

Careers in Psychology

PSYC 200-002 (3 credit hours), Spring 2025

Mondays & Wednesdays, 12:00 – 1:15 p.m., Peck Hall 3406

Welcome

I hope you are excited for our class. Your first assignment is to read this syllabus and any other course policies or introductory documents posted on [Blackboard](#). After reading, please complete the Syllabus Quiz; a link is near the top of the Coursework section. Until it is due, you have unlimited attempts to complete the quiz. If you have questions about the syllabus or course policies, please ask. Continued enrollment signifies agreement to adhere to course requirements and policies. – Dr. Murphy

Contact Information

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Please email at least one hour beforehand if you would like to meet.

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I. Readings

- A. Helms, J. L., & Rogers, D. T. (2015). *Majoring in psychology: Achieving your educational and career goals* (2nd ed.). Wiley-Blackwell.
- B. Additional readings posted on Blackboard

II. Course Description

Welcome to Careers in Psychology! This course has many goals, paramount among them being an exploration of the diverse career paths available to psychology majors. It provides an opportunity to

investigate existing areas of interest within psychology, as well as explore potential career options you had not yet considered. What makes this course different from many within the psychology major is its significant focus on you: your unique career interests and your personal and professional development. Lecture will be used to present some course information; however, it is complimented by assignments and activities designed to help you explore your values, interests, and ambitions as they relate to your future career.

III. Course Objectives for Students

The following objectives are integral to the academic content and educational standards of this course, as well as essential elements required for its successful completion. Any changes to these objectives or how they are met would fundamentally alter the nature, rigor, and/or integrity of this course. Students will:

1. Gain a deeper understanding of their interests, skills, and values relating to career choices by reviewing related course material, participating in related classroom activities, and independently completing related assignments.
2. Locate and familiarize themselves with career information and job search resources, including those offered by SIUE, by independently completing a related assignment.
3. Explore ways to professionally network by utilizing related resources and information discussed in class.
4. Make an informed decision about their choice to major in psychology by critically comparing their professional goals and expectations to related information presented in class and assigned readings.
5. Understand SIUE's psychology curriculum requirements, as well as experiential education opportunities, by reviewing related lecture material.
6. Demonstrate knowledge of APA style, 7th edition, by reading provided handouts, studying related lecture material, and independently completing a related assignment.
7. Demonstrate advanced understanding of one psychology subfield by independently or collaboratively completing a related assignment. (Students may choose to work collaboratively or independently on the related assignment.)
8. Familiarize themselves with the steps necessary to apply to graduate or professional programs by reviewing related information presented in class.
9. Independently write a resume or curriculum vitae that effectively markets their skills, abilities, and experiences. Peer-review a classmate's resume or curriculum vitae.
10. Learn about job search and interviewing strategies through lecture and self-study of independently found resources.
11. Demonstrate knowledge of content presented in class by completing exams (designed to be completed individually, from memory, without external aids) related to the material.
12. Practice professionalism skills, including planning and time management, by meeting all course deadlines.

IV. Course-specific Policies

Blackboard

We will use [Blackboard](#) as the online communication hub for our face-to-face class. Announcements, updates, grades, some readings, and other important information will be posted to Blackboard.

Assignments, except exams, will be submitted through Blackboard. Please check Blackboard daily throughout the semester.

Artificial Intelligence

The use of artificial intelligence (AI) tools and applications (e.g., ChatGPT) to produce content for course assignments and assessments is a violation of SIUE's academic policy, is prohibited, and will be treated as [academic misconduct](#) in this course. Plagiarism and AI detection software may be used to analyze submitted work.

Class Attendance and Expectations

Students are responsible for ascertaining the policies of instructors regarding absences from class. (Please see university policy 1I9.)

Attendance will only be taken on the first day of class. (Please see the [First Class Meeting Attendance and Late Course Add Policy](#).) To maximize learning and performance on exams, students are strongly encouraged to attend all class sessions and actively take notes during lectures. Exams are written to emphasize the topics, terminology, explanations, and examples presented in class—some of which are not in the textbook.

Please come to class ready to learn and participate. A student who is ready to learn has turned off electronic devices (except a laptop or tablet exclusively for note taking) and is alert, awake, and focused (e.g., not sleeping, texting, browsing, engaging in conversation with others). (Please see the [Classroom Distractions](#) policy for additional information.)

Please actively participate! Ask and answer questions during class. Contribute to discussions. Visit during office hours. Email with questions.

During in-class exams, students should silence phones and clear their work area of everything except pencils/pens, unless instructed otherwise. Earphones/buds should be removed and put away.

Video, photographic, and audio recording of class sessions are prohibited. (Please see university policies 1L15 and 3C1.)

Please be respectful and act professionally toward everyone in our class.

Reusing Previous Work

To promote academic integrity and foster the development of new skills and knowledge, all work submitted in this course should be original and specifically created for this course. Students are not permitted to submit work they produced for previous courses, regardless of whether it was the same course taken in a different semester or a different course entirely. Submission of work produced for a previous course will be treated as [academic misconduct](#).

V. Assignments, Exams, and Grading

Late Work and Missed Assignments

Assignments are due by the dates and times listed in the Course Schedule, unless the instructor announces a modified deadline. An assignment is late if it is submitted one second after the deadline (e.g., an assignment due at 3:00 p.m. that is submitted at 3:00:01 p.m. is late). Blackboard timestamps will be used to determine submission times. Emergencies (such as, but not limited to, technology or Internet problems and illness) do not exempt students from this policy. Please plan ahead for potential emergencies by completing assignments soon after they become available; do not wait until a deadline is near to submit work. Please submit all assignments through Blackboard. Emailed assignments are not accepted. **No late work is accepted, no exceptions. Assignments that are late or missed receive zero points. Please do not request to make up missed assignments.**

Assignments

1. The **syllabus quiz** asks questions about this syllabus and any introductory documents posted on Blackboard. You have unlimited attempts until the deadline—your highest score counts toward your final grade.
2. **Participation points** are offered for attending and participating on unspecified class days. 1-2 points will be offered on each unannounced day. Students are encouraged to attend every class for a chance to earn all points. (See below for more information about participation points.)
3. The **professional communication quiz** asks questions about a related lecture.
4. The **SIUE psychology scavenger hunt** helps students discover academic and career resources offered by SIUE and the Department of Psychology.
5. The **APA style quiz** tests students' APA style skills.
6. The **resume/curriculum vitae** assignment asks students to create a draft resume or CV, peer review a classmate's document, and create a final resume or CV.
7. For the **career profile and budget**, students assemble a profile about a selected career and complete a budget based on anticipated income from the career.
8. The **online career assessments** assignment asks students to complete career questionnaires, take screenshots of the results, and write a short reflection paper.
9. Students create a **psychology subfield sales pitch video** 3-5 minutes in length about an assigned subfield and post the video with a discussion question to Blackboard.
10. An **encouragement file** includes pieces of encouragement—verses, letters, pictures, etc. Students create a physical or digital encouragement file.

Additional Information about Participation Points

For students who are absent on a day when participation points are awarded, an alternative, equivalent assignment may be requested and submitted for grading no later than one week from the day points were awarded in class. If the alternative assignment is correctly completed (i.e., questions/prompts are correctly answered) and turned in by the deadline, absent students can earn the same number of points. [For students who provide advance notice of an absence—emailed documentation to the instructor *at least one day prior* to a class session in which participation points are awarded (e.g., documentation of university-sponsored activity, religious observance, Military service, jury duty)—the one-week deadline

will begin upon their return to campus, as listed in provided documentation.] Absent students are responsible for checking Blackboard (i.e., seeing if participation points were posted to My Grades) and asking classmates if they missed participation points.

Exams

There are two multiple-format exams (see [Course Schedule](#) for dates). Exams are not cumulative. Questions focus on the material presented during lecture, which is not always included in textbook readings. The instructor will provide answer sheets on exam days. Students should bring pencils. (Please review the [Absence Policy: Exam Days](#) policy.)

Grading

A student's grade is determined by the total number of points earned during the semester while completing the following course requirements:

1. Syllabus Quiz (10 points)
2. Participation Points (10 points, divided across unannounced days)
3. Professional Communication Quiz (20 points)
4. SIUE Psychology Scavenger Hunt (40 points)
5. APA Style Quiz (20 points)
6. Resume/Curriculum Vitae (30 points)
7. Career Profile and Budget (40 points)
8. Online Career Assessments (50 points)
9. Psychology Subfield Sales Pitch Video (30 points)
10. Encouragement File (10 points)
11. Exam 1/Midterm (60 points)
12. Exam 2/Final (60 points)

There are 380 possible points.

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

| | Percentage | Points |
|---|------------|----------------|
| A | 100-90 | 380-341 |
| B | 89-80 | 340-303 |
| C | 79-70 | 302-265 |
| D | 69-60 | 264-227 |
| F | 59-0 | 226-0 |

A minimum of 341.00 points is required to earn an A, 303.00 to earn a B, 265.00 to earn a C, and 227.00 to earn a D.

VI. Course Schedule

All material, assignments, and deadlines are subject to change with prior notice. “H&R” in the Readings column is Helms and Rogers (2015), our textbook. Not all sections of assigned chapters may be discussed in lecture.

| Dates | Topics | Readings | Assignments/Exams |
|---------------------------------|---|---|---|
| Week 1 1/13 | Welcome Syllabus | Syllabus | Syllabus Quiz opens 1/13 1:15pm, due <u>1/20</u> 12:00pm |
| 1/15 | Encouragement File First Week Assessments Activity Professional Communication | | Encouragement File opens 1/15 1:15pm, due <u>4/28</u> 12:00pm First Week Assessments Activity (in class) Professional Communication Quiz opens 1/15 1:15pm, due 1/22 12:00pm |
| Week 2 1/20 (Holiday) | No in-person meeting; review online content Why Major in Psychology? | | |
| 1/22 | Why Major in Psychology? (cont.) Scavenger Hunt Study Skills Inventory | H&R Ch. 1 | Scavenger Hunt opens 1/22 1:15pm, due 1/29 12:00pm Study Skills Inventory (in class) |
| Week 3 1/27 | Subfield Sales Pitch Video APA Style | | Assignment to Subfield for Sales Pitch Video APA Style Quiz opens 1/27 1:15pm, due 2/3 12:00pm |
| 1/29 | Psychology Advisors Present About the Major, <u>or</u> Succeeding in College and the Psychology Major | H&R Ch. 2 & 3 | |
| Week 4 2/3 | Psychology Advisors Present About the Major, <u>or</u> Succeeding in College and the Psychology Major | | |
| 2/5 | Resumes/CVs (watch online video instructions) Preparing for the Job Market, Networking, & Interviewing | Resumes/CVs handouts Resumes/CVs online video instructions H&R Ch. 5 Getting a Job with a Bachelor’s Degree in Psychology | Resume/CV opens 2/5 1:15pm, due 2/12 12:00pm |
| Week 5 2/10 | Preparing for and Applying to Graduate School | H&R Ch. 6 & 7 Appleby (2006) Davis et al. (2018) | |
| 2/12 | Preparing for and Applying to Graduate School (cont.) | | |
| Week 6 2/17 | Careers in Research | H&R Ch. 8 | |
| 2/19 | Careers in Research (cont.) | | |

| Dates | Topics | Readings | Assignments/Exams |
|---------------------------------------|---|-----------------|---|
| Week 7 2/24 | Careers in Clinical and Counseling Psychology | H&R Ch. 10 | |
| 2/26 | Careers in Clinical and Counseling Psychology (cont.) | | |
| Week 8 3/3 | Exam 1 Review | | Exam 1 Review (in class) |
| 3/5 | Exam 1 – please bring pencils | | Exam 1 on 3/5 |
| Spring Break 3/10 (Holiday) | | | |
| 3/12 (Holiday) | | | |
| Week 9 3/17 | Careers in School Psychology | H&R Ch. 11 | |
| 3/19 | Careers in School Psychology (cont.) | | |
| Week 10 3/24 | Careers in Exercise & Sport Psychology; Health Psychology | H&R Ch. 12 & 13 | Career Profile and Budget opens 3/24 1:15pm, due 3/31 12:00pm |
| 3/26 | Careers in Exercise & Sport Psychology; Health Psychology (cont.) | | |
| Week 11 3/31 | Careers in Neuropsychology | H&R Ch. 14 | |
| 4/2 | Careers in Neuropsychology (cont.) | | |
| Week 12 4/7 | Careers in Forensic Psychology | H&R Ch. 15 | |
| 4/9 | Careers in Forensic Psychology (cont.) | | Online Career Assessments opens 4/9 1:15pm, due 4/16, 12:00pm |
| Week 13 4/14 | Academic Careers | H&R Ch. 16 | |
| 4/16 | Academic Careers (cont.) | | |
| Week 14 4/21 | Careers in Industrial and Organizational Psychology | H&R Ch. 9 | |
| 4/23 | Careers in Industrial and Organizational Psychology (cont.) | | |
| Week 15 4/28 | Encouragement File Sharing Semester Wrap-up | | Reminder: Encouragement File due 4/28 12:00pm |
| 4/30 | Exam 2 Review | | Exam 2 Review (in class) |

Finals Week: Exam 2 on Tuesday, May 6, 10:00am – please bring pencils

Psychology Subfield Sales Pitch Video Deadlines

Please post your video and discussion question to the Blackboard discussion board for your subfield before 12:00pm (the beginning of class) on the deadline below:

- Careers in Research – 2/17
- Careers in Clinical and Counseling Psychology – 2/24

- Careers in School Psychology – 3/17
- Careers in Exercise & Sport Psychology – 3/24
- Careers in Health Psychology – 3/24
- Careers in Neuropsychology – 3/31
- Careers in Forensic Psychology – 4/7
- Academic Careers – 4/14
- Careers in Industrial and Organizational Psychology – 4/21

VII. General Policies

A. Department

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 <https://www.siu.edu/policies/table-of-contents/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.

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 (<https://www.siu.edu/policies/table-of-contents/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. A plagiarism offense shall be reported to the Provost and Vice Chancellor for Academic Affairs" (<https://www.siu.edu/policies/table-of-contents/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.

B. Attendance

Absence Policy: Non-exam Days

Students who need to be absent **on a non-exam day** do not need to notify the instructor. If absent on a non-exam day, please:

- check the syllabus and [Blackboard](#) for topics covered, assigned readings, and announcements. Students are also encouraged to check with a classmate for any missed in-class announcements.
- **review the Course Schedule in the syllabus and any announcements, and complete any assignments that are due.** Even though a student is absent, deadlines for assignments remain the same. Please submit assignments through [Blackboard](#) unless other instructions are provided.
- contact a classmate and ask to copy notes for missed classes. The instructor does not provide notes beyond those posted to [Blackboard](#).
- ask a classmate about any in-class discussions and activities. Unless stipulated otherwise in this syllabus, students cannot earn or make up participation or attendance points awarded while absent. Obtaining notes about discussions and activities from another student is encouraged. (Please note: Not all courses include participation or attendance points. See the Assignments, Exams, and Grading section of the syllabus to determine if such a requirement is included in this course.)
- remember that virtual attendance is not available for this in-person course. (Please see the “Face-to-face Course Delivery Policy” section for more information.)

Absence Policy: Exam Days

If students need to be absent **on an exam day**, please notify the instructor by email and attach a copy of documentation for the absence. Documentation is required for a make-up request to be considered. Requests will be considered if documentation is received prior to the exam (for serious prescheduled commitments, such as a university-sponsored athletic event) or within a reasonable timeframe following the exam (for unanticipated emergencies, such as hospitalization). A “reasonable timeframe” is determined by the instructor but generally means within one week from the exam date. Each request is evaluated on a case-by-case basis.

Examples of documentation include, but aren’t limited to:

- Funeral notice
- Physician’s note with dates a student was unable to attend class due to illness
- Hospital admission/discharge paperwork
- Documentation of military service
- Notice of jury duty
- Subpoena for court appearance
- Police report for automobile accident
- Towing/service receipt for a flat tire
- Documentation of participation in a university-sponsored extracurricular event (e.g., athletics, academic conference)

If a request is approved, the instructor or an assistant will schedule a make-up to occur no later than one week from the date approval is granted (e.g., if approval is received on a Thursday, the exam must be taken by the following Wednesday); if not completed within one week, the student will be assigned a score of zero for the exam. Make-up exams will cover the same material as the original exam; however, they may contain different questions or question types than the original. Exams for face-to-face courses will be completed in-person on SIUE's campus (i.e., online versions of face-to-face exams are not available).

Face-to-face Course Delivery Policy

The Department of Psychology has adopted a Policy on Individual Student Teaching Arrangements which states, in part, "All psychology faculty are required to provide the majority of instruction to all students enrolled in a course in the modality in which the course is designed to be taught (e.g., all courses designed as face-to-face courses must be taught in that manner). Psychology faculty may not modify the course modality for individual students enrolled in a course."

Students who remain enrolled in this face-to-face course acknowledge that course content has been developed for in-person, not online, delivery, and they affirm they have committed to in-person attendance. Through their continued enrollment, students also affirm that neither synchronous nor asynchronous online attendance options are available for this face-to-face course, regardless of reason or circumstance. Continued enrollment signifies agreement that in-person attendance is essential to receive the instructional experience students enrolled in the course to pursue, virtual attendance options would expose students to a suboptimal educational experience, and virtual attendance options would cause significant disruption to academic programming in this face-to-face course. Rather than seek online attendance options in this section of the course, students who would like an online learning modality agree they will disenroll from this section of the course and enroll in a different section of the course that is designed for online delivery; these sections are designated as either online-synchronous or online-asynchronous by the university.

First Class Meeting Attendance and Late Course Add Policy

The first class meeting of the semester includes a review of the syllabus and a discussion of course policies and requirements. An opportunity to ask questions about this information is provided. Because of the importance of this information, first-day attendance is required. Students not physically in attendance for the first class meeting may be dropped from the course. Students who have a substantive reason for missing the first class must email the instructor prior to the first class to request they remain enrolled. Students who miss the first class meeting but are enrolled are responsible for acquiring missed information from a classmate.

No course adds will be approved by the instructor after the first week of the semester. Students who "late enroll" in the course (i.e., enroll in the course after one or more class meetings have occurred) are responsible for acquiring all missed information and completing all assignments by deadlines. Late enrollment will not extend assignment deadlines. If a student late enrolls after a deadline has passed, the related assignment(s) cannot be made up, and the student will receive a score of zero for such assignments.

Extended Absences Due to Serious Illness, Life Circumstances, Etc. Policy

Students who, because of serious illness, life circumstances, etc., find it necessary to miss many class sessions and are not able to complete assignments by deadlines (please see [Absence Policy: Non-exam Days](#)) or exams within a reasonable timeframe if approved for a make-up (please see [Absence Policy: Exam Days](#)) are encouraged to withdraw from this course and reenroll in a subsequent semester when they can perform optimally. Students who remain enrolled in this course acknowledge that the [Late Work](#) and other related policies will apply in all circumstances. Please see the [Department of Psychology Policy on Incomplete Grades and Withdrawal](#) for related information about course withdrawal deadlines.

C. Accommodations

Statement on Disabilities

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community and Equitable Student Support (Access) and complete an intake process. Access is located in the Student Success Center, Room 1203, myaccess@siue.edu, 618-650-3726. Students with accommodations should discuss these with the instructor at the beginning of the course.

Intermittent/Extended Absences Accommodation Policy

An intermittent/extended absences accommodation formally recognizes that students could have, per Access, “consecutive or recurring absences.” It does not allow assignments to be submitted after deadlines in this course, as doing so would fundamentally alter the course curriculum and/or explicit learning objectives. This accommodation is sufficient documentation to request a make-up for a missed exam in this course; however, the instructor reserves the right to decline such requests or require additional documentation (e.g., hospital admissions paperwork) if they are made for more than one exam per semester. Students who anticipate missing many class sessions are encouraged to postpone enrollment until a semester when frequent absences are less likely and they are able to perform optimally. Students who receive this accommodation and miss class:

- are responsible for checking the syllabus and [Blackboard](#) for topics covered, assigned readings, and announcements. Absent students are also encouraged to check with a classmate for any missed in-class announcements.
- should review the Course Schedule in the syllabus and any announcements, and complete any assignments that are due. Even though a student has received an intermittent/extended absences accommodation, deadlines for assignments remain the same. Please submit assignments through [Blackboard](#) unless other instructions are provided.
- on an exam day should [notify the instructor by email](#) and attach a copy of documentation for the absence (e.g., hospital admission paperwork, documentation of an intermittent/extended absences accommodation for the first exam make-up request in a semester). The procedure described in the “Absence Policy: Exam Days” section will be followed.
- should contact a classmate to copy missed notes. The instructor does not provide notes beyond those posted to [Blackboard](#).

- acknowledge that in-class discussions and activities cannot be perfectly replicated. Unless stipulated otherwise in this syllabus, students cannot earn or make up participation or attendance points awarded while absent. Obtaining notes about discussions and activities from another student is encouraged.
- are reminded that virtual attendance is not available for this in-person course. (Please see the [Face-to-face Course Delivery Policy](#) for more information.)

It is not necessary to complete an Access Extended/Intermittent Absence Form in this course. The text of this Section (“Intermittent/Extended Absences Accommodation Policy”) will serve as the agreement with students who receive this accommodation. If Access requires submission of an Access Extended/Intermittent Absence Form, the text of this Section in the current-semester syllabus shall prevail and supersede any agreement specified on the Form.

Testing Accommodations/Extended Time Policy

Some students may be approved for an alternative testing environment or extended testing time accommodation by Access. Exams with these accommodations are usually taken in the Access Testing Center. Students approved for such an accommodation are responsible for adhering to Access and instructor policies in order to use the accommodation. To use the Testing Center for this accommodation, students:

- use the [Accommodate Portal](#) to request a Testing Center session by 4:30 p.m. at least three working/business days prior to the in-class exam date (e.g., by 4:30 p.m. Wednesday for an exam scheduled the following Monday). Please see the [“Testing” section on the Access website](#) for more information. Requests received less than three working/business days prior to the exam may be declined by Access or the instructor. **For convenience, students can submit their requests for all exams in the course beginning on the first day of class.**
- **schedule to take an exam in the Testing Center on the same day the exam is given in class.** Requests for a different day may be declined by the instructor.

If a request to use this accommodation is declined because it is received less than three working/business days prior to an exam date or the request is for a different day than an exam is given in class (i.e., the request creates an undue administrative burden), the student will take the exam at the scheduled time in class.

D. Behavior

Email Etiquette

I am a fan of professional correspondence. When you email, please share the following information. It helps me provide a quick, meaningful response:

- A formal greeting (e.g., “Hi Dr. Murphy,” “Prof. Murphy,” or “Dear Dr. Murphy,”)
- Course and section number (e.g., “PSYC 111-001” or “Psychopathology, section 3”)
- Specific question(s) not answered in course documents
- Who you are (your first and last name in the initial email, and at least your first name in subsequent emails)

I will try my best to respond within one business day to messages that include the above information. If you haven't received a reply after two business days, please review your message to ensure it includes the above information, make any needed revisions, and resend it.

No Rounding or Individualized Extra Credit

Final letter grades are based on the total points earned and the grading table in the syllabus. Please don't request rounding or curving. The instructor may deduct points from students who ask. Occasionally, the instructor may offer extra credit opportunities to the whole class. (Extenuating circumstances, such as a specific number of volunteers needed at specific times, may limit ability to participate.). Please don't ask for individualized extra credit. The instructor may deduct points from students who ask.

Use Firefox or Chrome to Complete Coursework on Blackboard

Please use [Firefox](#) or [Chrome](#) on a desktop or laptop computer and visit <https://bb.siue.edu> to complete all Blackboard work. Do not use the downloadable Blackboard app, Safari browser, or a cell phone or tablet. These may improperly display or submit assignments. If you have tech questions, please [ask ITS](#) before beginning Blackboard work. Missing or erroneous submissions will be graded as-is, which could mean a student receives 0 points for an assignment.

Classroom Distractions

Students have the right to a classroom free of substantive distractions that may adversely impact their ability to learn, including distractions from fellow students. The instructor reserves the right to provide informal corrective feedback to disruptive students, potentially in front of the entire class. Students who anticipate that such an interaction might lead to embarrassment or frustration are encouraged to be mindful of their behavior to prevent the need for such feedback. Extreme or repeated disruptions may be referred to the Department Chair or Office of Student Conduct.

Personal Disclosures Policy

Students are encouraged not to disclose personal (e.g., healthcare) information to the class. If they choose to share personal information about themselves or people they know, they should anonymize such statements. For example, substitute "a person," "a man," "a teenager," etc. for identifying names or relationships. As a reminder, disclosures made in class are not confidential. The instructor may discuss de-identified clinical examples. The use of de-identified cases for didactics is permitted by the Ethical Principles of Psychologists and Code of Conduct.