PSY-B 433
Capstone Laboratory in Applied Psychology
Class #6265
Fall, 2010

Instructor: Jesse Stewart, Ph.D., Assistant Professor
Office: LD 100E, Phone: (317) 274-6761, Email: jstew@iupui.edu

Teaching Assistant: Teri Belkin
Office: LD 126V, Email: tbelkin@iupui.edu

Class Meetings: Tuesdays and Thursdays, 9:00-10:15 AM, LD131

Office Hours: Dr. Stewart: by appointment
Teri Belkin: 11:00-12:00 on Wednesdays in the Psychology Resource Center, LD 129

Prerequisites: B305 Statistics, B311 Introductory Laboratory in Psychology, and one 300-level course in psychology


Recommended Software: SPSS ($50; see http://iuware.iu.edu for details)

DESCRIPTION
This advanced research course builds on the skills and knowledge students have acquired during their undergraduate education that will enable them to conduct a research project whose purpose is to further develop and consolidate their understanding of psychology as an applied science.

This may be the most challenging course you take as an undergraduate, given that you will be required to complete an entire research project during a single semester. To be successful in this course, you must take an active role and stay motivated, organized, and on schedule. You will be at risk of failing this course if you take a passive role and wait until just before deadlines to begin assignments.

FORMAT
Class time will be devoted to lectures, discussions, and group activities. You will also occasionally be given time in class to work independently on your research project.

Note: The instructor reserves the right to make changes to the syllabus as needed.
REQUIREMENTS

1. Research Project

The major requirement of this course is to conduct a small independent research study examining an issue relevant to the field of psychology. You will select the topic for your project, although it must be approved by me. Because your project will involve analyzing self-report data from undergraduate students, your research question must be one that can be addressed in this population using this type of data.

The research project consists of three graded components (see below). Although only written aspects of the project are graded, your scores will reflect the quality of the study question and hypothesis in addition to the quality of your writing. Detailed grading rubrics for each project component are provided at the end of this document. You should consult these rubrics frequently while working on your project to ensure that you are including the required information and are focusing on the important aspects.

Research Proposal: Your research proposal must be written in APA style and must include the following sections: Title Page, Introduction, Method, Proposed Analyses, and References. The Introduction (4-6 pages), Method (2-3 pages), and Proposed Analyses (½ page) should be ≈ 8 double-spaced pages and must include at least 10 references. Late proposals will be dropped 5% for each day that they are late.

Final Research Paper: Your final research paper must be written in APA style and must include the following sections: Title Page, Abstract, updated Introduction, updated Method, Results, Discussion, References, Tables, and Figures. The Introduction (4-6 pages), Method (2-3 pages), Results (1-2 pages), and Discussion (3-5 pages) should be ≈ 12 double spaced pages and must include at least 15 references. Late proposals will be dropped 5% for each day that they are late.

Poster & Presentation: You will prepare a research poster describing the purpose, method, results, and conclusions of your study that will be displayed at the Capstone Poster Session on Friday, December 10 at the Campus Center (room and time TBD). During the poster session, you will be expected to stand next to your poster and briefly describe your study to any visitors. Before the poster session, you will be asked to give a 5-minute oral presentation to the class. The purpose of this presentation is to share your findings with the other students and to practice providing a short summary of your study to others. You will receive a failing grade on this assignment if your poster is not ready by the time of the poster session.

You should be constantly working on some component of your research project throughout the class. If you wait until a week or so before the due date to begin working on some aspect of your project, you will likely not be able to finish it in time. Even if you do finish it quickly, it will likely be of poor quality and receive a low grade.

2. Quizzes

Each of the three quizzes will take approximately 30-45 minutes and will cover material from the readings and topics discussed in class since the previous quiz. The format of the questions will be multiple choice, short answer, and/or short essay. You will receive a zero if you are not present on the day of the quiz.

Note: The instructor reserves the right to make changes to the syllabus as needed.
3. **Article Reviews**
   Article reviews will involve writing a review of a journal article and leading a class discussion. Reviews will consist of two parts: (1) the scientific review – a brief summary of the study, your comments, and your discussion questions, and (2) the writing review – a critique of the writing and organization of the assigned article section (i.e., Introduction, Method, Results, or Discussion). I will create five teams of 5-6 students, and each team will complete one article review during the semester. Although you will work on this assignment in teams, each of you will be required to turn in your own written review and to lead part of the class discussion. I will provide you with the article and detailed instructions before each review. You will receive a failing grade on this assignment if you are not present on the day that your team leads a discussion.

4. **Research Ethics Training**
   You, like all other IUPUI researchers, must complete research ethics training prior to collecting or analyzing any data. Because IUPUI recently switched to a new training program, we are still developing instructions regarding how to complete the modules. The new instructions will be distributed as soon as they are finalized. It should be noted that the research ethics training must be completed by September 21. If you do not complete the training by this date, you will not be included on the B433 IRB application and, thus, will be prohibited from conducting your project.

5. **Class Participation**
   Your participation score will be based on your involvement in class discussions and activities, including in-class work on your research project. Therefore, you should always (a) complete readings and assignments before the class in which they will be discussed and (b) bring your project materials with you to class. Failure to do so will make it difficult to participate effectively, which will result in a low participation score.

**GRADING SYSTEM**

Final grades will be determined using the system described below.

<table>
<thead>
<tr>
<th>Course Assignment</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Proposal</td>
<td>15%</td>
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<tr>
<td>Final Research Paper</td>
<td>30%</td>
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<tr>
<td>Poster Presentation</td>
<td>15%</td>
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<tr>
<td>Quizzes</td>
<td>30%</td>
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<tr>
<td>Article Review</td>
<td>5%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>5%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>97-100%</td>
<td>4.0 A+</td>
<td>87-89</td>
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<tr>
<td>93-96</td>
<td>4.0 A</td>
<td>83-86</td>
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<tr>
<td>90-92</td>
<td>3.7 A-</td>
<td>80-82</td>
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<tr>
<td>90-92</td>
<td>3.7 A-</td>
<td>80-82</td>
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<tr>
<td>87-89</td>
<td>3.3 B+</td>
<td>77-79</td>
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<tr>
<td>83-86</td>
<td>3.0 B</td>
<td>73-76</td>
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<tr>
<td>80-82</td>
<td>2.7 B-</td>
<td>70-72</td>
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<td>77-79</td>
<td>2.3 C+</td>
<td>67-69</td>
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<td>73-76</td>
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<td>70-72</td>
<td>1.7 C-</td>
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<td>67-69</td>
<td>1.3 D+</td>
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<td>59-69</td>
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Withdrawn (W) See important dates on IUPUI’s Academic Calendar.
Incomplete (I) See policy below.

**Note:** The instructor reserves the right to make changes to the syllabus as needed.
### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Session #</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>8/24</td>
<td>#1</td>
<td>Orientation &amp; introductions</td>
<td></td>
<td></td>
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<tr>
<td>8/26</td>
<td>#2</td>
<td>Formulating research questions &amp; hypotheses</td>
<td>Kazdin Ch 5</td>
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<td></td>
<td></td>
<td></td>
<td>Pyrczak Ch 2</td>
<td></td>
</tr>
<tr>
<td>8/31</td>
<td>#3</td>
<td>Formulating research questions &amp; hypotheses</td>
<td>Pyrczak Ch 3</td>
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<tr>
<td>9/2</td>
<td>#4</td>
<td>Moderators &amp; mediators</td>
<td>Kraemer Ch 5</td>
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<tr>
<td>9/7</td>
<td>#5</td>
<td>Conducting a literature search</td>
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<td>(Psychology librarian)</td>
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<tr>
<td>9/9</td>
<td>#6</td>
<td>Introduction section</td>
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<td></td>
<td></td>
<td>Evaluating measures</td>
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<td></td>
<td>Preparing manuscripts</td>
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<tr>
<td>9/14</td>
<td>#7</td>
<td>Evaluating measures</td>
<td></td>
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<td></td>
<td>Research question, hypothesis, and conceptual</td>
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<td>framework due</td>
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<tr>
<td>9/16</td>
<td>#8</td>
<td>Article Review #1 &amp; #2</td>
<td>Article #1 &amp; #2</td>
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<tr>
<td>9/21</td>
<td>#9</td>
<td>SPSS Training Session #1: The Data File</td>
<td>George Ch 3 &amp; 4</td>
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<td></td>
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<td>Research ethics training must be completed.</td>
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<tr>
<td>9/23</td>
<td>#10</td>
<td>Internal &amp; external validity</td>
<td>Kazdin Ch 2</td>
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<td></td>
<td>Write-up for Article Review #1 and #2 due</td>
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<td>9/28</td>
<td>#11</td>
<td>Method section</td>
<td>Pyrczak Ch 9</td>
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<tr>
<td>9/30</td>
<td>#12</td>
<td>Observational research</td>
<td>Kazdin Ch 9</td>
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<td>10/5</td>
<td>#13</td>
<td>Statistical methods</td>
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<td>SPSS Training Session #2: Computing Variables</td>
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<td>Kazdin Ch 15</td>
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<td>Pyrczak Appendix C</td>
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<td>10/7</td>
<td>#14</td>
<td>Project session:</td>
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<td>Computing variables</td>
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<td>10/12</td>
<td>#15</td>
<td>Observational research</td>
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<td>10/14</td>
<td>#16</td>
<td>Article Review #3</td>
<td>Article #3</td>
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<td>Assessment Methods</td>
<td>Kazdin Ch 13</td>
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<td></td>
<td>Research Proposal due</td>
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<table>
<thead>
<tr>
<th>Date Session #</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/19</td>
<td>No Class: Fall Break</td>
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<tr>
<td>10/21 #17</td>
<td>Assessment methods</td>
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<tr>
<td>10/26 #18</td>
<td>SPSS Training Session #3: Descriptives &amp; correlation</td>
<td>George Ch 6, 7, &amp; 10</td>
<td>Write-up for Article Review #3 due</td>
</tr>
<tr>
<td>10/28 #19</td>
<td>Confounding variables</td>
<td>Gordis Ch 14 &amp; 228-33</td>
<td>Quiz #2</td>
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<tr>
<td>11/2 #20</td>
<td>SPSS Training Session #4: t test &amp; ANOVA</td>
<td>George Ch 11</td>
<td></td>
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<tr>
<td>11/4 #21</td>
<td>Project session: Performing analyses</td>
<td></td>
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<tr>
<td>11/9 #22</td>
<td>Association &amp; causation</td>
<td>Kraemer Ch 7</td>
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<tr>
<td>11/11 #23</td>
<td>Results section Article Review #4</td>
<td>Pyrczak Ch 11 Article #4</td>
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<tr>
<td>11/16 #24</td>
<td>Interpreting results</td>
<td>Kazdin Ch 16</td>
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<tr>
<td>11/18 #25</td>
<td>Discussion section &amp; abstract</td>
<td>Pyrczak Ch 12 &amp; 13</td>
<td>Write-up for Article Review #4 due</td>
</tr>
<tr>
<td>11/23 #26</td>
<td>Preparing research posters</td>
<td>Nicol &amp; Pexman – Ch 11 Alley – Appendix B</td>
<td>Quiz #3</td>
</tr>
<tr>
<td>11/25</td>
<td>No Class: Thanksgiving</td>
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<tr>
<td>11/30 #27</td>
<td>Article Review #5</td>
<td>Article #5</td>
<td></td>
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<tr>
<td>12/2 #28</td>
<td>Project session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/7 #29</td>
<td>Mock poster session (in class)</td>
<td></td>
<td>Draft of poster must be ready. Write-up for Article Review #5 due</td>
</tr>
<tr>
<td>12/9 #30</td>
<td>Mock poster session (in class)</td>
<td></td>
<td>Draft of poster must be ready.</td>
</tr>
<tr>
<td>12/10</td>
<td>Capstone Poster Session: Campus Center, Room and time TBD</td>
<td></td>
<td>Poster Presentation Final Research Paper due by midnight on 12/13.</td>
</tr>
</tbody>
</table>

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POLICIES

1. Attendance
   It is expected that you will attend every class. Poor attendance will result in a low class participation score and will indirectly have a negative influence on other aspects of your grade. Most importantly, you will have great difficulty completing your research project if you do not attend class regularly.

2. Academic Misconduct (Cheating and Plagiarism)
   I will follow the guidelines outlined in the IU Academic Handbook regarding academic misconduct (see pp. 172-174). Academic misconduct in any form, including cheating and plagiarism, will not be tolerated. Be advised that IUPUI has a subscription to the Turnitin plagiarism detection service and that faculty members have the right to submit student papers to check for originality.

3. Missed Quizzes or Due Dates
   If you cannot take a quiz at the scheduled time or complete an assignment by the due date for a legitimate reason (e.g., you are sick or there is a family emergency), you must (a) contact me via telephone or email before the quiz or the due date and (b) provide written documentation of your excuse as soon as possible (e.g., a note from the doctor who treated you). You will be given a make-up quiz/assignment or a later due date only if both of these conditions are met.

4. Incompletes
   I will follow the guidelines outlined in the IU Academic Handbook regarding incompletes (see p. 169).

Note: The instructor reserves the right to make changes to the syllabus as needed.
# GRADING RUBRIC FOR RESEARCH PROPOSAL

1. **Content**
   
   - Are all of the major topics covered?
   - Is the information presented factually correct?
   - Is sufficient detail provided?
   - Is only relevant information presented?
   - Is the integration and synthesis of high quality?
   - Are the conclusions justified?

   a. Introduction (30 pts) ______
   b. Method (20 pts) ______
   c. Proposed Analyses (10 pts) ______

   ____/60

2. **Organization / Continuity / Clarity**
   
   - Is information presented in a logical order?
   - Are the sentences and paragraphs well constructed?
   - Do ideas flow smoothly from sentence to sentence and from paragraph to paragraph?
   - Is the writing clear and easy to follow?

   ____/10

3. **Format / Style**
   
   - Was APA format correctly followed?
   - Are sources correctly cited in the text?
   - Are all of the sources cited included in the Reference section?
   - Is the Reference section correctly formatted?

   ____/10

4. **Mechanics**
   
   - Are there grammar, spelling, punctuation, or usage errors?

   ____/10

5. **Sources**
   
   - Is the required number of references used?
   - Are the sources used primary sources and of high quality?

   ____/10

**TOTAL**

____/100

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*Note: The instructor reserves the right to make changes to the syllabus as needed.*
GRADING RUBRIC FOR FINAL RESEARCH PAPER

1. Content
   a. Abstract & Introduction (15 pts) ______
   b. Method (15 pts) ______
   c. Results, Tables, & Figures (15 pts) ______
   d. Discussion (15 pts) ______

2. Organization / Continuity / Clarity

3. Format / Style

4. Mechanics

5. Sources

TOTAL ______/100

GRADING RUBRIC FOR THE POSTER & PRESENTATION

1. Content

2. Organization / Continuity / Clarity

3. Format / Style

4. Mechanics

5. Oral Presentation

TOTAL ______/100

Note: The instructor reserves the right to make changes to the syllabus as needed.
B454 Capstone Seminar in Psychology

Semester Details:
Fall, 2011
Section 17127
Mondays 6:00-8:40 p.m.
SL 010

Required Course Material
1. How to Change the World: Social Entrepreneurs and the Power of New Ideas, David Bornstein
2. StrengthsQuest. Go to http://www.strengthsquest.com/schoolaccess/ and purchase the online book and assessment for $12.50. Even though it says there is a minimum purchase of 5 you should be able to purchase just one. To find the online book and reports on the StrengthsQuest web page, find the link to the My StrengthQuest tab. There you will find a tab for your personal reports and the online book which is required reading for the class. Reading schedule is outlined below.

Course Coordinator
Mikki Jeschke, Career & Academic Advisor, Department of Psychology
Office: LD 135, Email: mjeschke@iupui.edu; Phone: 278-7719
I prefer that all course correspondences go through OnCourse Messages. Please check the box that copies your message to my inbox.

To make an appointment, please contact the Psychology Advising Office in LD 123 or call 278-6567.

Service Learning Assistant
Alyssa Lopossa, alopossa@umail.iu.edu

Service Learning Requirement
Each student in the course is required to engage in 10 hours of service at one of the predetermined site. More information about the Service Learning component of this course will be discussed in the first sessions of the course.

If you are a Senior
This semester there will likely be a hold on your account for Senior Advising (in other words, you won’t be able to register for spring classes until you meet with an academic advisor in psychology). We will have several opportunities for you to meet with an advisor through group advising sessions, individual appointments, and peer advising. It is recommended that you complete the Planner in OneStart (use this Guide to the AAR and Planner to help you with this tool) before meeting with your advisor.

Complete the online Graduation Application & Survey:
http://www.science.iupui.edu/academics/preparing-graduation.
- Applications for December graduates are due May 1.
- Applications for May graduates are due October 1.
- Applications for August graduate are due February 1.

School of Science students who have applied for graduation and enrolled in CAND 99100 will have a graduation audit prepared 6 weeks before the start of their final semester/summer session. The School of Science Dean’s Office and the student’s major department will review the audit, and both must determine if the student is recommended for graduation. Students are notified via their IUPUI e-mail account if academic deficiencies appear or if they have been recommended for graduation. If you do not meet the requirements to graduate, do not withdraw from CAND 99100, it will be removed automatically. This will prevent a W from appearing on your
Meet with an Academic Advisor in the Psychology Department to be sure you are on track to graduate.

Other Department Resources
Psych Career & Academic Advising is an OnCourse Project Site tab that each of you should have access to. Please verify your access because this first week of class will require that you read Guides posted in Resources on this site. If this tab does not show up in your OnCourse (check by clicking MORE), then email me and I will add you.

Purpose of the Course
Capstone courses typically ask students to integrate and apply major concepts from the discipline by completing a significant project, often one that addresses a "real-world" issue or a close simulation of one. In this class, students will integrate key themes in psychology as they critically evaluate a social entrepreneurship. Students will also examine their understanding and knowledge gained as a psychology major and apply this to 3 areas: career, civic engagement and personal life experience. The common themes from psychology that will ground our thinking include:

1. Psychology is a science; its purposes are to describe, explain, predict, and change behavior.
2. \( B = f(P + E + PE) \): Behavior is influenced by person variables (internal factors), environment variables (external factors), and their interaction.
3. Psychology has evolved in a socio-historical context, and its major theoretical perspectives reflect this phenomenon.
4. Culturally diverse contexts and individual experiences influence how psychological concepts are understood and applied by individuals.

Faculty from across the department will join us weekly to discuss their research areas and application to address real world problems.

Course Objectives
At the end of the semester, students will be able to:

1. Apply learning from the key domains of psychology and knowledge of scientific inquiry to examine a major social problem of interest.
   a. Evidenced by:
      i. Application of the common themes from psychology and key domains of psychology into an examination of a social problem in a final project.
      ii. Participation in weekly class discussions.
      iii. Class reflections on readings from How to Change the World.

2. Examine attitudes and perceptions concerning the obligation of educated citizens (psychology majors) to be civically engaged within a democracy and determine the value civically engaged citizens have on a local and global community.
   a. Evidenced by:
      i. Completion of Service Learning contract.
      ii. Active participation in civic engagement class reflection discussions.
      iii. Civic engagement reflective writing assignments.

3. Identify how the discipline of psychology and scientific inquiry can inform everyday decisions.
   a. Evidenced by:
      i. Active participation in class discussions.
      ii. Reflective writing assignments and final paper.

4. Identify how the discipline of psychology and scientific inquiry can inform social entrepreneurs.
   a. Evidenced by:
      i. Active participation in class discussions.
      ii. Reflective writing assignments and final paper.

5. Identify and clearly articulate personal strengths, values and transferable skills gained through academic, co-curricular and work experiences.
   a. Evidenced by:
      i. Completion of self assessments and written reflection paper.
6. Apply knowledge from self assessments and explorations of career fields to identify SMART career goals.
   a. Evidenced by:
      i. Completion and reflection on learning from an Informational Interview.
      ii. Completion of SMART Career Goals worksheet.
      iii. Creation of a professional resume and cover letter for job of interest.

Principles of Undergraduate Learning (PULs)
The following PULs have been determined to be the three most important for the Capstone Seminar in Psychology

PUL #3: Integration and Application of Knowledge is the most important PUL targeted in B454. One of the specific objectives of this PUL is students’ ability to “enhance their personal lives.” The psychology program’s SLOs that relate most directly to this objective in B454 are (1) “To develop a realistic plan about how to pursue a career in psychology or a psychology-related field” and (2) “To develop self-awareness by identifying personal strengths, weaknesses, values, and goals.”

PUL #5: Understanding Society and Culture is the second most important PUL targeted in B454. One of the specific objectives of this PUL is students’ ability to “operate with civility in a complex world.” The psychology program’s SLO that relates most directly to this objective in B454 is to “work in a civil and effective manner as a member of a diverse group to accomplish a complex task.”

PUL #4: Intellectual Depth, Breadth, and Adaptiveness is the third most important PUL targeted in B454. One of the specific objectives of this PUL is students’ ability to “show substantial knowledge and understanding of at least one field of study.” The psychology program’s SLO that relates most directly to this objective in B454 is to “remember and understand the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.”

Course Schedule

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Topic</th>
<th>Guest</th>
<th>In Class Project</th>
<th>Assignment</th>
</tr>
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<tbody>
<tr>
<td>Aug 22nd</td>
<td>Introductions</td>
<td>Mikki</td>
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<td>Due August 29th:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- Read HTCTW Chapters: Preface &amp; 1</td>
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<td>- Read StrengthQuest Chapters 1, 2, &amp;3</td>
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<td>- StrengthQuest Signature Theme Report (bring copy to class)</td>
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<td>- Online Career Values Inventory (bring copy to class)</td>
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<td>- Reflection Paper 1: Self Assessment</td>
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<tr>
<td>Aug 29th</td>
<td>Themes in Psychology</td>
<td>Lisa Contino</td>
<td>Exercise on Strengths</td>
<td>Due Sept 12th:</td>
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<td></td>
<td>- Read HTCTW Chapters: 2 &amp; 3</td>
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<td>- Read Guide to the Resume, Guide to the Cover Letter and Guide to Transferable Skills (found in Resources in</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Instructor</td>
<td>Notes</td>
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<tr>
<td>Sept 5th</td>
<td>LABOR DAY</td>
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<tr>
<td>Sept 12th</td>
<td>Service Learning Orientation</td>
<td>Site panel</td>
<td>Contracts, Waivers etc.</td>
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<td>Due Sept 19th:</td>
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<td></td>
<td>• Read HTCTW Chapters 4 &amp; 5</td>
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<td></td>
<td>• Reflection Paper 2: Psychology in Your World</td>
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<tr>
<td>Sept 19th</td>
<td>The Civic Minded Graduate</td>
<td>Mary Price</td>
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<td>Due Sept 26th:</td>
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<tr>
<td></td>
<td>• Read HTCTW Chapters 6 &amp; 7</td>
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<td></td>
<td>• Read StrengthQuest Chapters 9</td>
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<td></td>
<td>• Resume (draft 1) for in class exercise</td>
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<tr>
<td>Sept 26th</td>
<td>Careers in Psychology</td>
<td>TBD</td>
<td>Resume Peer Review Networking Discussion</td>
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<td>Due Oct 3rd:</td>
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<tr>
<td></td>
<td>• Read HTCTW Chapters 8 &amp; 9</td>
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<tr>
<td>Oct 3rd</td>
<td>Getting along in a Diverse World</td>
<td>Leslie Ashburn-Nardo</td>
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<td>Due Oct 10th:</td>
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<td></td>
<td>• Read HTCTW Chapters 10 &amp; 11</td>
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<td></td>
<td>• Informational Interview worksheet</td>
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<td></td>
<td>• Resume and Cover Letter Due</td>
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<tr>
<td>Oct 10th</td>
<td>Psychology in the Workplace</td>
<td>Jane Williams</td>
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<td>Due Oct 24th:</td>
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<td></td>
<td>• Read HTCTW Chapters 12, 13, &amp; 14</td>
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<td></td>
<td>• Read StrengthQuest Chapters 10 &amp; 11</td>
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<tr>
<td>Oct 17th</td>
<td>FALL BREAK</td>
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<td>Oct 24th</td>
<td>Hope and Optimism</td>
<td>Kevin Rand</td>
<td>SMART Goals</td>
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<td>Due Oct 31th:</td>
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<td></td>
<td>• Read HTCTW Chapters 14 &amp; 15</td>
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<td>• Reflection Paper 4: Service Learning</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Instructor</td>
<td>Due Date</td>
<td>Assignments</td>
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</tbody>
</table>
| Oct 31st   | Implications of Research on Health Related Disparity                         | Adam Hirsh       | Nov 7th           | - Read HTCTW Chapters 16 & 17  
- Read StrengthQuest Chapters 12  
- SMART Career Goals Worksheet |
| Nov 7th    | Cardiovascular Health                                                        | Jesse Stewart    | Nov 14th          | - Read HTCTW Chapters 18 & 19 |
| Nov 14th   | Treating Alcoholism                                                          | Nick Grahame     | Nov 21st          | - Read HTCTW Chapters 20 & 21  
- Reflection Paper 5: Service Learning (looking back)  
- Oral Reports on Informational Interview |
| Nov 21st   | Informational Interview Oral Report                                          | You!             |                   | Attendance required to earn points for your presentation. |
| Nov 28th   | Cont. of Oral Reports and Wrap up session                                    | Mikki            |                   | Attendance required to earn points for your presentation. |
| Dec 5th    | Psychology Department Capstone Poster Session: Friday December 9th           |                  |                   | 1-1:30 set-up  
1:30-3 poster session |

**Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Reflection Paper 1</td>
<td>10</td>
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<tr>
<td>Reflection Paper 2</td>
<td>10</td>
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<tr>
<td>Reflection Paper 3</td>
<td>10</td>
</tr>
<tr>
<td>Informational Interview Worksheet</td>
<td>10</td>
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<tr>
<td>Resume &amp; Cover Letter</td>
<td>15</td>
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<tr>
<td>Reflection Paper 4</td>
<td>10</td>
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<tr>
<td>SMART Career Goals Worksheet</td>
<td>10</td>
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<tr>
<td>Reflection Paper 5</td>
<td>10</td>
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<tr>
<td>Information Interview Oral Report (including copy of thank you note)</td>
<td>15</td>
</tr>
<tr>
<td>Poster Presentation Final Project</td>
<td>25</td>
</tr>
<tr>
<td>Fulfillment of Service Learning Contract</td>
<td>10</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>75 (12 session exercise @ 5 pts each)</td>
</tr>
</tbody>
</table>
Course Policies

- **Late Assignments:** I understand that life can get hectic; therefore, I will allow one “get out of jail” pass for ONE assignment only – permission to be up to 24 hours late without penalty (I am borrowing, with permission, this policy from Prof. Leslie Ashburn-Nardo). Send me a message **BEFORE THE DEADLINE** notifying me if you would like to apply your “pass” (no other explanation needed) and turn the assignment in **within 24 hours of the due date/time** (i.e., by midnight the day after it is due). This pass can be used only once, for ONE assignment only and **it can be used for any assignment**. If you have already used your pass and are more than 24 hours late on any assignment, you will receive a 10% point deduction automatically. However, the 24-hour rule still applies. **No assignments will be accepted beyond 24 hours of the due date/time.**
  
  **NOTE:** I do not allow for resubmissions. If you follow the instructions the first time around, you will not need to resubmit.

- **Academic Integrity:** Academic misconduct of any form will not be tolerated. According to the Code of Student Rights, Responsibilities, and Conduct, academic misconduct may result in an F for the course. At the very least, it will result in a zero for the assignment, and your case will be reported in writing to the Chair of the Psychology Department as well as to the Dean of Students. Academic misconduct includes cheating (e.g., using unauthorized assistance, having another person complete your assignments, altering grades); fabrication (e.g., falsifying results in your writing); plagiarism (e.g., quoting without proper citation, paraphrasing another’s ideas or construction); interference (e.g., bribery or threats); facilitation (e.g., helping another person cheat); and violating course policies. If you are in doubt about these rules, please consult the Code of Student Conduct (http://www.life.iupui.edu/help/code.asp).

- **Classroom Etiquette:** There should be, under no circumstances, any disrespect or personal attacks on any person either in person or on the discussion posts, assignments, Forum, or in the Chat Room online.

- **Disabilities:** Any student who, because of a disabling condition, may require special arrangements in order to meet the course requirements should contact me immediately (ASAP following the 1st day of class but no later than two weeks before the accommodation is needed) and provide me with appropriate documentation from Adaptive Educational Services (http://www.iupui.edu/~diversity/aes/). **Note:** If you are unsure whether you’ll need special accommodations for this course, please provide me the documentation anyway. That will enable you to use it if you need it at a later point.

- **The Oncourse Grade Book:** I will record your scores in the Oncourse Gradebook. Check it frequently to insure its accuracy, and communicate with me immediately if you believe it is inaccurate.

- **Minimum Grade You Need to Pass This Course if You Are a Psychology Major:** This class—as well as all other psychology classes taken to fulfill psychology major requirements—must be passed with a grade of C- or higher. This means that a psychology major who earns a final grade of D+ or lower in this class will be required to repeat it.

- **How to Withdraw from this Course**
  1. Students may withdraw from this course without penalty during the **first half of the semester** if they secure the approval of their advisor. A grade of W (Withdrawal) will be recorded on the final grade report.
  2. Students may withdraw from this class during the **third quarter of the semester** if they secure the approval of their advisor and the instructor of the course. A grade of W or F will be assigned by the instructor and recorded on the final grade report.
  3. Students may withdraw from this class during the **final quarter of the semester** if they secure the approval of their advisor, the instructor, and the dean of their school. A grade of W or F will be assigned by the instructor and recorded on the final grade report. Students will be allowed to withdraw from this class during this time only as a result of seriously extenuating circumstances. Written justification from a doctor, member of the clergy, academic advisor, etc. must be presented.

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**Final grades will be determined with the following scale**

- **A+** = 97%-100% (203-210)
- **A** = 93%-96% (195-202)
- **A-** = 90%-92% (189-194)
- **B+** = 87%-89% (182-188)
- **B** = 83%-86% (174-181)
- **B-** = 80%-82% (168-173)
- **C+** = 77%-79% (161-167)
- **C** = 73%-76% (153-160)
- **C-** = 70%-75% (147-152)
- **D+** = 67%-69% (140-146)
- **D** = 63%-66% (132-139)
- **F** = fewer than 131 points
Note: If you simply stop participating in class without completing your coursework, you will receive zeroes for missing assignments and I will record a final grade of FN (which is treated as F in GPA calculation) and report your last date of attendance. Please be mindful of withdrawal dates rather than simply not attending class. The Academic Calendar can be found here:
http://registrar.iupui.edu/accal.html

Incompletes: I follow the School of Science guidelines regarding incompletes. "I" grades will be assigned only under rare circumstances (e.g., serious prolonged illness) and when the following conditions are met:

a. you have completed at least 75% of the coursework
b. you are passing the course
c. you have contacted me in advance to make arrangements for completing the remainder of the course requirements and you have completed the Department of Psychology Incomplete Contract.

What Is CAPS and How Can B103 Students Benefit From Its Services?
The stresses of college life are many and varied, and the non-traditional nature of many IUPUI students only compounds those stresses. A high percentage of IUPUI students work, support families, and/or are first in their family to attend college. These situations can cause students to feel overwhelmed. If you find that life stressors are interfering with your academic or personal success, please consider contacting Counseling and Psychological Services (CAPS). All IUPUI students are eligible for counseling services at minimal fees. CAPS also performs evaluations for learning disorders and ADHD (fees are charged for testing). CAPS can assist in student adjustment, coping, and academic progress by providing the following services.

- Treatment for clinical symptoms of depression, anxiety, phobias, eating disorders, etc.
- Training in study skills, test-taking strategies, and management of test anxiety
- Education and training in stress and time management techniques
- Assistance with grief, loss, trauma, recovery, and parenting issues
- Opportunities for exploration of individual identity and clarification of values
- Couples counseling to assist management of relationships
- Evaluation for learning disorders and ADHD
- Assessment and treatment or referral for substance use issues
- Referrals for psychotropic medications as indicated

CAPS is located in UN418 and can be contacted by phone (317-274-2548). For more information, see the CAPS web-site at: http://life.iupui.edu/caps/
Indiana University-Purdue University Indianapolis

B454 CAPSTONE SEMINAR IN PSYCHOLOGY

Class Number 27976

Spring 2010

“Before this course, I was anxious about starting the graduate school application process. Now that I have completed my B454 professional planning portfolio, I am one GIANT step closer to achieving my goals. I now have a precise plan that I will use to make a successful transition from college into my future.” (A former B454 student)

**Instructor:** Dr. Drew Appleby, Director of Undergraduate Studies in Psychology
Office: LD 120C (Office hours: 8:30 to 9:30 Monday, Tuesday, and Wednesday)
E-mail: dappleby@iupui.edu (Do not E-mail me through Oncourse.)

**Time ➔ Days ➔ Room:** 1:30 to 2:45 ➔ Mondays and Wednesdays ➔ LD 018

**Credit:** Three semester hours

**Texts**

**Course Rationale (What is a capstone class, and why am I required to take one?)**
In an architectural context, a capstone is the top-most stone that completes a building. In an academic context, a capstone is the final class that completes a student’s curriculum. Capstone classes provide students with an opportunity “to demonstrate comprehensive learning in their major through some type of product or performance” (Palomba & Banta, 1999, p. 124). In other words, a capstone is a class in which senior psychology majors are required to pull together what they have learned in their previous classes and use this integrating experience to demonstrate they are capable of doing what they should be able to do when they graduate from the program (e.g., think critically, perform research, write in APA style, and develop a realistic plan to pursue a career in psychology or a psychology-related field). This process serves a dual purpose. First, it allows psychology majors with a final opportunity to practice and demonstrate the skills they will need to succeed after graduation on the job or in graduate school. Second, it provides the Psychology Department with a final opportunity to assess whether or not it has been successful in its mission to produce competent psychology majors.

**Course Description**
Students will engage in a collaborative research project, write an APA-style review paper about the area of psychology in which they have an occupational interest, and create a portfolio of the documents they will need to gain employment or admission to graduate school.

**Course Purposes**
This capstone seminar serves the following three constituencies.
1. **Psychology Majors ➔** As a capstone, it is the highest point of the undergraduate education of IUPUI psychology majors. As such, it challenges students to demonstrate that they have accomplished the SLOs of the IUPUI Psychology Department (which have been approved by the department’s Undergraduate Committee for assessment purposes) listed on the final page of this syllabus. These SLOs constitute the academic repertoire that will enable psychology majors to attain their educational and/or career goals (i.e., graduate school or employment). For those who have not accomplished these SLOs, this seminar will provide them with one more chance to do so.

2. **The Psychology Department ➔** This course serves a vital assessment function by enabling the department to answer the following question: How do we know that our students know what we want them to know? This syllabus lists the department’s SLOs and describes the assignments in this seminar that have been designed to determine if these SLOs have been accomplished. The purpose of this type of assessment is to collect information that can be used to make data-informed...
evaluations of the effectiveness of the department’s curriculum so that subsequent improvements to the curriculum can be made based on these evaluations.

3. **The School of Science and the University ➔** All the SLOs of the Psychology Department are based on the fundamental skills and abilities underlying the Principles of Undergraduate Learning that all IUPUI undergraduates strive to achieve, and these SLOs will be assessed in this class. The results of this assessment will be communicated to the appropriate administrative committees and offices (e.g., the School of Science Assessment Committee) where they will be used to make programmatic improvements.

**The Four Most Important Principles of Undergraduate Learning (PULs) for Students to Achieve in B454**

1. The faculty at IUPUI have worked very hard since 2002 to create a statement of the knowledge and skills we want all undergraduate students to strengthen while they are at IUPUI, and we have named this statement our Principles of Undergraduate Learning (go to [http://www.iport.iupui.edu/selfstudy/tl/puls/](http://www.iport.iupui.edu/selfstudy/tl/puls/) for a complete description of the PULs). We have had a period of time since 2002 for faculty and students to become comfortable with this statement. Some faculty have implemented the PULs, and we have some good examples of how they have done so. Now we want to become more systematic by making sure that students are having opportunities to strengthen the PULs. Therefore, a sampling plan is being developed to help faculty, students, parents, the public, and our accrediting associations actually see that IUPUI is a place where students are learning these things. Our faculty have been asked to engage in the following four steps to accomplish this sampling plan.
   a. Identify three of the PULs you believe are most important for your students to accomplish in your course. (Please note that your instructor has chosen to target four, rather than the required three PULs, in B454.)
   b. Rank these PULs as most important, second most important, and third most important.
   c. Either use existing assignments or create new methods to collect data you can use to determine if your students have accomplished these three PULs by the end of your course.
   d. Use the conclusions you draw from these data to create changes in your course that will enable your future students to accomplish these PULs more successfully.

2. The strategies I will use in B454 to accomplish the first three assessment tasks listed above are described below. Once I have accomplished these tasks, I will engage in the fourth task by using the data I collected during the third task to modify B454 in ways that will enable future students to achieve B454’s most crucial PULs even more successfully.
   a. **PUL #3: Integration and Application of Knowledge** is the most important PUL targeted in B454. One of the specific objectives of this PUL is students’ ability to “enhance their personal lives.” The psychology program’s SLOs that relate most directly to this objective in B454 are (1) “To develop a realistic plan about how to pursue a career in psychology or a psychology-related field” and (2) “To develop self-awareness by identifying personal strengths, weaknesses, values, and goals.” The Professional Planning Portfolio (PPP) you will create in B454 will require you to address these two SLOs. I will use the quality and quantity of content (i.e., accuracy and completeness) scores you and your classmates earn on your PPPs (see page 4 of this syllabus) to assess how well you and your classmates have accomplished this PUL.
   b. **PUL #1A: Language and Visual Communication Skills** is the second most important PUL targeted in B454. One of the specific objectives of this PUL is students’ ability to “express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats.” The psychology program’s SLO that relates most directly to this objective in B454 is to “develop effective writing skills.” You will follow the rules provided in the 6th edition of the *Publication Manual of the American Psychological Association* (APA) to write your review paper and your PPP in correct APA style. I will use the precision (i.e., letter-perfect APA style and impeccable grammar, spelling, punctuation, and capitalization) scores (see page 4 of this syllabus) you earn on these two assignments to assess how well you and your classmates have accomplished this PUL.
   c. **PUL #4: Intellectual Depth, Breadth, and Adaptiveness** is the third most important PUL targeted in B454. One of the specific objectives of this PUL is students’ ability to “show substantial knowledge and understanding of at least one field of study.” The psychology program’s SLO that relates most directly to this objective in B454 is to “remember and understand the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.” I will use the quality and quantity of content (i.e., accuracy and completeness) scores from your review papers (see page 4 of this syllabus) to assess how well you and your classmates have accomplished this PUL.
   d. **PUL #5: Understanding Society and Culture** is the fourth most important PUL targeted in B454. One of the specific objectives of this PUL is students’ ability to “operate with civility in a complex world.” The psychology program’s SLO that relates most directly to this objective in B454 is to “work effectively as a member of a diverse group to accomplish a complex task.” You will cooperate with the other members of B454 on the collaborative research project, and I will use the collaboration points (see pages 4, 6, 7, and 8 of this syllabus) to assess how well you and your classmates have accomplished this PUL.
Assignments
You will complete three major assignments in this seminar. Each assignment was created to provide you with opportunities to demonstrate mastery of several of IUPUI’s PULs.

- You will write an APA-style review paper whose topic is the particular area of specialization in psychology that is of most relevance to the occupation you would like to eventually enter (e.g., industrial/organizational psychology if you want to become a human resources director, counseling if you wish to become a school counselor, and developmental psychology if you would like to own and operate a daycare center). The body of this paper—not including the title page, abstract, and reference section—will be at least ten pages long, and will be organized into the following sections:
  a. A title page that includes the title of your paper, your name, and your institutional affiliation
  b. An abstract that briefly identifies the following six sections of your paper in a clear and succinct manner
  c. The history of this area including its relationship to other areas of psychology and/or other academic disciplines
  d. Two of this area’s theories and the types of behaviors and/or mental processes they were created to explain
  e. Two of the research methods that researchers in this area commonly use to gather data and test hypotheses
  f. A description of two empirical studies in the professional literature of this area and an explanation how the results of each of these studies can or have been used to promote human welfare
  g. A specific occupation in this area that the author plans to eventually enter; an accurate description of this occupation, the tasks a person in this occupation is required to perform, and a list of the specific types of knowledge, skills, and characteristics (i.e., workstyles) a person needs in order to be successful in this occupation. The information for this section must be gathered from O*NET (http://online.onetcenter.org/) or a similarly credible source that has been approved by the instructor.
  h. An explanation of how you have used specific curricular (e.g., classes) and extracurricular (e.g., internships) opportunities during your undergraduate education to accomplish the knowledge, skills, and characteristics you identified in the previous section.
  i. A reference section containing at least ten scholarly references (Do not use generic dictionaries/encyclopedias and use only Web sites ending in edu, org, or gov. When in doubt about the scholarliness of a reference, check with the instructor.)

- You will engage in a collaborative research project in which you and your classmates will act as a research team whose assignment is to discover the knowledge, skills, and characteristics (KSCs) that psychology graduate admissions committees value in applicants to their programs. The answer to this question will be determined by a content analysis of the KSCs that graduate programs request that letter of recommendation writers evaluate in the applicants about whom they write letters.
  a. The APA style report of the findings of this project will contain the following sections
     • A title page that contains the title of the report, its authors, and their institutional affiliation
     • An abstract that provides a comprehensive summary of the contents of the report
     • An introduction that provides
       1. a brief review of the literature relevant to this project
       2. a clear explanation of the purpose of the report
     • A methods section that describes the research strategy that was implemented to gather the data for the report. This section will include the following subsections:
       1. a participants section that identifies those people from whom data were collected
       2. an apparatus section that describes the materials selected or created for use in the study and their functions
       3. a procedure section that describes each of the steps in the study
     • A results section that summarizes the data that were collected and describes the methods used to analyze these data
     • A discussion section that contains a discussion of the implications of the results of the study and a set of suggestions for how these results can be used in ways to produce positive results
  b. All students who participate in this project must provide the instructor with proof that they have passed the Human Subjects Protection Test which must be taken online at http://www.indiana.edu/~rcfr/
  c. The class will create a poster to display the results of this project and present this poster during the Psychology Department’s Capstone Poster Session from 12:00 to 2:00 on Friday, April 30th in the Campus Center.

- You will create a professional planning portfolio that contains a Core section—completed by all students—and either an Employment section or a Graduate School section, depending upon your post-baccalaureate plans. The final section of your portfolio will be a copy of your review paper, which has been corrected according to the feedback you received from your peers and instructor. Use the cover sheets provided on Oncourse for each section of your portfolio. The class will create a poster to display the results of this project and present this poster during the Psychology Department’s Capstone Poster Session.
  a. The Core section will contain the following documents:
     • A statement describing your immediate and long-term career and life goals, including an explanation of why these goals are appropriate and realistic in terms of your curricular, extracurricular, professional, and personal experiences
• An official School of Science senior audit and a semester-by-semester plan to use your remaining time at IUPUI to complete the courses your audit indicates you need to complete in order to graduate with a Bachelor of Arts Degree in Psychology from the IUPUI School of Science.

• An evaluation of how successfully you have accomplished the four most important PULs of this class that are identified and described on page 2 of this syllabus. This evaluation will be composed of the following three parts for each of the four PULs.
  1. a description of this PUL and an explanation of the assignment(s) in this class that are designed to enable you to demonstrate your ability to accomplish this PUL
  2. a description of your strengths and weaknesses in regard to this PUL and an explanation of your experiences—or lack of experiences—in the IUPUI Psychology Department that produced these strengths and weaknesses
  3. suggestions for the Psychology Department to enable future psychology majors to develop these strengths and strengthen these weaknesses even more successfully than you have

• A current, accurate, and professional-appearing resume or curriculum vitae written with the help of Mikki Jeschke (the Psychology Department’s Academic and Career Counselor), one of the Psychology Career Peer Advisors located in Psychology Advising Office, or a career counselor in the IUPUI Office of Academic and Career Planning (Include a one-page report that includes the feedback you received from the person who evaluated your resume or curriculum vitae and a detailed explanation of how you used this feedback to improve this very important document.)

• An address where you can be reached after graduation

b. The Employment section will contain the following documents:
  • The results of a computerized job search that yielded at least three job possibilities and a brief report that explains why each of these programs is appropriate for you based on your immediate and long-term career and life goals as described in the first section of this portfolio.
  • A professional-appearing cover letter that can be modified for specific job applications
  • Completed letter of recommendation request forms from at least three appropriate people who have agreed to write you strong letters of recommendation for a job
  • The results of a mock interview (using the Mock Interview Form provided in Oncourse Resources) with Mikki Jeschke (the Psychology Department’s Academic and Career Counselor), a Career Peer Advisor in the Psychology Advising Office, or career counselor in the IUPUI Office of Academic and Career Planning. Include a one-page report that explains how you will use the results of this experience to improve your performance on future interviews
  • Completed applications for at least three jobs

c. The Graduate School section will contain the following documents:
  • Results of a search for appropriate graduate programs that yielded at least three possible programs and a brief report that explains why each of these programs is appropriate for you based on your immediate and long-term career and life goals as described in the first section of this portfolio.
  • A professional appearing personal statement that can be modified for specific graduate programs
  • Evidence of preparation for the entrance exam your graduate/professional program requires (e.g., GRE or MCAT)
  • Completed letter-of-recommendation request-forms from at least three appropriate people who have agreed to write you strong letters of recommendation for graduate school
  • Completed applications for at least three graduate programs

Course Procedures
The majority of the work in this seminar will be performed outside of class. Class time will be used to
• create strategies to complete the assignments (e.g., choose work teams, assign tasks, and determine deadlines),
• present information that can be used to complete assignments, and
• discuss and peer-review the assignments prepared outside of class.
There is no daily class schedule in this syllabus because one of the responsibilities of the students in this class will be to create a set of tasks that will lead to the completion of the three products of the class and to design a plan—including a set of deadlines—for the successful completion of each of these tasks.

Evaluation
The three assignments in this seminar (i.e., the review paper, the research project, and the professional planning portfolio) will be worth 100 points each. These points will be assigned on the basis of the following criteria:
• 50 points for quality and quantity of content (i.e., accuracy and completeness)
• 30 points for precision (i.e., letter-perfect APA style and impeccable grammar, spelling, punctuation, and capitalization)
• 10 points for presentation (i.e., appearance of written documents)
• 10 points for timeliness (i.e., meeting deadlines)
• An additional 100 points—for a grand total of 400 points—will be assigned based on the quality and quantity of teamwork exhibited by each student during the collaborative research project as judged by their classmates and instructor. These “collaboration points” will be determined by the procedure described in the next section
Collaboration Points (aka The Merit Pay System)
The 100 collaboration points will be assigned on the basis of the quality and quantity of teamwork exhibited by each student using the set of criteria provided in this syllabus. The instructor will use the results of the Merit Pay Distribution Sheet that will be completed by the instructor for all students and by each member of each of the work teams (e.g., the project management team, the research team, the APA-style editorial team, the poster creation team) for every other member of her/his work team. These teamwork evaluations will be performed twice, once at midterm and again at the end of the semester. The results of the midterm evaluations will be used as developmental feedback. That is, these results will not be used to determine grades, but rather to provide students with feedback about their performance during the first half of the class, which they can use to maintain or improve their performance during the second half of the class. Students will submit a one-page report to the instructor that will describe how they will use this developmental feedback during the second half of the course to improve or maintain their merit points by improving or maintaining the quality of their contributions to the collaborative project. The quality of this report will be used by the instructor when he makes his second merit pay rating. The formula for determining collaboration points will be as follows:

- The mean of each student’s merit points awarded by the instructor and the other members of her/his team will be determined.
- The highest mean merit points earned by a member of a team will be considered 100% and will earn 100 collaboration points.
- All other team members merit points will be divided by the highest mean merit points to determine their percentage.
- The number of collaboration points earned by each student will be determined by multiplying 100 by her/his percentage.
- For example, if the highest mean merit pay earned by a member of your team was $1,340 and your mean was $1,150, then your percentage would be 86% ($1,150 / $1,340), and the number of collaboration points you would earn would be 86, which is 86% of 100 possible points.

Final Grades
The scale for determining final grades will be as follows.

- A+ = 93.3% of the total points (373 → 400)
- A = 90% of the total points (360 → 372)
- A- = 86.6% of the total points (346 → 359)
- B+ = 83.3% of the total points (333 → 345)
- B = 80% of the total points (320 → 332)
- B- = 76.6% of the total points (306 → 319)
- C+ = 73.3% of the total points (293 → 305)
- C = 70% of the total points (280 → 292)
- C- = 66.6% of the total points (266 → 279)
- D+ = 63.3% of the total points (253 → 265)
- D = 60% of the total points (240 → 252)
- F = less than 60% of the total points (0 → 239)

Important Note: You must earn at least a C- in this class for it to fulfill the Psychology Department’s capstone requirement.

What Is CAPS and How Can B454 Students Benefit From Its Services?
The stresses of college life are many and varied, and the non-traditional nature of many IUPUI students only compounds those stresses. As a high percentage of IUPUI students work, support families, and are first in their family to attend college, the demands can easily become overwhelming. If you find that life stressors are interfering with your academic or personal success, please consider contacting Counseling and Psychological Services (CAPS). All IUPUI students are eligible for counseling services at minimal fees. CAPS also performs evaluations for learning disorders and ADHD (fees are charged for testing). CAPS can assist in student adjustment, coping, and academic progress by providing the following services:

- Treatment for clinical symptoms of depression, anxiety, phobias, eating disorders, etc.
- Training in study skills, test-taking strategies, and management of test anxiety
- Education and training in stress and time management techniques
- Assistance with grief, loss, trauma, recovery, and parenting issues
- Opportunities for exploration of individual identity and clarification of values
- Couples counseling to assist management of relationships
- Evaluation for learning disorders and ADHD
- Assessment and treatment or referral for substance use issues
- Referrals for psychotropic medications as indicated

CAPS is located in UN418 and can be contacted by phone (317-274-2548). For more information, see the CAPS web-site at:
http://life.iupui.edu/caps/

References
The B454 Merit Pay System

A significant portion of the work in B454 will be done as a team (e.g., the collaborative research project, peer reviewing the term papers, creating the posters, and planning the poster session). As your instructor, it is my responsibility to evaluate the quality and quantity of each member’s contribution to the team as part of the grading process. To do this as fairly and accurately as possible, I need the input of each team member regarding the quality and the quantity of her/his teammates’ work. The following method will allow me to gain this input.

The class will divide itself into a number of separate work teams (e.g., the project management team, the research team, the APA-style editorial team, and the poster creation team) based on the skills and interests of the members of the class. I want you to imagine that you are the supervisor of your team and that I—as your supervisor—have given you a budget line ($1,000 x the number of members on your team) to reward the members of your team for their work on these projects. This money will be added to their regular salary as a special merit pay bonus in their paychecks. It is your responsibility to distribute this money among your teammates in a fashion that is equal to the quality, quantity, and timeliness of their work. If you believe all your teammates worked equally hard, produced work of equal quality, and met all deadlines, then you should give each of them a $1,000 merit pay bonus. If you believe that some of them worked harder, produced work of higher quality, and were timelier in submission of their work than others, then you should give them more than $1,000 in merit pay. If you do this, you must then give some of your other teammates—whom you believe did not work as hard, who produced lower quality work, or who did not meet deadlines—less than $1,000 in merit pay.

There are many factors to take into account when you assign merit pay to your teammates. Complete a Team Work Rating Sheet for each of your teammates, use their scores from this sheet as a basis of your merit pay distribution, and attach each of your teammate’s Team Work Rating Sheet to the paper on which you report your merit pay ratings, which appears on page 9 of this syllabus. I urge you to make punctual and faithful class attendance especially important. In the world of work, those who do not show up for work or who are consistently late are often considered to be liabilities to workplace morale because they force their teammates to work harder than they should and/or force them to waste time before they can begin a task. Also consider that employees who volunteer to accept tasks are more often rewarded with merit pay bonuses than those who refuse to do more than what they consider to be their “fair share.” To insure that your teammates and your instructor are aware of all that you have done during the collaborative activities in the class, fill out a Collaboration Worksheet and send a copy of it to each of your teammates on Oncourse before they complete both of their Teamwork Rating Sheets for you. Submit this worksheet to your instructor by including it with the two Merit Pay Evaluation packets due on the dates given in the following paragraph.

Complete the Merit Pay Rating Form on the last page of this syllabus based on the percentage rating you gave each of these persons on the Teamwork Rating Scale you completed for each of them. Give each of them—do not include yourself—a merit pay bonus that can range from $0 to $3,000 (if there are four members on your team). The only restriction on your merit pay distribution is that the total must add up to exactly $3,000 because $3,000 is all I have given you to distribute. I will also be awarding all the members of your team an amount of merit pay based on the punctuality and faithfulness of their class attendance. Your merit pay ratings should be based on the behaviors of your team members you observe as you collaborate with them to complete the assignments of the class. Attach each of your completed Teamwork Rating Sheets to your completed Merit Pay Ratings Form and submit this stapled package to the instructor on March 8 (the Mid-Term Evaluation) and April 26 (the End-of-Semester Evaluation). You will submit a one-page report to the instructor on March 22 that will describe how you will use the results of your Mid-Term Evaluation during the second half of the course to improve or maintain your merit points by improving or maintaining the quality of your contributions to the collaborative project.

Please be aware that I will be particularly sensitive to your ability to create your merit pay ratings in the correct manner and submit them on the dates they are due. This is a somewhat complex process, which must be done in a correct and punctual manner so I can provide you with appropriate and accurate feedback about your performance.

It is important to know that this process will be completely anonymous, which means you will only be aware of how you were rated by the other members of the class, not who gave you a particular rating. This anonymous system is used to promote honesty and objectivity, which would not be possible if the identity of raters was known.

This exercise serves two purposes. The first is to provide me with a valuable piece of information about each member of the class I can use when I determine her/his final grade. The second is to provide you with an opportunity to perform a task you will be required to do if you assume a position of leadership in a company or organization. According to the United States Department of Labor’s SCANS Report (1991), the successfully employed American in the 21st century will need to be able to (1) exercise leadership, (2) manage staff, (3) budget funds, and (4) evaluate the performance of others. This task will allow you to practice these important skills.

Reference

Teamwork Rating Sheet for B454

Ratee’s Name: __________________________________________________________

Your Name: __________________________________________________________

How often did the Ratee .......

Attend class and team meetings
Always 5 4 3 2 1 Never

Report to class and team meetings on time
Always 5 4 3 2 1 Never

Meet deadlines
Always 5 4 3 2 1 Never

Produce high quality work
Always 5 4 3 2 1 Never

Take a leadership role
Always 5 4 3 2 1 Never

Do her/his fair share of the work
Always 5 4 3 2 1 Never

Do more than her/his fair share of work
Always 5 4 3 2 1 Never

Volunteer to help other team members
Always 5 4 3 2 1 Never

Improve the morale of the team
Always 5 4 3 2 1 Never

Cause the morale of the team to decrease
Never 5 4 3 2 1 Always

Help to resolve conflict in the team
Always 5 4 3 2 1 Never

Produce conflict in the team
Never 5 4 3 2 1 Always

Cause other team members to work harder than they should
Never 5 4 3 2 1 Always

Cheerfully volunteer for non-preferred tasks
Always 5 4 3 2 1 Never

Total Points = ________  Percentage = _______% (Total Points / 70 Possible Points)
B454 Collaboration Worksheet

Replace the Xs with your responses.

Your Name: X

Days Absent: X    Days Late: X    Number of times you brought food for the class: X

List and briefly describe the tasks you created and performed.

1. X
2. X
3. X
4. X
5. X

List and briefly describe the tasks created by others you performed.

1. X
2. X
3. X
4. X
5. X

List and briefly describe any ways in which your actions in this class have contributed to the successful completion of its collaborative projects other than those you listed in the above two lists.

1. X
2. X
3. X
4. X
5. X

When you complete this worksheet, save it as a Word document and send it as an attachment through Oncourse to each of your team members.
### B454 Merit Pay Ratings Form

**My Name:** ______________________________________________

**My Team:** ______________________________________________

**Mid-Term or End-or-Semester Merit Pay Rating (circle one below)**

- Mid-Term
- End-of-Semester

**Date Submitted to the Instructor:** ___________________________

<table>
<thead>
<tr>
<th>The Names of Each of My Team Members</th>
<th>My Team Members’ Percentages From My Attached Team Work Rating Sheets</th>
<th>The Merit Pay I Assigned Each of My Team Members on the Basis of Their Scores on My Attached Team Work Rating Sheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joanne Smith</td>
<td>75%</td>
<td>$800</td>
</tr>
<tr>
<td>Phil Hamilton</td>
<td>70%</td>
<td>$700</td>
</tr>
<tr>
<td>Shantay Jones</td>
<td>98%</td>
<td>$1,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total = $3,000</strong></td>
</tr>
</tbody>
</table>

Replace the names in the first column of this table with the names of your team members and place their merit pay percentages you derived from their Merit Pay Rating Sheets and their Collaboration Worksheets in the second column. Place their merit pay (based on their merit pay percentages) in the third column.
Practicum in Industrial/Organizational Psychology

Course Objective

The objective of this course is to provide students with actual field experience in Industrial/Organizational Psychology. That is, students are given the opportunity to be exposed to and to solve problems that challenge organizations and the human resource field.

This course will further student development in each of the six fundamentals articulated within the IUPUI Principles of Undergraduate Learning: Principle 1 - Core Communication and Quantitative Skills, Principle 2 - Critical Thinking, Principle 3 - Integration and Application of Knowledge, Principle 4 - Intellectual Depth, Breadth, and Adaptiveness, Principle 5 - Understanding Society and Culture, and Principle 6 - Values and Ethics. Development of these fundamentals is achieved through problem solving within the field experience, class oral presentations and discussions, a poster session, written reports and a final summary paper. Even though all of these are relevant to this course, Principles 3 and 6 receive special focus.

Course Pattern

Once a student contacts the instructor, a placement process begins which attempts to match the student's interests with an appropriate organization. When a student is placed, he or she is responsible for spending an average of 8 hours per week on the organization’s work over an entire semester (i.e., 128 hours). During the time spent with an organization, the student can be involved in one of several different types of programs. Experiences range from the student being exposed to many areas in human resources to being involved with a specific project within one area. Much of the time working with the organization is spent working fairly independently. The experiences that the student obtains are typically in areas such as personnel assessment, selection, training, management development, performance appraisal, worker surveys, job evaluation, or any other Industrial/Organizational Psychology area.

In addition to this field experience, class meetings are held periodically throughout the semester. These meetings consist of the students giving oral presentations, sharing their experiences and receiving feedback from the class. Also, the students are required to keep a record of their experiences and to submit an evaluative paper at the end of the term including tangible products of their practicum work. Finally, the organization and student should exchange evaluative comments.

Evaluation

Students are evaluated on three criteria: They are evaluated on their three class/poster presentations, each counting equally (10% for a total of 30%), summary paper (20%), and the evaluation provided by the contact person within the organization (50%). Given the nature of the course, the organization’s evaluation of the student is given the most weight in the final grade. Class participation will affect borderline grades.
Text

Different practica will require different resource material. The following ethics casebook is the only text designated specifically for the course:


Student Formal Presentations

Each student is assigned a number and gives three different types of formal presentations on the dates indicated. Each of the formal class presentations should be interactive when appropriate and about 20 minutes in length; the poster session lasts 90 minutes. The class and instructor will provide informal oral feedback after each. The three presentations are described next:

**Practicum Contract Presentation** – Within class, give a formal presentation describing the host organization, the problems needing to be remedied, the objectives, activities, and products. (Handout = Contract)

**Potential Ethical Dilemma Presentation** – Within class, lead a discussion of an I/O ethical dilemma that could occur and is relevant to the contract with the organization. Define “ethical dilemma” as having to choose which ethical principle to violate when they conflict, or having to choose between an ethical principle and a seemingly sound business decision when they conflict. This often means choosing between two equally desirable or undesirable courses of action produced by role conflict. Get approval for the dilemma’s basic concept at least 1 week before the presentation by completing and submitting the following:

Two “Horns” of the Dilemma
Primary Ethical Principle/Standard: __________________________________________

vs.

Competing Ethical Principle/Standard or Sound Business Decision: _________________

A good way to develop a dilemma is by 1) reading Psychology’s Ethical Principles, 2) discussing the Principles with one’s practicum supervisor to get her/his ideas about which are the most relevant, 3) identifying the competing courses of action that form the essence of the dilemma around the chosen Principles, and 4) developing a realistic scenario around these competing alternatives.

Discuss the dilemma using the same outline as in the Ethics Casebook (*but in a different order*) including: A. Facts of the Case, C. Case Interpretations, B. Ethics Code Standards, and D. Case Implications. Notice that the order of B and C is switched. These sections are described next:

A = Hand out A and either read it or allow the class time to read it. This section should describe a fictitious scenario creating an ethical dilemma relevant to one’s practicum (1-page maximum). Make sure to identify who is the I/O psychologist in the scenario.
C = Ask what the “horns” of the dilemma are. After the students discuss their answers, hand out C and analyze the facts of the case based on relevant ethics. Clearly identify the intended horns of the dilemma (i.e., the competing courses of action for the I/O Psychologist in the case).

B = Ask what ethical principles/standards are relevant. After the students answer, then hand out B and identify your selection of relevant ethical principles/standards by letter/number and title. Below each, do not just copy the accompanying APA wording. Instead, state “why” each principle/standard applies using facts from the case.

D = First, ask what students in the class would do if they were the I/O psychologist in this case. Then, hand out D and explain what actions you think the I/O psychologist should take to ethically address the dilemma.

**Poster Session** – Create a poster describing the practicum’s objectives and products with areas such as Background, Problem, Objectives, Action Plan, and Evaluation/Results. The maximum number of 8.5 x 11 pages that fit on a 36 x 48 inch poster is 12. Present the poster first to the class in a mock poster session and then in the formal, public Departmental Capstone Poster session. Posters will be presented to students and faculty from the Psychology Department and other interested attendees. (Handout = anything needed to support the poster, e.g., a brief summary that is not proprietary.)

**Summary Paper**

At the end of the semester, a Summary Paper is due. The body of this paper is brief (i.e., around 5 or 6 double-spaced pages) and describes what actually occurred during the practicum, plus the student’s affective evaluation of the total experience and whether it helped with her/his career goals. The body is often structured around the Contract plan (but now focuses on what was actually done on each objective) and then an affective evaluation is given. In addition to the body of the paper, any tangible "products" resulting from the practicum should be attached as appendices and do not count in the page total.
# Practicum in I/O Psychology

**Psy B462 & Psy 684**

**Instructor:** John T. Hazer  
**Office:** LD 126 K  
**Phone:** 274-6950  
**E-mail:** jthazer@iupui.edu

**Semester:** Spring 2011  
**Course #s:** 24209-24210 & 23400-24700  
**Day and Time:** Tuesday 4:30-5:45  
**Classroom:** LD 124B (Psychology Conference Rm.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-11</td>
<td>Orientation</td>
</tr>
<tr>
<td>1-18</td>
<td></td>
</tr>
</tbody>
</table>
| 1-25 | Presentations 1-3: Practicum Contract (Formal Presentation)  
       |             |
| 2-1  |             |
| 2-8  | Presentations 4-6: Practicum Contract (Formal Presentation)  
       | (All Send Hazer a “Potential Ethical Dilemma” Concept Via Email)  
       |             |
| 2-15 |             |
| 2-22 | Problem Sharing & Solving 1-6  
       |             |
| 3-1  |             |
| 3-8  | Presentations 1-3: Potential Ethical Dilemma (Lead a Discussion)  
       |             |
| 3-15 | **SPRING BREAK**  
       |             |
| 3-22 |             |
| 3-29 | Presentations 4-6: Potential Ethical Dilemma (Lead a Discussion)  
       | (All Send Hazer an APA-Style Reference for the “Poster” Via Email)  
       |             |
| 4-5  |             |
| 4-12 | Draft of Poster Information & Layout 1-6  
       | (All Send Hazer an Electronic Copy of the “Potential Ethical Dilemma”)  
       | (Remind the Organization Contact Via Email to Complete the Student Evaluation Form)  
       |             |
| 4-19 |             |
| 4-26 | Mock Poster Session: Present Posters Within Class (All Students Grade Each)  
       | (All Student Evaluation Forms Are Due from Organization Contacts)  
       |             |
| 4-29 | Poster Session in Campus Center 409 (1:00-2:30)  
       | (All Send Hazer an Electronic Copy of the "Poster”)  
       |             |
| 5-3  | All Summary Papers Are Due |
LABORATORY IN SOCIAL PSYCHOLOGY  
PSY B471, #23454  
Spring, 2011  
TR 9:00-11:15, LD 004 & LD 131 (starting 3/22)

Robert Bringle, Ph.D., Phil.D.  
Chancellor’s Professor of Psychology and Philanthropic Studies  
LD 100A, 274-6753  
Executive Director, Center for Service and Learning  
BS 2010, 278-3499  
rbringle@iupui.edu

Office Hours: M, W 11:30 – 1:00

PREREQUISITES

B211/B311, Introductory Laboratory in Psychology  
B305, Statistics  
B370, Social Psychology

TEXTBOOKS


NATURE OF THE COURSE

This laboratory is a capstone course for our psychology majors. It leans heavily upon past courses (e.g., social psychology, statistics, research methodology, tests and measurements) and allows the student to build upon this knowledge. Fundamental to a laboratory course, though, is the assumption that one learns by doing.

In this course, students learn about the research process by designing and conducting a research project within the scope of social psychology. This experience will introduce you to at least some aspects of the research process through direct experience and will increase your critical thinking as a consumer of research. Students successfully completing the course will gain knowledge and skills about designing social research, conducting library research, translating a conceptual hypothesis into a research project, evaluating ethical issues when conducting research, solving practical issues associated with conducting research, entering data and conducting computer analyses, interpreting statistical analyses, and writing proposals and research reports.

Some of the instruction in this course is didactic; some of the learning will take place through work completed outside class. Students will regularly report the results of homework assignments and their progress in developing their research project in written reports. In all cases, critical thinking, organization of time, use of resources, and the ability to express one's thoughts will bear on what is learned and grades obtained. Many of the components of the
research process that are learned during the course will be relevant to your research project that is proposed, executed, and reported in a final paper.

With the exception of number 5, this course aligns with expectations for capstone courses at IUPUI:

Keys to Student Experiences in Capstone Courses

1. Discussion, reflection and/or demonstration of the IUPUI Principles of Undergraduate Learning (PUL’s) should be evident in the capstone experience.

2. The primary focus of the capstone experience should be on synthesis, integration, and application of previous knowledge rather than on acquisition of new knowledge and skills.

3. Capstone experiences should be a culminating set of personal, academic, and professional experiences.

4. The rationale for the capstone experience should be based on the specific needs of the discipline.

5. Capstone experiences need not be thought of as a single course.

6. Capstone experiences should be structured near the end of the program of study.

7. Satisfactory completion of capstone experiences should be required for graduation.

8. Capstone experiences should be facilitated, mentored, and/or coordinated by full time, experienced faculty.

9. Student ownership, responsibility, and engagement should be central to the capstone experience.

In addition, this capstone course promotes learning to a great deal for all students (++) and somewhat (+, depending on the nature of a student’s research study) on the following IUPUI Principles of Undergraduate Learning:

1. Core Communication and Quantitative Skills, which involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. [++]

2. Critical Thinking, which involves the ability of students to analyze carefully and logically information and ideas from multiple perspectives. [++]

3. Integration and Application of Knowledge, which involves the ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives. [+]
4. Intellectual Depth, Breadth, and Adaptiveness, which involves the ability of students to examine and organize discipline-specific ways of knowing and apply them to specific issues and problems. [++]

5. Understanding Society and Culture, which involves the ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally. [+]

6. Values and Ethics, which involves the ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics. [++]

EVALUATION

Your grade will be based on the following five components of the course work:

(1) and (2) There will be 2 exams that are a combination of multiple choice and short essay questions.
(3) Six quizzes, lowest score dropped
(4) In addition, there will be 4 homework assignments, a 5-page and an 8-page prospectus, and a research proposal; the lowest grade will be dropped and the highest 6 grades will count.
(5) Finally, there is the final paper reporting the results of the research conducted by the student.

Each of these five components constitutes 20% of your grade.

The criteria for evaluating the research proposal and the final paper are appended to the syllabus.

NOTE: All work must be typewritten.

All work must conform to the 2009 APA Publication Manual.

Any work not turned in on the due date will result in a letter grade penalty.

Turn in two copies of your final paper, a copy of your research questionnaire, and a disk containing your data and outputs

ACADEMIC MISCONDUCT

Intellectual honesty is an extremely important element of the scientific process and is highly regarded by the scientific community. Evidence of dishonesty (cheating, plagiarism, unethical conduct) will not be tolerated or excused. Serious acts of academic misconduct (cheating, plagiarism) will result in an "F" in the course.

NOTE: No data can be collected without authorization and IRB approval

COURSE OUTLINE

Chapters
| Jan | 11 | Introduction, library research  
Library assignment given |
|-----|----|----------------------------------|
| 13  |     | Scientific Method  
**Quiz 1** |
| 18  |     | Scientific Method  
**Quiz 2** |
| 20  |     | Scientific Method  
**Library assignment due**  
Construct assignment given |
| 25  |     | Experimental Design  
**Quiz 3** |
| 27  |     | No Class |
| Feb. | 1  | Experimental Design  
9, 10, 11 |
| 3   |     | **Oral Presentations** (5 minutes) on your proposed research  
(bring at least 3 power point slides: summarize your topic, hypotheses, and methods) |
| 8   |     | Experimental Design  
**Construct assignment due** |
| 10  |     | **EXAMINATION #1 [Bring a pencil]** |
| 15  |     | Survey  
**Quiz 4** |
| 17  |     | No Class |
| 22  |     | Survey  
**5-page prospectus due** |
| 24  |     | Ethics  
**Quiz 5** |

Ethics assignment: Complete the CITI the entire module on research ethics.  
[http://researchadmin.iu.edu/REEP/reep_edu.html](http://researchadmin.iu.edu/REEP/reep_edu.html)
After passing the test, you have an option of (a) printing the completed form, which you can print and hand to me, or (b) saving the form as a .jpg file or converting with Adobe, and then emailing confirmation that you have passed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Mar. 1</td>
<td>Ethics</td>
</tr>
<tr>
<td>3</td>
<td>Correlation and Statistics</td>
</tr>
<tr>
<td>8</td>
<td>Quiz 6</td>
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</tbody>
</table>

**Mar. 1** Ethics

**3** Correlation and Statistics 8, 12, Appendix B Quiz 6

Friday, March 4  Last day to withdraw with automatic grade of W via the Late drop/add classes (eDrop/eAdd) link on the self service page. **Advisor signature is required.**

UCOL students or Engineering/Technology freshmen must see advisor by 5:00 p.m. If submitting in person, pick up the form from your advisor or school and submit signed form by 5:00 p.m., to the Office of the Registrar Campus Center 250.

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>8</td>
<td>Correlation and Statistics 8-page prospectus due</td>
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<tr>
<td>10</td>
<td>EXAMINATION #2 [bring a pencil]</td>
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<tr>
<td>15</td>
<td>SPRING BREAK-No Class</td>
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<tr>
<td>17</td>
<td>SPRING BREAK-No Class</td>
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<tr>
<td>22</td>
<td>Proposals due LD 131</td>
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<td>24</td>
<td>Computer assignment due LD 131</td>
</tr>
<tr>
<td>29</td>
<td>Work on questionnaires and IRB forms LD 131</td>
</tr>
<tr>
<td>31</td>
<td>No Class</td>
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</tbody>
</table>

**NOTE:** No data can be collected without authorization and IRB approval

**LAST DAY TO WITHDRAW**

April 2nd, with an advisor’s and instructor’s signature

After this date, withdrawal from classes requires signatures of the instructor, the advisor, and the student's Dean. The policy of the School of Science is that an instructor will not give a grade of W after this date unless a serious and documentable excuse can be verified. For students enrolled in the School of Science, the Academic Dean will not endorse a withdrawal unless an extremely serious and documentable excuse can be verified.

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Apr. 5</td>
<td>No Class</td>
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</table>
7  No Class
12  No Class
14  Class--data analysis  LD 131
19  Class--data analysis  LD 131
21  Class-- First draft of final paper due (target date)  LD 131
26  Class  LD 131
28  Class  LD131

May 3  No class

5  **FINAL PAPER DUE (2 copies of paper + 1 copy of your Questionnaire + email me your data and outputs)**

**NOTE:** The APA Manual is not assigned. However, it is expected that you will begin to read relevant sections of the manual as they become pertinent to your work. For example, the section on reference format must be read when doing the Library assignment. Chapters 1, 2, 6, & 7 of the APA Manual **must** be read in order to prepare a research report.

**NOTE:** The schedule and procedures in this course are subject to change in the event of extenuating circumstances.
The 5-page Prospectus

The "5-page prospectus" consists of a title page, an abstract, a 5-page narrative consisting of (a) an "Introduction" defining the topic, identifying relevant research, stating hypotheses, and (b) a "Method" section, and (c) a reference section (at least 8 references).

The 8-page Prospectus

The "8-page prospectus" is the same as the 5-page prospectus with the 5-page narrative expanded to 8 pages of narrative and at least 12 references.

The 5-minute Oral Presentations

The "5-minute oral presentation" is an opportunity to organize your thoughts on your research project and obtain feedback from the class as you develop your proposal for research. The presentation consists of a brief overview of your planned research that summarizes the general area of research, the particular questions to be answered by the research, the methods that will be employed, and the expected results. You should anticipate that the audience will ask questions about the proposed research.

The Research Proposal

The "research proposal" is a re-write of the 8-page prospectus and consists of a title page, an abstract, a narrative section that is a maximum of 8 pages which consists of the "Introduction" and "Method" sections as described in the APA Manual, and references (at least 12).

The Final Paper

The "final paper" consists of a title page, an abstract, a narrative section that is 12-15 pages and consists of the "Introduction", "Method", "Results", and "Discussion" sections as described in the APA Manual, and references (and tables/figures, as needed).
## EVALUATION OF PROPOSAL

### LITERATURE REVIEW
- **Organization (1 PTS.)**
- **Coverage (2 PTS.)**
- **(Critique of past research + PTS.)**

### METHOD
- **Organization (1 PTS.)**
- **Coverage (2 PTS.)**

### WRITING
- **Style (2 PTS.)**
- **APA Format (2 POINTS)**

### Subtotal (out of 10 points)

### Quality of Research Idea
- **(Scope, Originality)**

### Total and Grade

Comments:
### EVALUATION OF FINAL PAPER

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<thead>
<tr>
<th>LITERATURE REVIEW</th>
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<tr>
<td><strong>ORGANIZATION</strong></td>
<td>(3 PTS.)</td>
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<td><strong>COVERAGE</strong></td>
<td>(5 PTS.)</td>
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<tr>
<td>[CRITIQUE OF PAST RESEARCH: +PTS.]</td>
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<td><strong>ORGANIZATION</strong></td>
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<td><strong>COVERAGE</strong></td>
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<td><strong>ORGANIZATION</strong></td>
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<td><strong>COVERAGE</strong></td>
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<th>DISCUSSION</th>
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<td><strong>ORGANIZATION</strong></td>
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<td><strong>COVERAGE</strong></td>
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<tr>
<td><strong>STYLE</strong></td>
<td>(9 PTS.)</td>
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<tr>
<td><strong>APA FORMAT</strong></td>
<td>(9 PTS.)</td>
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| QUALITY OF RESEARCH AREA (SCOPE, ORIGINALITY) | X ___ |

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<th>TOTAL AND GRADE</th>
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<th>COMMENTS:</th>
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This is a capstone course. You will therefore be held to high standards in all aspects of the course: attendance in class and on site, professional behavior, protecting client confidentiality, ethics, etc.

Course requirements

Attendance at weekly classes is required. We will take attendance each class. Be on time. We start at 9 a.m. There are only 15 class meetings. Missing even one class means you miss one week of the semester. It is therefore imperative that you attend all class meetings. Rare exceptions for missing class include emergencies, illness, etc. Up to two missed classes for all reasons will be allowed and must be considered acceptable by John. If three classes are missed, your course grade will be reduced by 5 points (1/2 a grade). If four classes are missed, the reduction will be 10 points (one full grade). Contact me beforehand if you know you must miss a class, or as soon as possible following a missed class. This is professional behavior.

Attendance at your site is mandatory. Be on time. If you are unable to go to your site on a given day, make sure you call ahead of time and notify your supervisor and/or other appropriate people. You are expected to complete 8 hours/week on site and at least 120 hours by the end of the semester. Unless it is agreed by your site to end earlier, you should continue working at your site until the end of the semester (through the week ending Friday 12/9). Dress appropriately. Manner of dress is a function of your site. Ask your supervisor about manner of dress.

Conduct yourself in a professional manner at your practicum site at all times. Ask your supervisor about appropriate protocol if you are uncertain. Confidentiality is critical! You are ethically bound to protect the client.

You are required to adhere to the APA Code of Ethics and IUPUI’s student code of conduct. Problems in these areas may result in a lower grade, dismissal from the course, or other outcomes. Keep me informed of any concerns that come up. It is much better to address issues early on in the process than to wait and let them build up.

A relaxed atmosphere is typical during class sessions. Students are expected to be able to come to class and briefly discuss in a group setting their experiences at their sites, as well as their personal impressions and reflections on the experiences. Students are asked to limit their discussion to the high points of their experiences in order to allow other students ample time for their discussions and to allow us to keep up with our course agenda.
Goal sheet and evaluation paperwork

There are several pages of administrative paperwork. Page 1 is the Goal Sheet and this serves as a road map. The remaining pages are the end-of-semester practicum evaluation. You are to complete the Goal Sheet within the first two weeks of being on site. You and your supervisor develop the goals collaboratively. Examples of goals are on the Goal Sheet. The Goal Sheet + evaluation paperwork is posted on Oncourse as a Word file. Save this file on your hard drive. Your Goal Sheet should be typed on the form and you should save the completed Goal Sheet. Send it to me via Oncourse email and also “cc” it to my regular email. Make sure you keep a copy of your Goal Sheet and give a copy to your supervisor.

Near the end of the semester, take your Goal Sheet (p. 1) and give it your supervisor along with the remaining pages. On p. 2 you indicate which goals you completed, and reasons for any discrepancies between the original goals and achieved goals. You then give all 3 pages to your supervisor, and your supervisor fills out his/her parts of the form. Give your supervisor enough time to complete the paperwork.

Note: the grade assigned by your supervisor is taken under advisement. I make the final determination of this aspect of the course, which may or may not exactly match your supervisor’s grade.

Electronic journal log

You must keep an ongoing journal of your on-site experiences. For each block of time spent on site, note the date and write a brief description of your activities. You can also write your thoughts, reflections, etc., if you like. This will help you with your paper (described below). Do not put anything in your log that could identify any client(s) – do not use real names. You can use pseudonyms. Typical entry length is ½ - 2 pages per site visit. The length of each entry will vary according to factors such as what happened, how much time you spent at the site, etc. You should create and maintain your log in electronic format.

You must electronically “hand in” your running journal log throughout the semester. Send it to me on the class dates noted in the syllabus via Oncourse email and “cc” it to my regular email. This gives me the opportunity to look them over and make any suggestions if need be. It also helps you stay on track with completing your journal log in a timely manner.

Time log documenting your time on site

Create a sheet/spreadsheet using the headings of: Week #, Day, Date, Arrival Time, Departure Time, and Hours on Site. When you are done, please put the overall total number of hours spent on site at the bottom of the sheet.
End of Term Presentation

All end-of-term presentations must be done in a PowerPoint format. Provide handouts of your presentation to the class before you begin. You should start out with a description/overview of your site. It is helpful (but not essential) to have some brief handout materials such as brochures about the site. At this point you have some flexibility, as there is no “one way” to do the presentation. However, as a guide, presentations have typically been modeled after one of the following formats:

- Discuss the nature and range of the clinical problems you encountered, describe your site experiences in some depth, what you learned from your experiences, etc.;

  or

- Present an in-depth case study, i.e., someone with whom you worked closely. This would involve some background information about the person (e.g., age, gender, his/her presenting problem and any previous psychiatric history, etc.), brief description/characteristics of the clinical problem in general, therapeutic strategies chosen for intervention, outcome of intervention efforts, what you learned from working with this person, and what you would do differently next time;

  or

- A combination of (a) and (b) above.

If two or more students are at the same practicum site, it is important that they plan their presentations together in order to avoid unnecessary repetition of information and how to determine who will provide what information.

Each presentation will be a total of 30 minutes -- 20-25 minutes for presentation and 5-10 minutes for questions/discussion. Presentations will take place at the end of the semester. We will schedule multiple presentations per class, and will discuss this topic in depth later in the semester to help you prepare.

Your supervisor will also be invited to attend your presentation, but s/he is not required to do so. We will schedule presentations in connection with the availability of supervisors.

End of Term Paper

12-15 page paper. The paper should include both your experiences on site and your reaction to your experiences, including what you have learned and the impact on you personally and professionally. The goal is to be thoughtful, reflective, philosophical, constructively critical, etc. Use double spacing, 1” margins, and 12-point font. Again, do not include any information that might identify any client(s). You may use the comments (your thoughts, reflections, etc.) that you wrote in your log to inform your paper. The paper must be a minimum of 12 full pages of text (e.g., does not include title page), but no more than 15. Write in a professional manner, not in a conversational tone. We will discuss the paper in depth later in the semester.
Principles of Undergraduate Learning

The Principles of Undergraduate Learning (PULs) are the essential ingredients of the undergraduate educational experience at Indiana University Purdue University at Indianapolis. Below are the six PULs.

1. Core Communication and Quantitative Skills
2. Critical Thinking
3. Integration and Application of Knowledge
4. Intellectual Breadth, Depth and Adaptiveness
5. Understanding Society and Culture
6. Values and Ethics

PULs End of Term Paper

6-8 page paper. Although our course will touch on components of all six principles, we will be emphasizing principles, 3, 5 and 6. You will be given a number of component descriptors that stem from PULs 3, 5 and 6 and you will be asked to write your response to each component descriptor. For example, one descriptor of PUL 5 is “compare and contrast the range of diversity and universality in human history, societies, and ways of life.” For this descriptor, you are to describe what you have learned about how diverse people’s experiences are, how they cope differently with life’s challenges, and what ties all of us together (at the core) despite our differences. The details of this PULs end-of-term paper assignment will be discussed in class.

Cultural Competence/Cultural Diversity

We have a wide range of practicum sites and clients across those sites. This gives us multiple opportunities throughout the course to address and discuss issues of diversity and cultural competency as a clinician. Also, we have assigned readings on this topic that we will discuss in a seminar format.

Classroom Behavior

Behavior in the classroom is an important aspect of this Capstone course. Examples include attending all classes, coming on time, actively contributing to group discussion, doing the assigned readings on time, demonstrating a positive attitude, acting professionally (e.g., not talking out of turn or jumping in when someone else is talking), returning to class on time after the break, etc. This is part of your overall course grade.
Poster Session

At the end of the semester, the department will hold a “Capstone Poster Session.” You will create a poster that highlights your experiences and will be part of the poster session with other Capstone courses. More details about this will be forthcoming later in the semester, including a template for the poster and the kinds of information to include. The poster session serves as a forum for you to discuss your practicum experiences with others outside of our class, and highlights the completion of your Capstone course (and of your graduation for some of you!).

It will be on Friday, December 9, 2011 in the Campus Center -- room 409. Refreshments will be served and you are welcome to invite family members and/or other significant guests. Set-up time is 1-1:30pm, the poster session is from 1:30-3:00pm, and breakdown is from 3-3:30pm. I have poster boards for you to use. We will talk more about this in class.

What you hand in to me at the end of the semester

There are four items you need to hand in to me at the end of the semester – due Tuesday 12/13/11 by 5pm in my mailbox (or you can give them to me if I’m in my office).

1. Your end-of-term paper
2. Your PULs end-of-term paper
3. Your time log
4. Your goal sheet and the evaluation pages completed by your supervisor

Course Grade

Your course grade will be determined as follows:
1. Practicum grade (via supervisor) 40%
2. End of term paper 20%
3. PULs end of term paper 15%
4. Presentation 10%
5. Poster 10%
6. Classroom behavior 5%
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<th>Topic</th>
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<tr>
<td>8/23/11</td>
<td>1</td>
<td>Course overview; review practicum assignments</td>
</tr>
<tr>
<td>8/30/11</td>
<td>2</td>
<td>Discuss practicum assignments and related issues</td>
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<tr>
<td>9/6/11</td>
<td>3</td>
<td>Discuss practicum assignments; hand out reading for next week</td>
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<tr>
<td></td>
<td></td>
<td>addressing ethical, legal and special population issues in psychotherapy</td>
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<td>9/13/11</td>
<td>4</td>
<td>Review/discuss chapter handed out last week. Email Log</td>
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<td>9/20/11</td>
<td>5</td>
<td>Discuss practicum experiences; Hand out Cultural Competency and</td>
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<td>related readings; 2nd half -- Guest speaker Richard Brendan, Hospice</td>
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<td>Chaplain/keynote speaker/radio show host</td>
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<td>9/27/11</td>
<td>6</td>
<td>Discuss readings handed out last week</td>
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<td>10/4/11</td>
<td>7</td>
<td>Discuss practicum experiences; Discuss end-of-semester presentation</td>
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<td>scheduling. Email Log</td>
</tr>
<tr>
<td>10/11/11</td>
<td>8</td>
<td>Guidelines for (1) PowerPoint presentation, (2) term paper, (3) PULs</td>
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<td>paper, and (4) poster. Hand out reading for next class</td>
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<td>10/18/11</td>
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<td>No class – Fall Break</td>
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<td>10/25/11</td>
<td>9</td>
<td>Discuss reading addressing core questions in the field of psychotherapy;</td>
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<td>2nd half – Guest speaker Rachael Bain, MSW, from Families First talks</td>
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<td></td>
<td></td>
<td>about domestic violence</td>
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<td>11/1/11</td>
<td>10</td>
<td>Discuss practicum experiences; Hand out reading for next week. Email</td>
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<td>Log</td>
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<td>11/8/11</td>
<td>11</td>
<td>Discuss mindfulness reading and how this relates to your own life and</td>
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<td>to therapy</td>
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<td>11/15/11</td>
<td>12</td>
<td>Student presentations (n=4)</td>
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<td>11/22/11</td>
<td>13</td>
<td>Student presentations (n=4); Email Log</td>
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<tr>
<td>11/29/11</td>
<td>14</td>
<td>Student presentations (n=2); course evaluations</td>
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<tr>
<td>12/6/11</td>
<td>15</td>
<td>Poster review (have posters ready to show for feedback);</td>
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<tr>
<td>12/9/11</td>
<td>--</td>
<td>Friday’s Capstone Poster Session (1 pm set-up; 1:30-3pm session)</td>
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<tr>
<td>12/13/11</td>
<td>--</td>
<td>Term paper, PULs paper, time log, and goal sheet/evaluation paper work</td>
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<td>due by 5pm in my mailbox</td>
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Capstone Honors Research Seminar

Instructors: Dr. Kathy Johnson
Dr. Jane Williams
Courtney Johnson

Contact Information: LD 126B
LD 126N
274-4930
274-2966

Prerequisites: (1) B305 (statistics) and (2) B311 (introductory laboratory), in addition to maintaining eligibility for Departmental Honors

Required Readings: PDF files accessible through Readings “Group Space” in Oncourse
Contents of specific websites also will be recommended as topics for discussion


Ancillary Websites:

1) A capstone website has been developed by Dr. Silvia Bigatti in the Department of Psychology to serve as a supplementary form of instruction for students engaged in Capstone-level research. This website will be particularly useful if it’s been a while since you’ve taken Statistics or Research Methods. Go to: http://www.psychology.iupui.edu/capstone/

2) All students involved in research with human participants must complete the Human Subjects Protection Test - an online test administered through the Research and Sponsored Programs Office at IUPUI. There is an online tutorial that you can complete in order to prepare for the test. The test must be completed by September 10, 2008 if you will be working with human subjects in your research project. Make sure to send your score to your research mentor so that they can include you on paperwork submitted to the Institutional Review Board. If you have already passed the test, please email your mentor a copy of your score report. For information about the tutorial, and to take the online test, go to: http://www.iupui.edu/~resgrad/Human%20Subjects/HumanSubjectsCourse.html

3) Many of you will likely be applying to graduate programs in the near future. We will spend some time in our seminar meetings discussing the process of graduate school admissions, and sharing strategies for enhancing your chances for success in gaining admission to (and succeeding in) graduate school. We will use the resources available at http://www.indiana.edu/~rcr/index.php to help guide these discussions.

Oncourse: This course will use the OncourseCL system to disseminate course-related information and grades, and as a way for us to communicate with each other. Because you have all registered for different sections of “B499” for your research, we have created a separate “Capstone Honors Research” Oncourse shell so that we can all access the same site throughout the year. Check Oncourse for course announcements, and to access articles through the Resources folder.

Seminar Description: The Capstone Honors Seminar is for students who are completing an individual research project under the mentorship of a faculty member in the Department of Psychology for Honors Thesis Research (B499) credit. The goals of the seminar are 1) to enhance critical thinking skills, 2) to promote independent scholarship, 3) to facilitate the creation of an outstanding honors thesis, and 4) to promote the development of professional skills, particularly the ability to present yourself and your ideas more effectively. Class meetings are devoted to presentations, discussions of assigned readings, and to “mini-seminars” facilitated by faculty members.

While you do not have to officially be enrolled in either the University or the Departmental Honors program to participate in the Capstone Honors Research Seminar, students are strongly encouraged to consider applying to the Honors program. To graduate with Honors in Psychology, students must earn at least 24 credit hours of Honors work, which must include: 1) 6 credit hours in honors Psychology courses (including “H-Option” courses); 2) 6 credit hours from honors courses outside
of Psychology, 3) 3 credit hours of B499 - Capstone Honors Research. In addition, students must maintain a minimum grade of “B” (3.0) in Honors courses, a minimum (overall) GPA of 3.3, with a minimum GPA of 3.5 in Honors and Psychology courses. For more information, contact the Honors Program Office (LY 3140, 274-2660).

**Learning Objectives:** A capstone course is a graduation requirement for all undergraduate students at IUPUI. Just as a “real” capstone is the very last stone to be placed in a near-finished building structure, the capstone experience is taken during the senior year after all (or almost all) other requirements within the major have been completed. All psychology majors must take a capstone laboratory or practicum (BA students only), and students interested in applying to graduate school are strongly encouraged to complete an independent honors thesis (B499) to fulfill the capstone requirement. The capstone experience also should help seniors to realize that completion of the psychology major is simply one step in a journey of life-long learning, and that complicated issues related to psychology are best understood through a multidisciplinary perspective.

The goal of the Capstone Honors Research experience is to help psychology majors to synthesize the knowledge, skills, and understanding that they have gained through their psychology courses, and to apply their skills and acquired knowledge in carrying out an independent research project. The Capstone Honors Research experience has 12 specific learning objectives that represent six IUPUI **Principles of Undergraduate Learning**. Students are expected to master the following specific objectives:

<table>
<thead>
<tr>
<th>Principle</th>
<th>Specific Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Depth and Adaptness</td>
<td>1. Describe and carry out the steps of the research process 2. Describe and evaluate research from across multiple subfields of psychological science</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>3. Describe the advantages and disadvantages of different research designs. 4. Critically synthesize and review literature related to a particular research question.</td>
</tr>
<tr>
<td>Application and Integration of Knowledge</td>
<td>5. Describe and apply concepts related to research methods, statistics, testing/measurement, and core areas of psychology related to a particular research question.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>6. Verbally present research pertinent to a particular topic in psychology, and facilitate a discussion related to this presentation. 7. Translate an idea into a research proposal, including a written synthesis of the results from relevant research pertinent to your topic. 8. Convincingly argue the merits of your proposed idea through a written grant proposal to UROP. 9. Write a research report using APA format 10. Communicate your results to others through an oral presentation of your research at a local or national conference.</td>
</tr>
<tr>
<td>Quantitative Skills</td>
<td>11. Conduct appropriate statistical analyses on research data</td>
</tr>
<tr>
<td>Values and Ethics</td>
<td>12. Identify and evaluate ethical issues in research</td>
</tr>
</tbody>
</table>

While the capstone research experience will probably be one of the most challenging things you’ve ever done, we hope that it also will prove to be among the most intellectually stimulating, rewarding, and fun. In order for this to happen, it is **critical** that you accept responsibility for your own learning and commit yourself to “owning” this experience and engaging yourself completely in your research. This is NOT an experience that you can take “from the sidelines.” You will be DOING research and creating new knowledge for the field, as well as spending a lot of time analyzing and critiquing research that already has been done. Both seminar attendance and time in your mentor’s laboratory
are essential in order to complete this course successfully. Your failure to attend seminar or to engage yourself in seminar activities will negatively impact your grade, and could jeopardize the success of your research project:

**Requirements and Grading**: The majority of the requirements for Capstone Honors Research involve the specific tasks necessary for planning, carrying out, and reporting the results of the particular study that you and your research mentor develop. The seminar meetings are intended to structure this experience similarly across the many laboratories in which students are working, and to ensure that the curricular objectives of the capstone experience are met. Through interactions with your mentor and in the laboratory, you will be acquiring lots of specific knowledge about a relatively narrow research question. In Friday seminar meetings, we will be attempting to integrate this specific knowledge with other domains of knowledge within psychology, as well as with other disciplines in the biological sciences, health sciences, or social sciences. The specific requirements for the seminar are intended to help continue to move you forward on your research project, as well as accomplish particular capstone learning objectives that are more difficult to achieve in the laboratory. Finally, the requirements are intended to insure that all participants meet the requirements for UROP (Undergraduate Research Opportunities Program), and enable you to graduate with an undergraduate research designation on your transcript (see attached pages for more information).

Your Capstone Honors Research (B499) grade will be based on BOTH your individual research project (assessed by your primary faculty advisor: 70% of your course grade) and on your participation in the Friday seminars (assessed by Drs. Johnson and Williams and Courtney Johnson: 30% of your course grade). Your mentor will give you feedback concerning your performance in the lab (or out in the field). Dr. Williams and Dr. Johnson will use the Oncourse gradebook to provide you with feedback concerning your participation in seminars (your mentor will also receive a semester report of your seminar progress in December and in April). There is a total of 100 seminar points. Specific requirements are listed below:

1) **Discussions (30 points)**. Research has shown that students learn best when they take an active role in their learning (i.e., when they discuss what they are reading, practice what they are learning, and apply concepts and ideas). Therefore, a portion of almost every seminar will be devoted to discussions of current research from a wide array of subfields in psychology. Faculty speakers will identify a research article they would like to discuss. Discussion facilitators should post questions for students to consider one week in advance of the scheduled discussion date. Participation in 6 of the 8 scheduled discussions will be worth 2 points (2 - good contributions; 1 - fair contributions; 0 - no contribution). In addition, you will be asked to facilitate TWO discussions during the academic year (9 points each). It is likely that “discussion facilitators” will work in teams of 2 or 3. If you are a discussion facilitator, we ask that you coordinate with the other facilitator(s) to email “reflection questions” through Oncourse one week in advance of our meeting to help guide our reading. “Facilitation points” will be deducted if questions are not posted in a timely manner. In OncourseCL, the easiest way to disseminate these questions is through the “Messages” link on the left-hand side of the screen. Please refer to the title of your article in your message.

2) **Annotated Outline (10 points)**. You will turn in an annotated outline of your research proposal on 9/19. This is an outline of the Introduction and Method sections of your research proposal, supplemented with brief descriptions of relevant research and references. We will ask you to turn in abstracts (that you have written) of at least 10 articles or chapters that you consider to be related to your research question.

3) **UROP Proposal (20 points)**. You must apply for funds to support your research through the Undergraduate Research Opportunities program on or before October 20. To receive feedback on your proposal prior to submission, you must turn in a draft of this proposal on October 3. For guidelines, please review the UROP website: [http://www.urop.iupui.edu/](http://www.urop.iupui.edu/)

4) **Personal Statement (10 points)**. In order to obtain feedback on your Personal Statement (typically required when applying to graduate or professional schools), a draft of this statement is due on November 14. Guidelines for preparing personal statements will be presented in the seminar, and samples are included in the “Resources” section of Oncourse.

5) **Research Proposal Presentation (10 points)**. Each participant will be asked to make a brief (7-10 minute) presentation on their research proposal on December 5. To accommodate everyone, seminar will continue until 2:00 on this day (you’re welcome to bring your lunch).
6) **Data Analyses Plan (10 points).** We would like you to generate a data analyses plan and submit it for review on February 6, 2008. In this plan you should list all preliminary analyses (e.g., factor analyses, reliability analyses) that you will do and then for each hypothesis list out the statistical test you will use and what evidence you would need to provide support for each hypothesis.

7) **B103 Presentation (10 points).** During the spring semester, you and at least one partner will make a brief (10-15 minute) presentation to B103 (Orientation to the Psychology Major) students concerning your research experience. Beginning students are often told that it is important to get involved in research in order to prepare for graduate training in psychology. This is an opportunity for such students to learn from your own experiences. During this presentation you should address, a) how you became interested in research, b) how you connected with a mentor, c) what your project(s) entail, and d) the positive and negative experiences you’ve had throughout the research process.

8) **Final Poster Presentation (10 points).** We will conduct a departmental poster session on May 1st as a forum for you to present your research (and receive well-deserved congratulations from other faculty, students, and staff!). Guidelines for poster presentations will be presented in seminar. The poster session will run from 12-1:30 and will be held in a place to be determined at a later date.

### Seminar Schedule

#### Fall Semester Meetings:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading (for Discussion)</th>
<th>Task Completed (assignments counting toward seminar grade are in bold font)</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td>Introductions, Overview of the Capstone Seminar Getting Started: Developing Testable Hypotheses</td>
<td>Assignment of Facilitation Roles</td>
<td></td>
</tr>
<tr>
<td>October 21</td>
<td>Applying to Graduate School Writing 3: Personal Statements Graduate Student Panel: Advice from the Other Side</td>
<td></td>
<td>Identify 3 graduate schools to which you’d like to apply Bring 3 questions for our graduate student panel members</td>
</tr>
<tr>
<td>November 4</td>
<td>DISCUSSION 3: Guest: Leslie Ashburn-Nardo</td>
<td></td>
<td>Target deadline for Research Proposal (note: should be approved by both primary and secondary advisors; you do NOT need to turn this in to Dr. Williams or Dr. Johnson, unless one of</td>
</tr>
</tbody>
</table>
### Spring Semester Meetings:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 3</td>
<td>Dealing with Data 1</td>
<td>DISCUSSION 5: Guest : Nick Grahame</td>
<td>DISCUSSION 5: Guest : Nick Grahame</td>
</tr>
<tr>
<td>February 17</td>
<td>Research Ethics</td>
<td>DISCUSSION 6: Guest : Kathy Johnson</td>
<td>DISCUSSION 6: Guest : Kathy Johnson</td>
</tr>
<tr>
<td>March 2</td>
<td>DISCUSSION 7: Guest : Jesse Stewart</td>
<td>DISCUSSION 7: Guest : Jesse Stewart</td>
<td>DISCUSSION 7: Guest : Jesse Stewart</td>
</tr>
<tr>
<td>March 30</td>
<td>Capstone Exit Survey</td>
<td>DISCUSSION 8: Guest : Gary Bond</td>
<td>DISCUSSION 8: Guest : Gary Bond</td>
</tr>
<tr>
<td>April 13</td>
<td>Capstone Exit Survey</td>
<td>DISCUSSION 8: Guest : Gary Bond</td>
<td>DISCUSSION 8: Guest : Gary Bond</td>
</tr>
<tr>
<td>April 27</td>
<td>Capstone Exit Survey</td>
<td>B103 Presentation due on/before this date</td>
<td>B103 Presentation due on/before this date</td>
</tr>
<tr>
<td>May 1</td>
<td>Poster Presentations and Reception</td>
<td>DISCUSSION 8: Guest : Gary Bond</td>
<td>DISCUSSION 8: Guest : Gary Bond</td>
</tr>
</tbody>
</table>

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us is your “secondary advisor”) Personal Statement
Procedures for Capstone Honors Research

1. Identify a primary faculty member to work with.
2. Develop your ideas with your primary advisor.
3. Together with your primary advisor, identify another faculty member to serve on your research committee.
4. Obtain agreement from this person to serve on your research committee.
5. Develop your research proposal with your primary advisor. (note – this proposal is DIFFERENT from your UROP grant proposal)
6. The proposal should be a 10-page (minimum) written description of the pertinent literature, method section, and anticipated method of data analysis.
7. Obtain written approval of your proposal from both of your advisors.
8. Obtain human subjects (IRB) approval, if necessary, only after step 7 has been completed.
9. Begin collecting data, only when all above steps are completed.
10. After data collection, write up a complete paper in a form that would be appropriate for submission to a typical journal outlet.
11. Select a time for presentation of the work (This presentation should be on a par with a typical presentation at any local, regional, or national professional or student conference). At the regional or national conferences this presentation may be a poster or paper presentation. Similarly, poster or paper presentations are appropriate at other regional student conferences (e.g., MPA). However, presentations at a local (i.e., on campus) undergraduate research conference must be a paper (i.e., oral) presentation.
12. Obtain final approval of the honors research project from your two research advisors.
13. Follow the graduate student procedures for typing, binding, and filing a copy of the research.

Additional Notes:

- Your role in the project should be one in which you, as a student, contribute to the development of the idea and the methodology. A project that is given to you by a faculty member does not qualify as an honors research project.
- This type of project typically requires 5-10 hours per week for approximately a year.
Approval Form for Capstone Honors Research

Student’s Name: ________________________________

I. Enrollment: The signature below gives written authorization for the above named student to enroll in course B499.

____________________________________________        ______________________
Faculty Advisor Signature     Date

II. Research Proposal: The signatures below indicate that this student has successfully prepared a written proposal of honors research.

____________________________________________        ______________________
Faculty Advisor Signature     Date

____________________________________________        ______________________
Secondary Advisor Signature    Date

III. IRB/IRC Approval: The signature below indicates that this student has obtained IRB/IRC approval through IUPUI Research Compliance Administration or that this approval is not necessary.

____________________________________________        ______________________
Faculty Advisor      Date

Approved Study Number: _________________

IV. Final Defense: The signatures below indicate that this student has completed all of the requirement of the capstone research, including writing a successful paper, presenting this work, and filing copies of the capstone research as indicated in the graduate student guidelines.

____________________________________________        ______________________
Faculty Advisor Signature     Date

____________________________________________        ______________________
Secondary Advisor Signature    Date
Undergraduate Research Opportunities Program
http://www.urop.iupui.edu/

How to Obtain a Transcript Notation for Research

Undergraduate research students may receive the transcript notation on their academic transcript concurrent with the awarding of the degree by fulfilling a set of requirements listed below. The notation will read:

Research Proficiency Demonstrated
through IUPUI Undergraduate Research Program
awarded with Degree

Such a transcript notation provides obvious evidence of a student's participation in independent laboratory and scholarly and research other creative work. The notation will certify and spotlight research proficiency or successful completion of some other creative activity.

UROP has established a program of requirements that must be fulfilled to qualify for transcript notation. The requirements are as follows.

▶ Students must register for and complete five credits of formal research (B499 and B492) in their departments or units. The definition of research credit will be left up to the student's department or unit but should conform to the general definition of research and consist substantially of an independent project by the student.

▶ Students must prepare a substantial written product from the research. This could include a senior thesis or journal publication. Other appropriate activities to the discipline may be substituted for this, for example, an art exhibit or other performance. Substitutions must receive prior approval from the UROP Director.

▶ Students must attend an outside professional meeting in a discipline at the state, regional, or national level. Attendance at other professional events will be considered as appropriate to the discipline. The student's faculty mentor will certify attendance. Students will be encouraged to present their work at a professional meeting or other event.

▶ Students must participate in at least one annual UROP symposium. Students must present at least one oral paper to receive transcript notation. If appropriate to research and creative activity in the discipline, other types of presentations may be acceptable at the discretion of the UROP Director and with the recommendation the student's faculty mentor.

▶ Students must prepare a Research Portfolio, which may be in an electronic form. The Research Portfolio is prepared with the student's faculty mentor and must be submitted four weeks prior to the student's anticipated graduation date.