, Internet use) and psychology. Unlike other courses in the psychology major, this class does not have a textbook. Instead, selected articles and book chapters will be the basis for lecture and discussion. Your experience will culminate in the creation of a research paper and poster describing a study you design with group members. Other Department of Psychology faculty will rate your poster.

III. COURSE OBJECTIVES FOR STUDENTS

1. Gain knowledge of telepsychology concepts and principles
2. Explore potential benefits and drawbacks of telepsychology
3. Establish a working familiarity with basic telepsychology technologies
4. Consider the ethical, legal, and risk management aspects of telepsychology practice
5. Understand safety planning and emergency management for telepsychology practice
6. Examine current research at the intersection of technology and psychology
7. Formulate testable research hypotheses based on a review of relevant scientific literature
8. Conduct a methodologically sound study
9. Select appropriate statistical analyses for a study, use SPSS, interpret SPSS output, and understand a study's strengths and limitations
10. Write a research paper in APA style
11. Produce a professional research poster that describes your study

IV. COURSE POLICIES

A. Blackboard and Microsoft Teams

We will use [Blackboard](https://bb.siue.edu) (<https://bb.siue.edu>) and [Microsoft Teams](https://teams.microsoft.com) (<https://teams.microsoft.com>) as online communication hubs for our class. Readings, announcements, updates, grades, and other important course information will be posted to these sites. Some assignments will be submitted through Blackboard, some through Teams. Regularly check Blackboard and Teams throughout the semester.

B. Class Attendance and Expectations

Capstone can be demanding. Active participation is necessary for success. I want you to have a great experience and be successful, so attendance at all class sessions is expected. (Attending means being physically present for the entire class session. Arriving late or leaving early are the same as being absent.) [Attendance impacts your final grade](#):

- **Everyone can miss up to 4 class sessions for any reason.** Please note that deadlines remain the same; turn in assignments early if you will miss a class session when something is due. Students who miss are responsible for checking with classmates to catch up.

- If students **miss 5 or 6 class sessions**, regardless of reason, their final course grade will be lowered by one letter (e.g., a student who earns an A will receive a B).
- If students **miss 7 or more class sessions**, regardless of reason, they will be asked to complete Capstone in a subsequent semester.
- If you have **perfect attendance**, you receive 5 bonus points at the end of the semester!

Unlike many undergraduate courses, where a professor lectures and leads the majority of class sessions, **there will be many times in Capstone when you engage in self-directed, unsupervised work with your group members.** I am here to guide and assist. Please utilize me and your peers as resources. (Ask questions during class and office hours!) However, please do not expect me to take the lead on your project or provide last-minute “fixes” when planning ahead could have prevented a dilemma. Ultimately, your project belongs to your group; you are responsible for your final work product.

Recognizing that group members may have different personalities and work styles, I ask that you make every effort to foster positive working relationships with your colleagues. To maximize group success, **I encourage you to regularly (i.e., several times per week) communicate with your group in-person, via email, through texting, and/or during virtual meetings (e.g., Microsoft Teams, Zoom).** After you meet your group members in class, I encourage you to share your email addresses and phone numbers with one another and schedule a regular time each week when you can all meet together (in-person or virtually) for at least an hour. You may not use this time every week, but you’ll know it’s available if needed. Emails sent to all group members are also a great way to keep everyone up-to-date and accountable.

The project management literature (particularly Edwin Locke’s work on goal-setting theory) tells us goals should be “SMART.” As you divide tasks among group members, strive to set goals that are:

- **s**pecific (well-defined),
- **m**easurable (you are able to objectively identify when the goal is met),
- **a**chievable (all needed resources – tangible, like supplies, and intangible, like knowledge/experience – are available),
- **r**ealistic (within the available resources, knowledge, etc.), and
- **t**imely (can be accomplished within the given timeframe).

Goals with specific, measurable objectives and clear, firm deadlines are likely to be accomplished. Be “SMART” as you plan in your groups.

Please complete all assigned readings before the class in which they will be discussed.

No late work is accepted for credit in this course. An assignment is late if it is not turned in by the deadline specified in the Course Schedule, on Blackboard, or by the professor. No exceptions will be granted for the late work policy.

Please demonstrate respect and professionalism toward me and fellow students.

C. 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.

D. 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 ensure that you understand how to avoid plagiarism, we encourage you to review the linked information on plagiarism.

E. Department of Psychology Writing Policy

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

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

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

The penalty for unacceptable writing in this class is as follows. **For all written assignments except the final APA style research paper:** If more than three writing errors are found on any one page, comments/feedback will be provided, but the final grade will be, at most, 50% of the total point value for the assignment. **For the final APA style research paper:** If more than three writing errors are found

on any one page, comments/feedback will be provided, a grade will be assigned, and it will be lowered by 20% of the total point value for the assignment.

F. IRB Classroom Protocol

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

G. Statement on Disabilities

Students with documented disabilities should notify the instructor regarding any needed accommodations at the beginning of the course. To request accommodations, please contact Accessible Campus Community & Equitable Student Support (ACCESS), Student Success Center, Room 1270 (phone: 618-650-3726, website: <https://www.siu.edu/access/>).

V. EXAMS, ASSIGNMENTS, AND GRADING

A. Exam

You will be complete one exam consisting of 50 multiple choice questions (see Course Schedule for exam date).

B. Assignments

There are a number of assignments throughout the semester, some of them group-based. These assignments build on one another to guide you through the process of designing your study, creating your poster, and writing your paper. **Zero (0) points will be awarded for late assignments.** This applies to individual assignments, as well as group assignments for which one submission will determine the grade for all group members. All group members are responsible for ensuring group assignments are turned in on time, and all members will receive the same grade for group work, including late assignments. **Unless instructed otherwise, please turn in all assignments through the specified platform, either Blackboard or Teams. Assignments to be turned in through Blackboard or Teams will not be accepted via email.**

C. Department of Psychology SRA Policy

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

This semester's Senior Assignment Poster Session will take place on **Wednesday, April 20th, 2022 from 3:00 – 4:15, with a pinning ceremony to follow from 4:15 to 4:45, in the Morris University Center (MUC) Conference Center on the 2nd floor. Your attendance at this event is mandatory in order to pass Senior Assignment – please plan your schedule accordingly!** In the event that a medical emergency or other extenuating circumstance (e.g., jury duty, death in the family, religious obligation) might prevent you from attending the Senior Assignment poster session, you must seek approval from your capstone instructor immediately and provide documentation. Should you miss the poster session for this reason you may be required to complete an individual makeup assignment equivalent to the poster session.

Below are important dates and deadlines for you to remember before the SRA day.

1. There will be a mandatory in-class meeting with the SRA graduate assistants during the 2nd week of classes (please check your syllabus for the date). Please make every attempt to be in class on that day. Should you be absent, you MUST contact the SRA graduate assistants as soon as possible for an individual appointment with them to hear this information.
2. ONE member of your group should email the SRA GAs (psychsra@yahoo.com) by the end of the 2nd week of March (i.e., the week of March 14th) the following information.
 - a. Your Capstone professor's name
 - b. The title of your poster
 - c. The names of all other members of your group (PLEASE check spelling!)

Finally, you can reach Dr. Ro, the Senior Assignment Coordinator, at ero@siue.edu or during her office hours (Tuesdays 1pm-2pm and Wednesdays 11am-12pm).

D. Grading

Your grade is based on the total number of points you earn during the semester while completing the following course requirements:

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

1. **Proposal (20 points):** Each group will submit a proposal using the project proposal template provided on Blackboard. The proposal will include 1) an overview description of the proposed research project, 2) a clear list of research questions and hypotheses, specific data to be collected, and proposed statistical techniques to answer each research question (select among the statistical tests listed in the proposal template), 3) a proposed methodology for obtaining the necessary data, and 4) a list of at least 10 research articles relevant to the proposed topic in an APA style references list.
2. **Qualtrics Survey Draft (5 points):** Each group will share its Qualtrics survey draft with Dr. Murphy by adding him as a collaborator. Make sure all collaborator permissions, including "Edit," are checked.
3. **Cleaned Version of SPSS data file (.sav) (5 points):** Each group will submit a cleaned version of its SPSS data file with properly completed Name, Type, Label, and (if applicable) Values fields.
4. **SPSS Analyses Output File (.spv) (5 points):** Each group will submit its SPSS analyses output file (the output generated from running analyses on the cleaned data file). Each analysis will have an appropriate descriptive heading.

5. **Draft of Poster – digital copy (10 points):** Each group will create and submit a digital rough draft of its poster. (Templates are provided on Blackboard.)
6. **In-Class Poster Presentation Rehearsal (20 points):** Each group will present its poster to the class as a rehearsal for the Senior Assignment Poster Session.
7. **Final Poster – digital copy (30 points):** Each group will submit a final digital version of its poster. (Note: You will also print a physical copy of your poster to display at the Senior Assignment Poster Session.)

Individual Course Requirements (completed individually by each student)

1. **Syllabus Quiz (10 points):** Students will complete a quiz about this syllabus and the Email Policy and FAQs document. While the quiz is open (see Course Schedule), you may take it as many times as you like (i.e., you can improve your score if you do not earn a perfect score the first time).
2. **Human Subjects Training Certificate (5 points):** Before conducting research with human subjects, students will complete [CITI human subjects training](https://www.siue.edu/compliance/training/index.shtml) (<https://www.siue.edu/compliance/training/index.shtml>). Each student will upload a completion certificate.
3. **Exam (50 points):** One exam with 50 multiple choice questions will be administered.
4. **Key Articles (10 points):** Each student will conduct a literature search and select/turn in five research articles relevant to topics being considered by the group.
5. **Draft of Literature Review with Hypotheses and Method Section (20 points):** Each student will submit a draft that includes a literature review with hypotheses and Method section. Include a References page with full citations for all in-text citations. The draft should be formatted in APA style. (You will not turn in a draft of the Results and Discussion sections. These will be included in your final paper.)
6. **Final APA Style Research Paper (50 points):** Each student will submit a complete research paper containing literature review, hypotheses, method, results, discussion, references, and any necessary tables, figures, appendices, etc. The paper should be formatted according to the *Publication Manual of the American Psychological Association, Seventh Edition*.
7. **Peer Evaluation (20 points):** Students will rate their group members. Ratings are for each member's contributions to group requirements (e.g., the proposal, poster creation). Group members' ratings will be averaged to determine the final score, which will be rounded to the nearest half point.
8. **Capstone Assessment Test (10 points):** Students will receive 10 points after completing the required Capstone Assessment Test.

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

Group Course Requirements^a

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

Individual Course Requirements

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

	<u>Percentage</u>	<u>Points</u>
A	100-90	270-242
B	89-80	241-215
C	79-70	214-188
D	69-60	187-161
F	59-0	160-000

(Perfect attendance bonus) (5 points)

Total Course Points **270 points**

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

^b Completion grade

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

An important note about any work you are asked to “complete” on Blackboard: Please use [Firefox](#) (or [Chrome](#)) on a desktop or laptop computer and visit <https://bb.siu.edu> to complete all Blackboard work.

- Do not use the downloadable Blackboard app for iOS, Android, and Windows. The app may improperly display and/or submit assignments.
- Do not use the Safari browser. Safari may improperly display and/or submit assignments.
- Do not use a cell phone or tablet. Mobile browsers may improperly display and/or submit assignments.

This is really important: Keep every point you earn! If you have tech questions, please [ask ITS](#) before beginning Blackboard work. Students who use the Blackboard app, Safari, a cell phone, or a tablet and experience technical difficulties while completing Blackboard work may not resubmit or “redo” the impacted assignment(s). Missing or erroneous submissions will be graded as-is, which could mean a student receives 0 points for an assignment.

Students are encouraged to regularly check their grades in the My Grades section on Blackboard. Please bring any potential grading errors to the instructor’s attention within one week after a grade is posted. Grades will generally not be modified if more than one week has passed.

VI. COURSE SCHEDULE

Topics, assignments, and deadlines are subject to change with prior notice. Please stay in touch with your professor, check Blackboard regularly, and communicate with other students to stay informed of any changes.

Dates	Topics	Assignments
Week 1 1/10	Syllabus, Syllabus Quiz Email Policy and FAQs Human subjects training	Syllabus Quiz , opens 1/10 4:15pm, due 1/17 3:00pm Human subjects training certificate , opens 1/10 4:15pm, due 1/19 3:00pm
1/12	Assignment to groups Topic lecture 1: Telepsychology concepts and principles; recent tech and psychology research (Be discussing potential study topics/ideas with group members)	
Week 2 1/17	No Class on 1/17	
1/19	Capstone intake (presentation and Qualtrics form) Topic lecture 2: Technologies used in telepsychology; social media and psychology (Be discussing potential study topics/ideas with group members)	Capstone intake Qualtrics form (complete in class)
Week 3 1/24	Topic lecture 3: Ethical, legal, and risk management considerations in telepsychology; safety planning and emergency management in telepsychology (Be discussing potential study topics/ideas with group members)	
1/26	Exam	Exam
Week 4 1/31	Brief lecture: Conducting a literature review, creating research questions and hypotheses Group work: Brainstorm research project topics, begin writing proposal Individual work: Search for key articles	Key articles , opens 1/31 3:00pm, due 2/2 4:15pm (turn in by end of 2/2 class) Proposal , opens 1/31 3:00pm, due <u>Sat., 2/5, 9:00am</u> (extra time to complete on Fri.)
2/2	Each group: Meet with me to review your project ideas and ask questions about the proposal Group work: Brainstorm and finalize research project topic, continue writing proposal (finish in class or over the weekend) Individual work: Submit key articles by end of class	
Week 5 2/7	Brief lecture: Survey creation in Qualtrics Brief lecture: Review of experimental design and stats Each group: Meet with me to talk about your proposal; receive approval or feedback for changes	

2/9	Brief lecture: Writing a method section Group work after your proposal is approved: Begin discussing how you will collect data using Qualtrics (how to get participants, find/create questionnaires) Individual work after your proposal is approved: Work on draft of literature review with hypotheses and Method section	Draft of literature review with hypotheses and Method section , opens 2/9 4:15pm, due 3/2 4:15pm (last class before Spring Break)
Week 6 2/14	Group work: Solidify how you will collect data using Qualtrics (how to get participants, find/create questionnaires); begin creating Qualtrics survey for your study Individual work: Work on draft of literature review with hypotheses and Method section	
2/16	Group work: Continue creating Qualtrics survey Individual work: Work on draft of literature review with hypotheses and Method section	Share Qualtrics survey draft with Dr. Murphy by adding him as a collaborator , opens 2/16 3:00pm, due 2/23 4:15pm
Week 7 2/21	Brief lecture: Poster creation Group work: Continue creating Qualtrics survey for your study; begin poster creation Individual work: Work on draft of literature review with hypotheses and Method section	
2/23	Group work: Finish creating Qualtrics survey for your study; poster creation Individual work: Work on draft of literature review with hypotheses and Method section	
Week 8 2/28	Each group: Meet with me to talk about your method and review your Qualtrics survey; receive approval to begin data collection or feedback for changes to Qualtrics survey Group work: Finalize preparation for data collection; make any needed revisions to Qualtrics survey; begin data collection once receive approval; continue creating poster Individual work: Finish draft of literature review with hypotheses and Method section	
3/2	Group work: Begin data collection once receive approval; continue creating poster Individual work: Finish draft of literature review with hypotheses and Method section	(Data collection)
Spring Break 3/7 & 3/9 (may collect data over Spring Break if Qualtrics survey approved)		
Week 9 3/14	Brief lecture: SPSS data cleaning and analyses Group work: Data collection, SPSS data cleaning and analyses, poster creation Individual work: Review feedback on draft literature review/Method and ask questions	(Data collection) One group member email SRA Gas (psychsra@yahoo.com): professor's name, title of poster, names of all group members – must be received by 3/16

3/16	Group work: Data collection, SPSS data cleaning and analyses, poster creation Individual work: Make revisions on draft literature review/Method	(Ideally finish data collection)
Week 10 3/21	Brief lecture: Writing a results section Each group: Meet with me to talk about your stats and SPSS Group work: Finish data collection, SPSS data cleaning and analyses, poster creation	(Finish data collection) Cleaned version of SPSS data file (.sav file), opens 3/21 3:00pm, due 3/23 4:15pm SPSS analyses output file (.spv file), labeled with descriptive headings, opens 3/21 3:00pm, due 3/23 4:15pm
3/23	Group work: SPSS data cleaning and analyses, poster creation	
Week 11 3/28	Brief lecture: Writing a discussion section Each group: Meet with me to talk about SPSS analyses turned in; receive approval or feedback for changes Group work: Poster creation	Digital draft of poster, opens 3/28 4:15pm, due 4/4 4:15pm
3/30	Group work: Revise SPSS analyses (if needed), work on poster draft	
Week 12 4/4	Brief lecture: Presenting your findings to an audience Group work: Finish poster draft to turn in by end of class	
4/6	Each group: Meet with me to talk about poster draft; receive approval or feedback for changes	
Week 13 4/11	Group work: Prepare for in-class poster presentation Individual work: Begin writing final paper	(Poster printing – outside of class)
4/13	In-class poster presentations Individual work: Write final paper	In-class poster presentations (Poster printing – outside of class)
Week 14 4/18	In-class poster presentations Group work: Submit final poster (digital copy) by 4/27 3:00pm Individual work: Write final paper	In-class poster presentations Can turn in final paper & final poster (digital copy) any time before 4/27 3:00pm (Poster printing – outside of class)
4/20	Senior Assignment Poster Session from 3:00 - 4:45, **Morris University Center (MUC) Conference Center, 2nd floor**	Senior Assignment Poster Session (Faculty raters evaluating posters)
Week 15 4/25	Group work: Turn in final poster (digital copy) by 4/27 3:00 Individual work: Peer evaluation, Capstone Assessment Test, turn in final paper by 4/27 3:00	Peer evaluation (complete in class) Capstone Assessment Test (complete in class) Can turn in final paper & final poster (digital copy) any time before 4/27 3:00pm
4/27	Group work: Receive faculty rater feedback, turn in final poster Individual work: Receive peer evaluation feedback, turn in final paper	Final paper DUE 4/27 3:00pm Final poster (digital copy) DUE 4/27 3:00pm

COVID-19 Pandemic Policies Related to Classroom Instruction (Spring 2022)

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.siu.edu/policies/Covid.shtml>

Classrooms, Labs, Studios, and Other Academic Spaces

Under current University policy, whether 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).

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, contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available here.
- Frequent washing or disinfecting of hands.
- Adhere fully to the current face mask and physical distancing rules as articulated in policy:
<https://www.siu.edu/about/announcements/coronavirus/safety-guidelines-support/face-mask-pick-up.shtml>
- 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

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>.

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 alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.