

Psychology 413: Pseudoscience in Psychology (**Asynchronous Online**)

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Term: **Summer 2024**

Course Dates: 5/6/24-5/24/24

Drop-In Hour: Mondays 11:00am-12:00pm
(or we can schedule a Zoom)

Required Readings and Schedule

IPP = *Investigating Pop Psychology: Pseudoscience, Fringe Science, and Controversies*

GMs = *50 Great Myths of Popular Psychology*

	Modules	Date	Readings from Books (also watch videos)	Due Dates for Discussion & Assignments
Week 1	Mod #1	5.7.24 (Tues)	IPP: Chapters 1 - 4 GMs: Intro, #1, #2, #7	By 8:00 pm – post <i>Commenting Paragraphs</i> (Discussion Board)
	Mod #2	5.9.24 (Thurs)	IPP: Chapters 5 - 8 GMs: #11, #13, #19	By 8:00 pm – post <i>Commenting Paragraphs</i>
Week 2	Mod #3	5.14.24 (Tues)	IPP: Chapters 9 - 12 GMs: #23, #27, #29	By 8:00 pm – post <i>Commenting Paragraphs</i>
	Mod #4	5.16.24 (Thurs)	IPP: Chapters 13 - 16 GMs: #42, #43, #50	By 8:00 pm – post <i>Commenting Paragraphs</i>
	Paper Due	5.17.24 (Friday)		By 8:00 pm – turn in Great Myth Paper #1 (or use the 48-hour grace period)
Week 3	Mod #5	5.21.24 (Tues)	Postscripts for both books. Readings & videos for this module are <i>not</i> on the exam.	By 8:00 pm – post <i>Commenting Paragraphs</i>
	Post Due	5.22.24		By 8:00 pm – post a <i>Single-Sentence Question</i> about pseudoscience for Dr. Hupp to answer (Discussion Board)
	Exam Day	5.23.24 (Thurs)		At 2:00 pm – take Exam in AH-0304 (or schedule another time)
	Paper Due	5.24.24 (Friday)		By 8:00 pm – turn in Great Myth Paper #2 (or use the 48-hour grace period)

[Optional] Bonus Live Presentation: A few days after the course is over, I'd love for you to attend an in-person event that I've organized. It's optional (and you get nothing for attending), but it will be a fascinating presentation on the SIUE campus...

- What: **Telling Our Stories with Wikipedia:
From Psychic Stings to Challenging Pseudoscience**
- Who: **Susan Gerbic (with an introduction by Stephen Hupp)**
- When: **Wednesday, May 29th from 1:15 to 2:30 pm**
- Where: **Founders Hall 2207, SIUE Campus**
- Sign Up: **See my announcement on Blackboard for how to register to attend (it is a free event, but you must register)**
- Abstract: **See the next page of this syllabus for more information...**

Abstract of the Bonus Live Presentation (Optional): Wikipedia is one of the most visited websites in the world, but how accurate are the articles? In a groundbreaking effort to increase information accuracy, a crowd-sourced project - Guerrilla Skepticism on Wikipedia (GSoW) - has written over 2000 Wikipedia articles concerning science, pseudoscience, and the people of science. With over 100 editors from all over the world, located in a private Facebook group called The Secret Cabal, they work in many languages and are always looking for more people to train! The founder of GSoW will describe various forms of scientific activism such as challenging pseudoscience on Wikipedia and exposés of well-known psychics.

Affectionately called the Wikipediatrix, Susan Gerbic is the founder of Guerrilla Skepticism on Wikipedia (GSoW). A Center for Inquiry (CFI) Ambassador, Gerbic is a fellow of Committee for Skeptical Inquiry and winner of the CFI's Balles Award for Critical Thinking as well as the James Randi Foundation Award. Gerbic founded and manages About Time, a non-profit organization focusing on scientific skepticism and activism. While her particular focus has been "Grief Vampires" (psychics), her activism encompasses all areas of skepticism. In 2019 the New York Times featured Gerbic's and GSoW's involvement in two psychic stings (Operation Bumblebee & Operation Onion Ring). An introduction will be provided by Stephen Hupp, SIUE psychology professor and editor of *Skeptical Inquirer: The Magazine for Science and Reason*.

Course Overview and Prerequisites

This 3-credit online course is designed to cover the historical roots of pseudoscience, modern examples of pseudoscience, skepticism, and critical thinking. The only prerequisite for this course is Psyc 111.

Technical Support, Requirements, and Capabilities

You can receive technical support for this course by contacting Information Technology Services at 618-650-5500 or help@siue.edu (www.siue.edu/its). At a minimum, you will need the following software/hardware to participate in this course:

- Computer with an updated operating system (e.g. Windows, Mac, Linux)
- Updated Internet browsers (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps.
- Media player such as, QuickTime or Windows Media Player.
- Adobe Reader or alternative PDF reader (free):
<http://get.adobe.com/reader/?promoid=HRZAC>
- Java plugin (free): <http://java.com/en/download/index.jsp>
- Any other specialized software or basic software (e.g., MS Office, etc.). Students can download MS Office at no charge here: <http://office365.siue.edu>

Students in an online course should be able to:

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

Grading System

1. Discussion Board (100 points)
2. Great Myth Paper #1 (100 points)
3. Great Myth Paper #2 (100 points)
4. Exam (200 points)

Final grades are as follows:

450-500 points (90-100%)	= A
400-449 points (80-89%)	= B
350-399 points (70-79%)	= C
300-349 points (60-69%)	= D

Book Table of Contents:***Investigating Pop Psychology: Pseudoscience, Fringe Science, and Controversies***

1. Examining Claims in Pop Psychology (Stephen Hupp)
 2. Phrenology and Neuroscience (Jonathan N. Stea and colleagues)
 3. Extrasensory Perception, Psychokinesis, and Sensation (James E. Alcock)
 4. Dream Interpretation and Consciousness (Caleb W. Lack)
 5. Superstition and Learning (Stuart Vyse)
 6. Alien Encounters and Memory (J. Thadeus Meeks & Arlo Clark-Foos)
 7. Learning Styles and Cognition (Tesia Marshik & William Cerbin)
 8. Brain Training and Intelligence (M. J. Schneider & Indre V. Viskontas)
 9. Psychosexual Stages and Development (Michael I. Axelrod & Christine C Vriesema)
 10. Horoscopes and Emotion (Zachary C. LaBrot and colleagues)
 11. Spectrophilia and Sexuality (Karen Stollznow)
 12. Alternative Medicine and Health (Steven Novella)
 13. Selling Flimflam and Social Influences (Anthony R. Pratkanis)
 14. Projective Tests and Personality (Terence Hines)
 15. Demonic Possession & Disorders (Christopher C. French)
 16. Energy Psychology and Therapy (Carmen P. McLean & Madeleine Miller)
- Postscript: How to Resist False Claims (Anthony R. Pratkanis & Stephen Hupp)

50 Great Myths of Popular Psychology (Scott Lilienfeld and colleagues)

- #1. Most people use only 10% of their brain.
 - #2. Some people are left-brained, others are right brained.
 - #7. Adolescence is inevitably a time of psychological turmoil.
 - #11. Human memory works like a tape recorder or video camera.
 - #13. Individuals commonly repress the memories of traumatic experiences.
 - #19. Hypnosis is a unique “trance” state that differs in kind from wakefulness.
 - #23. The polygraph (“lie detector”) test is an accurate means of detecting dishonesty.
 - #27. Opposites attract: We are most romantically attracted to people who differ from us.
 - #29. Men and women communicate in completely different ways.
 - #42. Psychiatric hospital admissions and crimes increase during full moons.
 - #43. Most mentally ill people are violent.
 - #50. Electroconvulsive (“shock”) therapy is a physically dangerous and brutal treatment.
- Postscript: Truth is Stranger than Fiction

Take Notes on the Video Presentations

Each week we will have several video presentations that go along with the readings (they will be shared in a separate document). They range in length from a few minutes to over an hour. You should treat these videos as if they are the “lectures” for this course. **That is, you will need to TAKE NOTES because you will be tested on the material that they cover.** Exam questions will focus on the major important points rather than little details. These presentations are made by experts in their respective fields, and most of these experts regularly contribute to the skeptical community.

Post “Commenting Paragraphs” on the Discussion Board

You will be using the Discussion Board in the Course Content section of Blackboard for this course. **You must respond to 3 of the question prompts** for each module. Some of the question prompts were written by me, while others were sent in by students in previous semesters (there will be at least 4 question prompts to choose from for each module). Your **Commenting Paragraphs should be at least 5 sentences long**. See the grading rubric below...

Rubric for Grading Commenting Paragraphs

	‘A’ work	‘B’ work	‘C’ work	‘D’ work and below
Content	Useful info that relates to the topic & is clearly written.	Good info with good writing	Somewhat confusing ideas that need clarification	Unclear content & confusing writing
Length	At least 5 sentences, tackling many sub-questions.	One of the commenting paragraphs is too brief.	Two of the commenting paragraphs are too brief.	All of the commenting paragraphs are too brief.
Critical Thinking	Frequent <i>connections</i> with readings & other material	Fair amount of <i>connections</i> with readings & other course material	Occasional <i>connections</i> with readings & other course material	Rare <i>connections</i> with readings & other course material
Stylistics	Free from typos & other mistakes	Some typos or other mistake	Several typos or other mistakes	Lots of typos & other mistakes
Tone	The tone is positive <u>and</u> constructive	The tone is either positive <u>or</u> constructive	The tone is <u>neither</u> positive or constructive	The tone is offensive

Post “Single-Sentence Question” on the Discussion Board

On the Wednesday of the last week of the course, make sure to post a single-sentence question for Dr. Hupp to answer. Any question will do!

Write Two Papers

Important Note: I have failed several students recently for *plagiarism*. Let me tell you what they did. They took a quote from a source and put it word-for-word in their paper, but they did not use quotation marks for the quote. They cited the source, so they thought they were okay, but they were not okay. When you take words from another source, it is plagiarism unless you put those words in quotes (even if you cite the source). Also, you may not use artificial intelligence (AI) to write the papers (e.g., ChatGPT). Turnitin actually now has a way to screen for papers written with artificial intelligence (and SIUE students have recently been busted for using AI for their papers). Besides, these papers are so much fun to write that you don’t want AI to have all the fun.

For the **Great Myth Paper #1**, choose one of the **“other myths to explore”** from the following sections in the **FIRST HALF OF THE BOOK**: Brain Power (see pages 41-

44), From Womb to Tomb (see pages 63-64), A Remembrance of Things Past (see pages 81-82), Teaching Old Dogs New Tricks (see pages 96-99), or Altered States (see pages 113-115). **Once you have selected a myth topic, you will need to claim it on Blackboard. Go to “Discussions” on the left tab, and claim your topic by clicking on “Claim your Great Myth Paper #1 topic here!”** *If your myth topic has already been claimed, you will need to pick a new topic.*

We will follow this same process for the **Great Myth Paper #2**. That is, choose one of the “other myths to explore” from the following sections in the **SECOND HALF OF THE BOOK**: I’ve Got a Feeling (see pages 132-134), The Social Animal (see pages 151-152), Know Thyself (see pages 179-180), Sad, Mad, & Bad (see pages 205-207), Disorder in the Court (see pages 224-226), or Skills & Pills (see pages 244-246). **Once again, you will need to go on Blackboard to claim your myth topic by using the forum for Paper #2.** *If your myth topic has already been claimed, you will need to pick a new topic.*

Goals of Papers:

- Develop skills in **using PsycINFO and/or Google Scholar. Your sources must be from one of these two resources.**
- Develop critical thinking skills.
- **Apply research** to new topics.
- Follow **professional writing** guidelines and **instructions for this paper.**

Format of Papers:

- Use **Microsoft WORD.**
- **BETWEEN 1000-1200 WORDS IN LENGTH (this includes References).**
- **SINGLE-SPACED AND DO NOT INCLUDE SEPARATE TITLE PAGE.**
- On the **FIRST PAGE**, include name, date, title (stated in the form of a myth), and also indicate which *section of the book* you found this topic.
- **PHRASE TITLE** like this: “Investigating the Claim that [Insert Claim Here].”
- **Use 5 or more RESEARCH STUDIES (list them in a References section). You must cite the actual research studies. If it doesn’t have a Methods/Procedures section and a Results section, then it is not a research study.**
- **Include a three sentence SUMMARY AND CONCLUSION SECTION. Label this brief section like this: “Summary and Conclusion”**
- Students may use quotes from movies and shows in this paper; however, students **MAY NOT USE QUOTES FROM RESEARCH STUDIES CITED** for this paper. This is because I want you to summarize the research studies in your own words, and it’s just too easy to quotes the studies.
- **Use 12-POINT, TIMES NEW ROMAN FONT.**

Turning in Papers (see the Course Schedule on this syllabus for due dates):

- The Word file should be saved like this: **Myth Paper #1 Jane Doe**
- Use the **Coursework tab of Blackboard** to turn in your papers.
- There will be separate places for turning in each paper.
- **Turnitin will be used to screen for plagiarism and artificial intelligence.**
- See Course Policies (toward end of syllabus) about grace period & late papers.

Getting Articles for Your Great Myth Papers

You may use either of these resources for getting articles for your Great Myth papers:

- Google Scholar (<https://scholar.google.com/>)
- PsycINFO (see below)

Google Scholar is easier to use, but PsycINFO is more specific to psychology. Because, PsycINFO is more complicated, I'll describe how to use it. **Here's how to find research study abstracts on PsycINFO** (*as of the time I wrote this syllabus*):

1. go the SIUE Library webpage (<http://www.siue.edu/lovejoylibrary/>)
2. click on this tab: **"Databases (A-Z)"**
3. click on this button: **"Search List of Online Databases"**
4. click on this letter: **"P"**
5. scroll to bottom, and then click on: **"PsycINFO"**
6. before you search a term, under "Select a Field" click on "TI Title"
(this makes for a more precise search, in my opinion)
7. type in a search word (such as "aggression") and then click the "Search" button
8. click on a study's title so you can read the abstract
9. read a bunch of abstracts and decide which studies you want to get
10. go get the actual research studies (see next section)

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

1. On PsycINFO...after you read the abstract, you can click on *"Find Full Text"* or *"Linked Full Text"* to see if our library has the journal and for other options.
2. For some studies on PsycINFO you have the option to click *"Ovid Full Text"* and/or *"PDF Full Text."* Then you can directly view the article from the internet (and it is your lucky day).
3. You can also use the online Inter-Library Loan (ILL) through SIUE (but it can take anywhere from a few days to a few weeks).

Exam

There will one exam. For this exam, you can choose to do either a remote Phone Interview Exam or a Written Exam in-person or (described below).

Phone Interview Exam (PIE): We will **schedule the times for this version of the exam on an individual basis** to work around your individual schedules (the day will be the same day as the Written Exam). For this version of the exam, I will call you at your scheduled time and ask you **true/false questions**. This will be an open book and open notes exam; however, ***you will only be given about 20 seconds to answer each question*** (so there will be very little time to thumb through your materials during the exam).

Students may NOT: a) audio record the exam, b) have anyone else in the room during the exam, or c) use speaker phone during the exam. Most students will be done within about 20 minutes. About 30% of students typically choose this option.

Written Exam: This option will take place on the SIUE campus. It will include **true/false questions** and will be a closed book and closed notes exam. Most students will be done within about 20 minutes. About 70% of students typically choose this option.

Choosing Your Exam Version on Blackboard: Once you decide which version of the exam you would like to take, you will need to identify it on Blackboard. Go to "Discussions" on the left tab, and then choose your exam by clicking on **"Choose your EXAM version here!"**

General Study Guide for Dr. Hupp's Exams

1. **Take good notes on the video presentations.** You don't need to write down everything, but make sure you write down all of the key points. Try to anticipate what good test questions might be. For example, what was the overall point of the talk? Also, what were some of the key topics discussed? It's also helpful to know the speakers names to some degree because I often mention them in the questions as a cue to which talk I'm asking about.
2. **Take good notes on the readings.** You don't need to know everything, but make sure you learn all of the key points. Try to anticipate what good test questions might be. For example, you should know the great myths that I assigned as readings, but I might reword some of them to turn them into research-supported statements. Also, what are some of the key terms identified in the books?
3. **Study your notes very closely.** Break the notes into little chunks of information and *make flash cards* (or choose some other strategy that works best for you). You may want to try an online flashcard maker like www.studyblue.com (which also has a phone app).
4. Lastly, it would help to know the "Sources of False Beliefs" from Chapter 1 of *Investigating Pop Psychology*.

Learning Objectives

- Goal 1: Demonstrate knowledge by relating previously learned information to skepticism.
 Objective 1.1: Identify previously learned examples of pseudoscience
 Objective 1.2: Connect previous examples with novel examples of pseudoscience.
- Goal 2: Enhance comprehension by separating research from theory.
 Objective 2.1: Classify logical thinking errors.
 Objective 2.2: Discuss logical thinking errors in relation to research studies.
- Goal 3: Apply knowledge to new ideas in science and pseudoscience.
 Objective 3.1: Choose methods for evaluating claims.
 Objective 3.2: Discover published attempts at evaluating claims.
- Goal 4: Develop competency in analysis by breaking down components of fallacies.
 Objective 4.1: Examine common red flags in pseudoscience.
 Objective 4.2: Distinguish the scientific method from pseudoscientific methods.
- Goal 5: Synthesize ideas to create broad indicators of science and pseudoscience.
 Objective 5.1: Synthesize evidence to reach conclusions about ideas in science.
 Objective 5.2: Effectively communicates synthesized ideas in writing.
- Goal 6: Evaluate arguments by self and others.
 Objective 6.1: Provide self-critique of own ideas.
 Objective 6.2: Appraise ideas of peers and professionals.

Course and Department Policies

Assignment Due Dates: Because this class occurs over such a shortened time period, **I will give a 48-hour grace period for late papers and discussion board work.** If any part of the assignment is turned in after the grace period, the grade for the entire assignment will **drop by an additional 15%** each business day until the completed assignment is turned in.

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 [Grading System \(IJ1\)](#)). 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.

Academic Honesty: I trust you will be honest in this course. ***Cheating on exams, plagiarism on class assignments, and other forms of cheating will result in a grade of "F" in the course, a letter to the provost, probable disciplinary probation or expulsion, and other sanctions will be provided to the fullest possible extent.*** Included below are descriptions of plagiarism as outlined by the Department of Psychology and the Undergraduate Catalog.

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 \(3C2\)](#). 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' (Plagiarism (1I6)).*** 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."

The Undergraduate Catalog provides the following statement on **plagiarism**: "The University gives high priority to matters of academic ethics and abhors all types of cheating, including plagiarism. ***Plagiarism is the act of representing the work of another as one's own and may consist of copying, paraphrasing, or otherwise using written or oral work of another without proper acknowledgement of the source or presenting oral or written material prepared by another as one's own.*** Instructors may impose sanctions for academic cheating in accordance with the Student Academic Code. The minimum penalty for academic misconduct beyond failure for an assignment and/or for a course is disciplinary probation."

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

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

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one

of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

Policies Suggested by the University

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>.

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.

Pregnancy and Newly Parenting Policy. This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit [Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15](#) to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

Technology Privacy Information. We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

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.

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. 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.

Academic and Other Student Services

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

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

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

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

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

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

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

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

Find Great Jobs! Examples with a Bachelor's degree from SIUE...

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

Get Your Masters at SIUE:

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

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

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

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

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

If not the Psychology MAJOR, consider the Psychology MINOR:

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

Stay in Touch:

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

APPLY TO ONE OF OUR PSYCHOLOGY GRADUATE PROGRAMS!

The SIUE Department of Psychology has three graduate programs:

- The **Clinical Child and School Psychology** graduate program has two tracks:
 - **Clinical Child Psychology Track.** Students in this track receive a Master’s degree in Clinical Child and School Psychology. About half of these students choose to then apply to a Doctoral program, and the other half choose to find a job right away. Students are prepared to work with families in private practice, hospitals, or community organizations. Our students have a very high success rate of getting into doctoral programs and finding jobs.
 - **School Psychology Track.** Students in this track receive a Master’s degree in Clinical Child and School Psychology, and then they typically stay at SIUE to receive a Specialist Degree in School Psychology. These students have a very high success rate of finding employment as school psychologists. In fact, there is a national shortage of school psychologists. Some students later choose to also pursue a Doctoral degree.
 - **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.siue.edu/education/psychology/graduate/>