PSYC699

Course Summary

Course : PSYC699 **Title :** Integrative Capstone in Psychology
Length of Course : 8 **Faculty :**
Prerequisites : Core Psychology Coursework
 Credit Hours : 3

Description

Course Description:

This course focuses on a review of the content domains for the Master of Arts in Psychology degree. Students synthesize and articulate knowledge obtained during degree progression through multiple threads of inquiry and analysis of peer-reviewed, scholarly literature related to psychology coursework. The course requires informed library research and concise exposition.

Course Scope:

The course involves the analysis of an ethical dilemma and development of research proposal in which students apply knowledge of psychological theory and demonstrate mastery of the program's learning outcomes.

Objectives

By the end of the **Master of Arts in Psychology** program, successful students will be able to:

- CO1: Examine historical and contemporary trends occurring multiple domains of theory, research, and practice within the field of psychology
- CO2: Apply core concepts of psychology to normal and abnormal individual, social, cultural, and organizational functioning
- CO4: Evaluate scholarly resources pertinent to the field

- CO5: Write competently in accordance with the standards of the American Psychological Association
- CO6: Investigate professional opportunities, responsibilities, and challenges experienced by practitioners within the discipline
- CO7: Apply the Ethical Principles of the American Psychological Association

Course Outline

Week 1

Learning Objectives

- Introduction
- Review of Scholarly Technical Writing

Reading

Required resources for your course are provided in a course eReserve. Please click here (https://apus.libguides.com/er.php), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (https://apus.libanswers.com/) provides download and print options for offline reading of Library ebooks.

Coursework

Week 1 Discussion

Week 1 Quiz

Week 2

Lesson Scope

- Review of Quantitative Research Methods

Reading

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Coursework

Week 2 Discussion

Week 3

Lesson Scope

- Review of Qualitative Research Methods

Reading

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Coursework

Week 3 Assignment

Week 4

Lesson Scope

- Review of Multicultural Issues in Human Behavior

Reading

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Coursework

Week 4 Discussion

Week 5

Lesson Scope

- Review of Tests and Measurement

Reading

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Coursework

Week 5 Assignment

Week 6

Lesson Scope

- Professional Ethics and Standards

Reading

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Coursework

Week 6 Discussion

Week 7

Lesson Scope

- Review of Weeks 1-5

Reading

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Coursework

Week 7 Assignment

Week 8

Lesson Scope

- Review of Weeks 1-5

Reading

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Coursework

None

Evaluation

Discussions

Weekly dialogue with classmates based on engagement with assigned course readings and/or related multimedia will take place in the discussions. While designed to promote lively discourse within a community of fellow learners, the dialogues are academic in nature and require a scholarly orientation.

Assignments

Week 3 Assignment

In this assignment, students will discuss the approaches to quantitative and qualitative research and evaluate the strengths and weaknesses of each approach. Students will examine the use of quantitative and qualitative research in current practice.

Week 5 Assignment

In this assignment, students will analyze researcher bias in qualitative and quantitative research.

Week 7 Assignment

In this assignment, students will analyze cultural factors impacting the validity and reliability of psychological tests and ethical considerations of using measures with individuals from diverse cultural backgrounds.

Quiz

In Week 1, students complete a multi-format quiz on scholarly and technical writing.

Grading

Gradebook Category	Grade %
Discussions	**10%**
Week 1	2.5%
Week 2	2.5%
Week 4	2.5%
Week 6	2.5%
Assignments	**80%**
Week 3 Assignment	26.6%
Week 5 Assignment	26.6%
Week 7 Assignment	26.6%
Quiz	**10%**
Week 1 Quiz	10%

Materials

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Course Guidelines

Citation and Reference Style

It is expected that graduate students will exhibit advanced level critical thinking; the ability to synthesize multiple sources of information, writing skills and academic integrity in all course activities.

All writing must follow the citation and reference style established by the *Publication Manual of the American Psychological Association*, 7*th edition* (2019), in size 12 Times New Roman or Sans Serif font, double-spaced with 1" margins on all sides of the page and include a cover page with the following centered vertically and horizontally: Assignment Title, Student Name, University Affiliation, Course Name and Number, Date of Submission, Instructor's Name, Assignment Due Date. Each page must have the respective page number. A running head with the title of the paper is no longer required.

Please see the following sites for information about current APA formatting guidelines:

https://apastyle.apa.org/ https://www.scribbr.com/apa-style/apa-seventh-edition-changes/

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/g

With the rare exception of briefly quoting specific statistical research findings, in which case the publication's author and year date of publication must be properly cited with quoted material placed inside quotation marks, all paper content based on published material must be paraphrased (i.e., summarized in the student's own words) with correct source citations properly formatted in APA style.

Copying of any kind and/or failure to source credit will result in an assignment score of zero with any repeat instances causing a failing course grade without option for revision and resubmission.

Unless otherwise instructed for individual assignments, students may not use encyclopedias, such as Wikipedia or Encarta, dictionaries, blogs, opinion slanted news media outlets, Ask.com, About.com, WebMD or other commercial websites, and only scholarly, peer reviewed journals, vetted government reports, or other reliable, scholarly sources must be used for assignment completion.

Tutoring

Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments – APUS Late Policy

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact DSA@apus.edu.

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Communicating on the Discussion

- Discussions are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, you are strongly discouraged from waiting until the due date to contribute your comments/questions in the discussion. The purpose of the discussions is to engage in an ongoing dialogue about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree", even if wordy, is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting viewpoints, we must respect each other as colleagues. Hateful, aggressive, or hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly discussion prompt and post the required number of replies to other students – refer to the grading rubric and/or Discussion instructions for specific expectations on number of replies and word count requirements.

Exams

Exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your assessments.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

Instructor Communication

- The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- In emails to instructors, please identify the course and section in which you are enrolled. This information is on each course page.
- Students and instructors communicate in discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the Student Handbook, and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will respond to student communications within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.

- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.

- Course content may vary from the syllabus' schedule to meet the needs of a particular group.