

Concordia University Mission

Concordia University is a Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and in the world.

Program/Department Mission or Vision

The mission of the psychology department is to increase the awareness of the boundaries and applications of psychology, foster intellectual development and problem solving, and encourage students to serve others within the context of Christian faith. The psychology program is committed to cultivating multicultural awareness and appreciation for the magnificence of God viewed through human diversity. The program prepares students to pursue helping professions and/or graduate study.

Course Number and Name:

PSY 465 Psychology Capstone

Course Description:

This course provides students with the opportunity to synthesize knowledge gained in their prior coursework and to analyze current research in the field of psychology.

Course Prerequisites:

PSY 350

Credit Hours:

3 credit hours

Instructor:

Instructor information can be found in the LMS

Course Location:

Online via Learning Management System (LMS)

Course Meeting Days and Times:

NA

***Accessibility Services and Academic Supports:**

Concordia provides all students with academic supports such as tutoring or writing consultation through the Academic Resource Center.

The University strives to make all learning experiences as accessible as possible. Course documents in the Learning Management System (LMS) may be accessed in multiple formats. Learn more about Ally here: <https://celt.cuw.edu/ally-for-students/>

If you anticipate or experience academic barriers based on a disability (including mental health, chronic or temporary medical conditions), please contact the Academic Resource Center (ARC) and Accessibility Services Office to discuss accommodations so that they may be implemented in a timely fashion. ARC contact information:

- Mequon campus, Virtual and Online (262) 243-4299 or www.cuw.edu/arc
- Ann Arbor campus (734) 995-7582 or www.cuaa.edu/arc

***Course Time Commitment**

Approximately 45 hours per credit of total student effort is anticipated. This equates to 135 hours for a 3-credit course.

***Relationship to the Curriculum:**

This course fulfills the requirement for graduation with the Applied Psychology major; it is the capstone experience.

Required Resources: There is not a textbook required for this course. However, please see suggested resources below.

Other Learning Resources:

Morling, B. (2021). *Research methods in psychology: Evaluating a world of information* (4th Edition). W.W. Norton.

McNamee, K. (2020). *APA Guidelines: A Quickstudy Reference Guide* (7th Edition). Quickstudy

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

American Psychological Association. (2019). *Concise guide to APA style* (7th ed.). Washington, DC: American Psychological Association.

Links to additional resources can be found on the PSY 465 Blackboard site.

Teaching Strategies:

The methods used to facilitate learning include: readings, videos, podcasts, video lectures, discussion, a portfolio project, and a research project.

Course Evaluation and Grading:

***Grade Mode/Audit Availability**

This course uses a standard letter grade.

Grading Policies and Grading Scale

A 92-100%; A- 90-91%; B+ 88-89%; B 82-87%; B- 80-81%; C+ 78-79%; C 72-77%; C- 70-71%; D+ 68-69%; D 62-67%; D- 60-61%; F 59% and below.

Assignment Categories or Names	Category Percentages
Survey Research Project	35%
Professional Planning Portfolio	35%
Discussions	30%
Total	100%

Course and Instructor Policies:

1. Email: Instructor emails will only be sent to the student’s Concordia email (not personal email). Students should check their Concordia email several times each week.
2. Login: Students may login anytime to access the course. Students should access the course at least 4 times per week to complete assignments and to check announcements.

3. Accommodations: It is the student's responsibility to initiate contact with the instructor if learning accommodations are requested in the course.
4. Citation: Proper citation of sources used should be made according to the APA Publication Manual, 7th edition, unless stated otherwise.
5. Assignments:
 - a. At least one assignment must be submitted by the end of week 1 or the student may be removed due to lack of attendance. Attendance is counted when a student submits an assignment or quiz. Attendance is not recorded if a student only logs in.
 - b. LMS: All assignments must be submitted through LMS. (Do not email assignments directly to the instructor)
 - c. Unit assignments are due at the end of each week. Points will be deducted for late work.
 - Late assignments submitted within one week of the due date will receive a 10% deduction.
 - Assignments submitted after one week late but before it is two weeks late will receive a 20% deduction.
 - Assignments submitted two weeks late but before the final date of the class will be accepted but with a 50% deduction.
 - d. If a student experiences extraordinary health or personal issues which result in an absence of more than 1 week, the student should contact the instructor and will be reviewed by the instructor on a case-by-case basis. Written documentation from a doctor or clinic may be required. Once you have read this syllabus to completion please email me a picture of your favorite, clean psychology meme for five bonus points.
 - e. All assignments must be completed by the course end date posted by the registrar. Extensions will only be considered for extraordinary circumstances and may require documentation.

Using Generative AI:

Generative AI tools do not “think” like humans, can offer inaccurate responses to prompts, and should not be trusted without follow-up research. The AI tool is not “the author” of its output. AI generated output contains no original work or ideas. These tools draw exclusively on content generated by authors who were the creators of original work, but whose identities and qualifications have been lost. The use of AI tools cannot replace academic study, critical thinking, and problem-solving that students need to do themselves to develop effective academic and life skills.

Unless indicated in writing by the instructor, AI assisted writing systems that are trained to follow a written or spoken prompt and provide a detailed response (like ChatGPT, Google Bard, Microsoft Bing/Copilot, etc.) may not be used in this course and will be considered cheating under the university's Academic Honesty policy.

Program/Department Policies:

Honor Code Statement: Plagiarism and cheating are defined in the Student Handbook (under Academic Dishonesty); the Psychology Department at CU will tolerate neither. A first violation of the honor code in a particular class will result in a ZERO on the assignment with a chance for re-doing the assignment left to the discretion of the instructor. A second violation of the honor code will result in a WITHDRAWAL/FAILURE from the course.

LCMS Syllabus Statement

In this course the text, lecture, and activities will cover diverse topics related to Human Sexuality from various perspectives. This course will not promote information contrary to LCMS teaching. To learn more visit: <https://www.lcms.org/>

Christian Conflict Resolution & Reconciliation

Resolving conflict in a Christian manner is expected. Christ commands us to glorify God in all we do, including treating others with the respect we would want to receive. Matthew 5 & 18 both provide scripture-based directions for managing conflict, which include talking directly to the person privately before involving other parties.

Concordia University Policies:

Accessibility Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please contact the Academic Resource Center (ARC) and Accessibility Services Office to discuss your accommodations so that they may be implemented in a timely fashion. ARC contact information:

- Mequon campus, Centers and Online (262) 243-4299 or www.cuw.edu/arc
- Ann Arbor campus (734) 995-7582 or www.cuaa.edu/arc

Recording policy:

Students may record class sessions when recording is part of an accommodation specified by the Academic Resource Center (ARC) & Accessibility Services. In all other circumstances, students must obtain the written permission of the course instructor prior to recording a class.

Instructors may record and save sessions of this course for the viewing of any absent students through the Blackboard course site.

Academic Integrity Policy:

Concordia University expects all students to display honest, ethical behavior at all times and under all circumstances. Academic dishonesty is defined as follows:

Cheating: Includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment; b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

Plagiarism: Includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own; b) handing in the same assignment for two different courses without the consent of the instructors.

Fabrication: The forgery, alteration, or misuse of any University academic document, record, or instrument of identification.

Academic Misconduct: Intentionally or recklessly interfering with teaching, research, and/or other academic functions.

Sanctions: Faculty members who find evidence of academic dishonesty have sole discretion to determine the penalty, using their professional judgment. This can include a failing grade in the course, or removal of the student from the course. Additional sanctions will be imposed when a student is found to have violated the academic integrity policy more than once; these sanctions may include suspension or expulsion from the university.

Test integrity software: Some academic courses and programs use test integrity software. Respondus LockDown Browser and/or Respondus Monitor may be required for exams taken through the learning management system. Students may be required to complete an identity authentication procedure and be recorded using audio and video during the exam session. Students cannot print, make screen captures, access other web pages, or access other applications while taking the exam. If test integrity software will be used in this course, the instructor will provide additional information.

- [Respondus LockDown Browser information for students](#)
- [Respondus Monitor information for students](#)

Concordia University Required Student Technology: Please see the following link for required technology resources. Your individual program may have different requirements. [Link to computer requirements for Mequon students](#) Or [Link to computer requirements for Ann Arbor students](#).

Title IX Policy: Concordia University is committed to fostering a safe, productive learning environment. University policy and federal law (Title IX) prohibit discrimination on the basis of sex which includes but is not limited to harassment, domestic and dating violence, sexual assault, and stalking. If you, or someone you know, has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available and you are encouraged to report this to the Title IX Coordinator at 262-243-4331 or anonymously online at: https://cm.maxient.com/reportingform.php?ConcordiaUnivWis&layout_id=5 Sexual misconduct of any type is not permitted by the university. Please see the following link for more information about CU's policies and procedures concerning sexual misconduct: Title IX Policy <https://www.cuw.edu/about/offices/title-ix/index.html>

Connection to Concordia University Global Learning Outcomes (GLOs):

This course addresses four of Concordia's six GLOs at several points: #3 Integrated Disciplinary Knowledge, #4 Critical Thinking/Creative Problem Solving, #5 Communicative Fluency, and #6 Analytical Fluency.

- Christian Faith (1): Our graduates are grounded in the Christian faith while also recognizing other major worldviews and how they differ from a Christian understanding of the world.
- Service and Global Citizenship (2): Our graduates are globally-minded citizens.
- Integrated Disciplinary Knowledge (3): Our graduates integrate insights from a wide range of disciplines.
- Critical Thinking/Creative Problem Solving (4): Our graduates think rationally, critically, and creatively.
- Communicative Fluency (5): Our graduates communicate effectively.
- Analytical Fluency (6): Our graduates work with data effectively.

Applied Psychology Program/Department Learning Outcomes:

This course addresses the following PLOs:

Goal 1: Knowledge Base in Psychology

- 1.1: Describe key concepts, principles, and overarching themes in psychology
- 1.2: Develop a working knowledge of psychology's content domains.
- 1.3: Describe applications of psychology

Goal 2: Scientific Inquiry and Critical Thinking

- 2.1: Use scientific reasoning to interpret psychological phenomena
- 2.2: Demonstrate psychology information literacy
- 2.3: Engage in innovative and integrative thinking and problem solving
- 2.4: Interpret, design, and conduct basic psychological research
- 2.5: Incorporate sociocultural factors in scientific inquiry

Goal 3: Ethical and Social Responsibility in a Diverse World

- 3.1: Apply ethical standards to evaluate psychological science and practice.
- 3.2: Build and enhance interpersonal relationships
- 3.3: Adopt values that build community at local, national, and global levels

Goal 4: Communication

- 4.1: Demonstrate effective writing for different purposes
- 4.2: Exhibit effective presentation skills for different purposes
- 4.3: Interact effectively with others

Goal 5: Professional Development

- 5.1: Apply psychological content and skills to career goals
- 5.2: Exhibit self-efficacy and self-regulation
- 5.3: Refine project-management skills
- 5.4: Enhance teamwork capacity
- 5.5: Develop meaningful professional direction for life after graduation

Goal 6: Apply a Biblical Worldview to Human Nature

- 6.1: Humans are Made to be in Relationship with God, Others, and Creation
- 6.2: All People are Broken and in Need of Redemption from Christ
- 6.3: Humans are Embodied in God's Image
- 6.4: People are Responsible Limited Agents
- 6.5: God Made People to Seek Meaning & Understand the World

Course Objectives:

After completing this course, students will be able to:

- Explore and identify how their training and experiences can be applied to their personal lives;
- Apply what they have learned about the field to pursuing a career in psychology or psychology-related jobs;
- Create a professional planning portfolio that communicates the skills obtained, as well as evidence of goals set and career plans;
- Synthesize research knowledge and experience to think critically about psychology as a science;
- Analyze data in a way that answers a research question;
- Draw general conclusions from the results of a study and provide ideas for future work;
- Write about and present a research study, including relevant background theories and studies, research questions, methodology, results, and conclusion;
- Engage in discussions on trending topics in the field of psychology;

- Employ APA style guidelines in written assignments;
- Apply a biblical worldview to psychology as a science.

Course Schedule:

The course schedule can be found in the LMS content page