

About the Instructor

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Office: AH 0143

Office Hours (in person): Tuesdays 2:00-3:00 (or by appointment)

Zoom Office Hours: Wednesdays 11:00-12:00 (or by appointment)

Link: <https://siue.zoom.us/j/98071174125>

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Welcome

Welcome to PSYC 201! Over the next 8 weeks we'll learn all about prenatal development, infants, toddlers, and young children. We have a lot to cover, but I hope you find it interesting and engaging.

This is an asynchronous, online course. That means that the course does not “meet” as a group at a certain time; however, you will have deadlines for your work—the class is NOT entirely self-paced. All class materials will be posted weekly to Blackboard. Plan to check Blackboard and SIUE email each morning and each evening for any necessary class updates.

A class announcement will be emailed to students to outline all expectations for the week on Monday mornings. Lectures and any supplemental materials to be covered for that week will be posted and should be viewed before the next week's class. It will be very important to avoid getting behind each week as the materials that are required will accumulate quickly. Typical weekly materials include lectures and additional videos or activities to further illustrate material in the lectures and readings. Weekly expectations, assignment details, and due dates will be noted in each week's emailed announcement; however, they are all also outlined in the syllabus below.

Bio

I teach undergraduate and graduate courses in the areas of Foundations of Psychology, Child and Adolescent Psychology, Careers in Psychology, Psychology of Gender, Psychotherapy with Children and Families, Crisis Intervention, and Psychopathology of Children and Families. I graduated from the SIUE Community and School Psychology program with a M.S. in Clinical Child Psychology. I have experience with inpatient psychiatric care with children, adolescents, adults, and families utilizing individual, group, and family therapy. Additionally, I have extensive assessment experience with juveniles involved in the legal system, youth living in foster care, and children struggling academically, socially, or interpersonally. I am the current faculty advisor of Psi Chi-The International Honor Society in Psychology.

Communicating with the instructor

Email is the fastest way to communicate with the instructor, however, students can also attend office hours via zoom offered each week (see the zoom link pasted above), by requesting an appointment for a zoom meeting, or by posting a question on the Discussion Board.

To ensure the best experience, students can expect the instructor to:

- *Be available to students to clarify or explain concepts further.* See the office hours outlined above. Email any requests for an office hour or Zoom appointment if necessary. Please do not email assignments, however emailed questions or concerns are welcome. Emails will not be answered if they do not contain the following:
 - A proper address (Mrs. Adams, Dear Mrs. Adams, Hello, Mrs. Adams),
 - Your name, class, and section
 - Professional language. Please, use full sentences, correct grammar, and appropriate language. Emails to your instructors should not look like text messages to your friends.
- *Provide an enriching environment that stimulates critical thinking and thoughtful discussion.*
- *Return graded work in a timely manner and to be available to clarify grading policies if needed.*

About the Course

Course description

This course is designed to cover psychological and biological development of children from conception to puberty. 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.

Prerequisite knowledge and credit hours

3 credit hours; Prerequisite: PSYC 111

Course goals and objectives

At the completion of this course 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.

Course textbooks

Child Development: From Infancy to Adolescence (2nd Edition; 2020) by Levine & Munsch

Undergraduate students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information. For off-campus classes, the textbook may be shipped to you. Look for the option “Off-Campus Classes have special instructions, click here for these.” Note: shipping time may take up to two weeks.

Other course materials

Additional readings and materials will be posted on Blackboard. Course requirements

Expectations

To ensure the best experience for all, students are expected to:

- *Watch class materials provided.* If you are hoping to do well in this, or any, course, regular viewing and active participation with all materials provided will always be the first step.
- *Be courteous and respectful of fellow students’ comments.* As we will not be seeing one another in class this semester, it will be very important to utilize good online communication. We will be viewing comments made by each other without the benefit of facial expression, tone, and body language that is so important in expressing our own and understanding others’ comments. Below are simple reminders on ways to keep online communication beneficial and respectful (see Online Class Behavior).

- *Be responsible for your own learning.* As college students you are entering adulthood, therefore keeping records of your own grades, being aware of the class assignments, and being proactive if you are falling behind (contacting the instructor to clarify confusing concepts prior to the exam, for example) is up to you. If you are having difficulty with any aspects of the course, contact me as soon as possible. Students can attend zoom office hours, set up an appointment to meet via zoom individually, or email me. The teaching assistant is also a great resource. See the office hours and contact information above for how to meet with either this instructor or the graduate assistant.
- *Please print and read the syllabus!* Before asking the instructor a question regarding due dates or assignments make sure it is not already on the syllabus. A syllabus quiz will be completed during the first week of the course. See Syllabus Quiz in Week One on Blackboard to complete.
- **Complete assignments on time. Only Critical Thinking Papers will be accepted late. All assignments will be completed through Blackboard.**

Blackboard (Bb)

- All lectures, grades, assignments, handouts, abbreviated notes, additional readings, and class announcements will be posted on Blackboard. Please check this system regularly.
- All materials posted in each weekly folder on Bb are required to be completed by 11:59pm on Sunday evenings with the exception of Week 8, which concludes on Friday, 3/3.
- Abbreviated lecture notes will be provided each week (found in the corresponding week's folder) to assist note taking during the recorded lectures.
- Chrome and Firefox are recommended browsers. Do not attempt to complete classwork on mobile devices or through the Blackboard mobile app.

Course activities/assessments

- **Syllabus Quiz** - To encourage students to be fully aware of class expectations a quiz over the syllabus will be completed. This quiz can be found in Coursework on Blackboard. Students will have 20 minutes to complete the quiz once it is opened. The quiz will be due on Sunday, 1/15 by 11:59 pm CST. This will not be accepted late.
- **Lecture Video Participation Points** - To receive the best class experience, participation and engagement are necessary. Each week some of the lecture videos will have "Participation Points" awarded if at least 80% is watched. To encourage adherence of watching materials these videos will not be announced or indicated to the class. Although all video lectures will remain open throughout the semester, participation points will only be awarded when completed by midnight each Sunday evening (i.e. for participation points, Week 1 lecture videos needs to be viewed by midnight on 1/15). Tracking of these points will be completed by the instructor each week.
- **Discussion Board Posts** - Four times throughout the course (every other week, starting in the 1st week) students will either respond to a discussion prompt that will be posted on Blackboard in the class Discussion Board. Questions and responses will be graded on content, clarity, and grammar. Throughout each week the content of students' questions/comments will be evaluated and given a grade. Each Discussion Board is worth 5 points, for a total of 20 points for the class. Posts must be made by midnight on Sunday each week. Posts are not accepted late.
 - Live Discussion Alternative Sessions- Students have an option of a Live Discussion Board session for those who prefer to have a discussion via zoom rather than post on the Discussion Board. This live session is *optional and takes the place of making a post on the class Discussion Board*. Both options will be awarded the same 5 points.
 - Guidelines for this grading posts on the Discussion Board are listed below, but will also be available on each discussion post:
To receive full points for a discussion post, answers must be between 4-5 sentences in total and address all parts of the prompt. A 5-point response will have no grammatical or spelling errors, is at least the requested length, and is a complete, well-structured response. A 3-point response has some errors in spelling or grammar, and is not a fully expressed response, but does address all parts of the prompt. A 1-

point response is written poorly, does not address all parts of the prompt, and has poor structure with multiple errors.

- See the Psychology Department Policy on Writing included below for further clarification of acceptable writing skills.
- **Critical Thinking Paper-** Students will choose from a list of topics that relate to some area of childhood development to reflect on. These topics are intended to generate critical thinking about one's own development or about aspects of development that are affected by culture, families, peers, or other factors. A specific question or task will be assigned that will allow the student to fully consider the different aspects of the topic. Students will then reflect on these questions or tasks by writing a paper using good writing skills (as outlined by the Psychology Department and which can be found on the syllabus). Additional guidelines will be provided on Bb.
- **Adolescent Presentations and Peer Reviews-**Time constraints prevent the class from covering Adolescent Development, although this period is crucial for many individuals. To ensure that students have familiarity with the basic principles within Adolescent Development students will be assigned specific sections of the Chapters that cover Adolescence. Students will prepare a presentation to summarize what should be known about this developmental stage. Each student will then provide a Peer Review of fellow student's presentations. Details regarding this assignment will be provided on Bb and in a video explanation.
- **Exams-**Four (4) exams will be given throughout the semester. Each exam will cover only the material since the last exam. As such, the final exam **is not cumulative**. Each exam will cover both lecture topics and information from the assigned readings, and will include 50-55 questions with any combination of multiple choice and true or false. Each exam will be available on Blackboard for completion. **Once an exam is opened by the student, the exam will auto-submit after 75 minutes.** Students are encouraged to prepare for the exam as if no resources (notes and textbook) are available, although these materials are allowed. Use of online resources, such as Google or other search engines, are not allowed.
 - Tips for taking online assessments:
 - Plan to complete Exams when an internet connection is typically stable
 - Choose a time to complete the Exam when distractions are limited
 - Do not use a mobile device, such as a phone or tablet
 - Read the instructions and directions carefully
 - Be prepared to complete the Exam in the allotted time

Submitting work

All work will be submitted through Blackboard.

Online discussions

See "Discussion Board Posts" section above.

Online class behavior

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively.
 - Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
 - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your comments in order to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content, but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.

- **Keep the conversation on topic.** Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

Technology requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

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

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

Course and University policies

Academic integrity/plagiarism

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

Departmental Policy on Plagiarism

Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. 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 information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

*ANY case of academic dishonesty will receive the recommended university policy: failure of the course and reporting of the case to the Provost.

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 (<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 with the grade of 0. You will have 24 hours to return the assignment in an acceptable form; if it still fails to meet the basic writing criteria, the grade of 0 will remain.

Grading and Grading scale

Assignments		Final Grades (points)
Exams (100 points)	400 points	A: 90% and above
Syllabus Quiz (10 points)	10 points	B: 80-89%
Lecture Video Participation (2 points each x 8)	16 points	C: 70-79%
Discussion Board Posts (5 points each x 4)	20 points	D: 60-69%
Critical Thinking Paper	35 points	F: 59% and below
Adolescent Presentation	35 points	Total points: 526
Presentation Peer Review	10 points	

Feedback and grading timeline

Many grades, such as the Syllabus Quiz and Exams, will be posted immediately upon completion. Discussion Board posts and writing assignments will be graded by the end of each week. You can find your grade by clicking the My Grades link on the left menu of the Blackboard course.

Late or Missed Assignments

Please see the Course activities/assessments section above for more information on late or missed work.

Participation

See “Lecture Video Participation” section above for details on how participation credit will be given.

Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the Faculty Resources for Regular and Substantive Interaction webpage.

COVID-19 Pandemic Policies Related to Classroom Instruction (Spr 2023)

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, SIUE will only require masking in campus healthcare settings. See, <https://www.siu.edu/about/announcements/coronavirus/safety-guidelines-support/index.shtml>.

Individual faculty of record may determine that masking will be required in their classrooms and are asked to communicate accordingly with students. Face masks may be required in other campus sites following guidance from governing regulatory agencies.

- Students who forget to wear a face covering when masking is required 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 when masking is required 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 when masking is required 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

Students and employees are expected to review the [siue.edu/coronavirus](https://www.siu.edu/about/announcements/coronavirus/) website (<https://www.siu.edu/about/announcements/coronavirus/>) to better understand prevention strategies and safety expectations.

- Students and employees are expected to maintain healthy hygiene practices.
- Students and employees are expected to follow COVID-related guidelines and directions.
- Students and employees are expected to conduct a daily health self-assessment and isolate themselves if COVID-related symptoms are present. COVID-related symptoms include:
 - o Fever (100.4 degrees or above) or chills
 - o Cough
 - o Shortness of breath or difficulty breathing
 - o Fatigue
 - o Muscle or body aches
 - o Headache
 - o New loss of taste or smell
 - o Sore throat
 - o Congestion or runny nose
 - o Nausea or vomiting
 - o Diarrhea

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.

Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726).

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Diversity and Inclusion

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

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

Additional Support

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

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

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

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

Student Success Coaches

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

Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

Course Schedule:

Week	Topics All lectures/notes found in Weekly folder on Bb	Readings/Activities Chpts are in textbook, any other items will be linked here and/or in the Weekly folder on Bb	Assignments and Due Dates All assignments are due by 11:59pm on Sunday evenings before starting new week
Week 1	Introduction Themes and Theories	Read course syllabus and watch intro video Read Chpts. 1 and 2 Watch lecture videos Discussion Board	Syllabus Quiz Discussion Board Post/Live Session #1
Week 2	Genetics and Prenatal Development and Newborns Exam 1	Read Chpts 3-4 Watch lecture videos and supplemental videos posted on Bb Exam 1	Exam 1
Week 3	Physical and Cognitive Development of Infancy and Toddlerhood	Read Chpts 5-6 Watch lecture videos and supplemental videos posted on Bb Discussion Board	Discussion Board Post/Live Session #2
Week 4	Social and Emotional Development of Infancy and Toddlerhood Exam 2	Read Chpt 7 Watch lecture videos and supplemental videos posted on Bb Critical Thinking Paper Exam 2	Critical Thinking Paper Exam 2
Week 5	Physical and Cognitive Development of Early Childhood	Read Chpts 8-9 Discussion Board	Discussion Board Post/Live Session #3
Week 6	Social and Emotional Development of Early Childhood Exam 3	Read Chpt 10 Watch lecture videos and supplemental videos posted on Bb Exam 3	Exam 3

Week 7	Physical and Cognitive Development of Middle Childhood	Read Chpts 11-12 Watch lecture videos and supplemental videos posted on Bb Discussion Board	Discussion Board Post/Live Session #4
Week 8	Social and Emotional Development of Middle Childhood Exam 4	Read Chpt 13 Watch lecture videos Exam 4 Adolescent Presentations	Adolescent Presentations Exam 4 ****Due Friday, 3/3

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

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.
 - **See the VIDEO:** <https://www.youtube.com/watch?v=RQyRMRTYEDQ>
- 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 PsyD or PhD program, a counseling PhD 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."
 - **See the VIDEO:** <https://www.youtube.com/watch?v=mQ3n6O7xaIE>
- 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."
 - **See the VIDEO:** <https://www.youtube.com/watch?v=j5NfzF-b3K4>

You can learn more about all of these programs here: <https://www.siu.edu/education/psychology/graduate/>