



PSYD33: CURRENT TOPICS IN ABNORMAL PSYCHOLOGY

University of Toronto Scarborough

Fall Term, 2017



Instructor Information

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Portable 103, Room 109 (enter door near trees)

Course Information

Lecture: THURS 1-3PM

Office Hour: THURS 3-4PM*

Course Location: SW319

Course Description

PSYD33 provides an overview of contemporary controversies in clinical psychology and other mental health-related disciplines. We will discuss a wide range of challenges for clinical research, practice, and training, highlighting theoretical, sociocultural and practical issues posed to the field. This course is organized into several content themes, covering topics such as how we define disorders, evaluate treatment outcomes, and address “blindspots” in academic research. Each topic will be introduced via a brief lecture followed by extended discussion of a few key readings drawn from the academic literature and related areas. Student-led presentations of pertinent secondary articles will help expand on additional content and areas of controversy.

This course mirrors a graduate seminar in terms of structure, evaluation, class environment and learning outcomes. Classes will typically involve a brief lecture to frame and provide context for each issue, followed by student-led discussions related to key and secondary readings. From a process standpoint, the course will focus on helping you refine and demonstrate a number of valuable skills. These include the ability to consume and evaluate primary research literature, to communicate and critique this research both in writing and discussion with your peers, and to enhance your public speaking ability.

****PSYD33 sections differ on the basis of content and format selected by individual instructors; as such, you should carefully review this syllabus to ensure you understand how this particular section will be set up. ****

Pre-requisites & Requirements: PSYB32H3 plus one C-level half-credit in PSY. Although not a formal requirement, some familiarity with research and statistics will be very helpful, and with schools of therapy (e.g., PSYC36).

Learning Outcomes: By the end of this course, students should be able to

1. Identify broad themes/concepts tied to ongoing challenges in clinical research, theory, training & practice
2. Describe and critically evaluate differing viewpoints on several specific controversial topics and issues
3. Extract and evaluate ideas, arguments & findings presented in a variety of written formats
4. Synthesize ideas from class discussions and readings to generate thoughtful written materials highlighting a critical understanding of key topics and issues
5. Develop effective strategies to summarize and present empirical research to your peers
6. Actively contribute to and promote respectful discussion of complex and controversial topics

Course Requirements & Grading

Readings

- There is no textbook for this course. Instead, citations and select readings will be posted on Blackboard. Contingent on class preferences, short outlines may also be posted prior to class.
- It is each student’s responsibility to know how to access and download all the necessary readings (we will discuss this early in the course). Some readings will be summaries or commentaries from reputable news websites, in the interest of providing a mix of academic and lay views on key issues. You are welcome to collaborate with other students to ensure that you have access to all reading materials.
- **Core readings** are critical, primary resources for the course, and should be read by all students *PRIOR* to the corresponding class. For a typical class, these will include one or two academic papers (reviews, commentaries or empirical research articles). I strongly suggest that you print out and take notes on these (and other) readings, in order to be able to participate fully in the course. If I suspect you are not keeping up with readings or participating fully in class, expect that I will call on you directly. I will post a supplemental syllabus of **additional optional readings** that may be of interest to you.
- **Discussion leader readings** are important articles assigned to specific students, who will summarize the topic and lead in-class discussion. You are welcome (and encouraged) to read these as well if you are interested, or if you want to focus on specific topics covered in these articles for other written assignments in the class. There will typically be between 4-5 articles per class.

Blackboard / Portal

- All course-related materials will be posted to Blackboard, including the **syllabus, readings, assignments & grades**, as well as a **master course calendar**. I will also post **announcements** on the course website, such as class cancellations. You should check the website regularly for these announcements - make sure you can access these on your smartphone or laptop in case you need to do so on short notice!

Student Evaluation: There are no formal exams in this course. Instead, your final grade will be determined based on a combination of (a) active engagement & participation in class, (b) discussion leading, (c) self-reflection & reaction paper assignments, and (d) a comprehensive term project, plus one optional bonus assignment. An arbitrary 300 point scale is used to calculate total scores, which are converted to percentages and letter grades via the standard UTSC rubric. I will try to provide regular updates on graded content, as well as a mid-course update for all students.

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
90%+	85-89	80-84	77-79	73-76	70-72	67-69	63-66	60-62	57-59	53-56	50-52

(A) Active Participation (17% of course grade)

Linked to learning outcomes 1 – 6

Active engagement and participation is absolutely critical for this course to successfully achieve its stated learning outcomes – for each individual student and the group in general. It is critical that you are prepared to contribute by reviewing materials ahead of time, as well as physically present and thoughtfully contributing to class discussions. Both of these facets are evaluated as part of your final grade.

(I) Discussion Questions (20 points toward final grade)

- From Week 3 to the final week of classes (except reading week), you must submit two thoughtful **discussion questions** demonstrating that you're prepared to participate in thoughtful and critical class discussion of core readings. We will review how to develop these questions early in the term.
- Each question will be graded on the following scale (regardless of whether they are discussed in class):
 - 0 *Did not submit, submitted late, or clearly not of required quality*
 - 1 *Submitted but somewhat lacking in critical thinking / depth of critique.*
 - 2 *Submitted and demonstrating clear potential to stimulate critical thought/discussions.*
- You will submit questions via Blackboard under the Discussions Questions tab **by 5pm on the Tuesday prior to each week's class**. Late submissions will not be accepted. Clearly indicate which article your question(s) pertain to (e.g., include the name of the author and/or article title).
- Your questions can be based on one articles or multiple ones, so long as they are academic articles (i.e., peer-reviewed scholarly works rather than news articles). You are also always welcome to submit questions related to secondary articles covered by Discussion Leaders. On our Interim Review week, you may submit Discussion Questions on any subject you wish to discuss in more detail from the first part of the course.
- During your own scheduled Discussion Lead days, you will submit slightly revised questions (described under that section below).

(II) Class Engagement & Participation (30 points toward final grade)

- As you can only participate in discussions if you are physically present in class, attendance will be assessed for each class period based on responses to a brief, simple in-class exercise or prompt. If you are not present for this exercise, you will be considered absent and cannot receive a grade for class participation.
- For each identified class period, you will be evaluated using the following scale:
 - 0 *Did not attend or speak AND/OR was disengaged, disrespectful or disruptive during class*
 - 1 *Present but not actively or substantially participating or contributing*
 - 2 *Contributed 1+ question or comment with clear sign of critical thought & stimulation of discussion.*
- Your points total across the term will be multiplied by 2, up to a maximum score of 30. Thus, once you have reached some combination of 15 points for the semester, you will receive full marks for this grading area.

General Notes on Attendance/Participation

- Note that quality is more important than quantity, and demonstrating respect for others is paramount. A zero will automatically be assigned in cases of disrespectful behaviour to other classmates or your professor.
- Some class periods are exempted from evaluation to be fair to newly-enrolled students or with respect to scheduling issues (e.g., reading week); see the *Schedule* below for more detail.
- You can also exercise one “bye” week when you do not submit questions without penalty (except during weeks when you are Discussion Lead).

(B) Discussion Leading Assignments (25% of course grade)

Linked to learning outcomes 3,5 & 6

Discussion Leading is aimed at helping you build two main skills: (a) extracting and summarizing information from challenging source material in a concise fashion, and (b) communicating your summary and engaging with peers as the de facto expert on a new subject. These are different abilities than the ones needed to generate a research talk or presentation, but no less important in many workplace and academic settings.

- Beginning in Week 3, students will present a series of secondary readings related to each topic/content area. Typically, four or five students will serve as Discussion Leaders in each class period.
- This exercise simulates a graduate-level seminar or academic journal club. Imagine that you have been invited to tell a group of academic peers about an interesting article that you’ve just read. Your peers have NOT read the paper in question, and thus your goal is to effectively and concisely summarize key ideas and points for them, to promote a stimulating discussion related to ideas you present or describe.
- You will have ~4 minutes to provide a brief summary of the designated article – this is a firm guideline to allow other students a chance to present and discuss findings. You will get cut off if you run over time. With such a short time limit, you will not be able to describe your article in full detail (nor should you try to speed-read a written list of points!).
- Aim to achieve the following:
 - summarize key ideas (i.e., study rationale, hypotheses, methods and results)
 - concisely define key concepts or terms that you use
 - link your article back to the topic being discussed in class (or other articles read by the group)
 - highlight any interesting or perplexing findings or conclusions
 - pose a question to the class to stimulate thoughtful discussion*

We will practice and demonstrate these skills ahead of time, and you will also learn by observing others during their presentations! You also get two opportunities to present and demonstrate improvement.

- Your presentation will be conversational in nature – no need for handouts, powerpoints or multimedia. You are simply guiding discussion for the group. Remember that, compared to your peers, you’ll be an expert on the article, so expect to get questions from other students after you finish your presentation.

- I would advise against creating a word-for-word script of what you plan to say. Instead, use bullet points to help you remember the key points you want to make. You DEFINITELY need to have a copy of the article with you when you present.
- You should prepare for your Discussion Lead assignments well in advance of the due date, ensuring that you have read over the article in question and addressed any technical questions you may have ahead of time.
- During weeks in which you serve as Discussion Lead, instead of submitting general questions about the core class readings, you'll be asked to come up with two discussion-stimulating questions about your specific article. These can be prompts based on your observations, genuine questions for the group about the design of the study, or theoretical implications/extensions of the work. Focus on broad ideas (*How does this relate to our prior classes? Big ideas we've discussed?*) rather than narrow technical details related to the design or sample being studied – you want to make conversation accessible to others who won't know the paper well.
- Submit these questions via email by 5pm on the Tuesday prior to each week's class (the same time as the usual discussion questions). You'll ask the class one of these questions at the end of your article summary.

Assigning & Evaluating Discussion Leads

- Each student will serve as Discussion Leader twice during the course. Specific assignments will be made by the end of the 2nd week of the course at the latest, on semi-random basis (considering scheduling conflicts as necessary and when notified in advance). **You must notify me ASAP of any planned absences or conflicts in order for me to accommodate these in developing assignments.**
- Your first attempt will be graded in a somewhat more lenient fashion, and worth somewhat less toward your final grade (30 pts). The second attempt will be worth more points (45 pts) and you will be evaluated somewhat more stringently, including the expectation that you demonstrate some refinement of your approach, based on feedback from the instructor.
- General grading criteria are as follows:
 - Presented an overview/summary of the key ideas
 - Accurately and concisely presented the main results and implications
 - Connected the article back to the class topic (current class / broader themes)
 - Submitted two thoughtful and stimulating discussion questions, on time
 - Presented one engaging question to the group to promote discussion
 - Stayed within presentation guidelines (e.g., time, format)

(C) Reflection & Reaction Papers (25% of course grade)

Linked to learning outcomes 1-4, 6.

Many controversies and challenges we face result from unintentional or unexpected blindspots in our own thinking and perspective-taking ability. Reflection tasks are meta-cognitive exercises that encourage you to evaluate your own skills and abilities, and to link these concepts to how you think about future goals and pursuits. Reaction papers offer an opportunity to practice some of the key skills linked to the core learning outcomes of the course and provide critical practice for the final paper.

(I) Reflection Exercises (15 points toward final grade)

- Three brief exercises will be posted on Blackboard over the course of the term. The first and last of these are short, related self-assessment tasks that will each take about 10 minutes to complete. They will be due by **Sept 15 @NOON** and **Nov 29 @NOON**, respectively. These assignments can be completed and submitted in class or via Blackboard.
- The middle (second) assignment asks you to reflect on your own abilities, experiences, preferences and plans going forward. It may take somewhat longer for you to complete, especially if you take time to reflect on your answers. It is due **Oct 16 @NOON** via Blackboard.

(II) Reaction Papers (60 points toward final grade)

- Three reaction papers will be due at roughly equal intervals across the course. Each paper is worth 20 points. Reaction papers must be submitted via Blackboard and will be evaluated for plagiarism using *Turnitin*. See the section on *Submitting Assignments* below. Assignments that are submitted late without instructor permission will receive a 10% grade penalty per day, up to a maximum of five days late, at which point they can no longer be submitted.
- Reaction papers should be a minimum of 1 page (front) and maximum of 2 pages (front and back) and formatted as described in class (2x spaced, 1 inch margins, 12 pt font, no shenanigans) including clear references to the articles you choose to discuss. See the guide on *Blackboard* for info on how to format.
- You should discuss in detail at least two articles in your Reaction Paper. You are free to pick whichever ones you like, including articles from different days/topics, optional readings, and Discussion Lead assignments. However, they must be research articles (e.g., studies, meta-analyses, or academic papers) and not news reports, and fall within the section of the course you're covering. You are welcome to include points we discussed in class in your writeup.
- Each reaction paper should connect to one of the *themes* (big ideas) discussed in the preceding section. As such, the following options are available to you for each paper:

RP #1 (due **Oct 6 @NOON**): Missing Data, Science vs. Art, Treatments that (Might) Work

RP #2 (due **Nov 3 @NOON**): Moving the Goalposts, Inside the Black Box, Results May Vary

RP #3 (due **Nov 24 @NOON**): Interim Review, Grand Unifying Model, Blindspots, Replication Situation

- Instead of simply summarizing the research papers, you should aim to reflect and connect, linking articles and ideas back to your chosen topic. You are welcome to bring in points discussed in class, or to offer new ideas related to your own understanding of the articles. Try to answer at least one of the following:
 - How is the theme of _____ represented in this article?
 - How does a key idea from this article connect to _____?
 - Do the authors of these articles seem to share a common perspective on _____?
 - What viewpoints on _____ are left out (or under-represented) in this article?
 - What questions does this article raise about _____?
 - How did reading _____ article change or influence your view on _____ article?
 - Does this article explicitly or implicitly relate to _____?

(D) Term Paper (33.3% of course grade; must be submitted to pass class)

Linked to learning outcomes 1-4.

The term paper is the primary method of assessing learning outcomes related to understanding of content and integration of ideas across the course.

- Unlike many final papers, this term project does not require you to do additional independent research beyond the readings on the course syllabus. Instead, you will be asked to identify themes and common ideas across articles and topic areas, highlight controversies and ongoing debates in the field, and voice your own opinions and viewpoints on important challenges and issues for the future of clinical psychology.
- You will receive very detailed formatting guidelines and question prompts, and must follow these carefully to ensure you receive full credit.
- Because the term paper project requires you to reflect on themes across the entire course, you will not be able to complete it until near the end of the term. Once it is posted, you will have a limited window in which to complete the assignment.
- The term paper must be submitted via Blackboard and will be evaluated for plagiarism using *Turnitin*. See the section on *Submitting Assignments* below.
- Because the term paper is assigned at the end of the semester and is somewhat time limited, the due date for this assignment is firm. Any assignment not submitted via Blackboard by **Dec 1st @ NOON** will be graded with a 50% reduction, except in cases where students have been granted an extension due to illness or emergency, described under the section titled *Psychology Missed Term Work due to Medical Illness or Emergency Policy*.
- Failure to complete this assignment will result in a maximum possible mark of 45 in the course; therefore, this assignment **must** be submitted in order to be eligible to pass the class.

>>Bonus Assignments: One optional bonus assignment, worth 5 points toward your final grade, will be available near the end of the term.

General Course Policies & Guidelines

I. Classroom Policies & Behaviours

- **Courtesy & Civility:** Please be respectful of your classmates and instructors at all times, and strive to make the classroom a comfortable place for everyone to learn. Respect the experience of your classmates by not engaging in distracting behavior (e.g., off-topic chatting or texting). I encourage you to take notes if that helps you to stay engaged, but keep in mind you won't be tested on comprehension *per se*.
- **Computer Use:** There is empirical evidence that note-taking on computers is less effective (see: <https://doi.org/10.1177/0956797614524581>). As such, I ask that you remain off personal and lab computers unless directed to do so by me during class.

- **Sharing Personal Info in Class:** Many people have experienced a mental disorder or know someone who has experienced one at some point in their lives. With this in mind, please understand that this classroom setting is not the best environment to share your detailed personal experiences with a disorder or to offer specific information about someone you know. If you have a comment you'd like to share, please make sure you are doing so following the guidelines I provide in class (i.e., the Uncle Roger system). Additionally, please take a moment to consider whether or not sharing your story will be relevant and helpful to the class, and aim to be sensitive, not to sensationalize.
- **Emails:** In most cases, I will answer your emails within 2 business days unless you receive an automatic reply that suggests otherwise. Please keep your emails professional, concise, and clear: start with an informative title that includes the course name and some detail on your question (i.e., "PSYD33 - question about Sasso et al reading"). The most effective emails are short, focused on a single question, and demonstrate some effort on your part to explain your understanding or where you are stuck, will likely be most effective. If you are not familiar with writing academic emails, you may find this resource helpful: <https://goo.gl/ik1iw7>
- **Communications:** When time permits, there may be a few minutes to discuss straightforward issues or simple questions after class. However, please understand that this is not always possible or practical. For more complex or personal matters, you should always email to set up a meeting.
- **Office Hours:** Please email me ahead of time if you plan on coming to office hours; I will try to ensure that everyone who emails has time to meet. I am planning to pilot a modified version of office hours via Blackboard Collaborate for this course, and will follow up with more information later in the term.
- **Course Materials & Audio/Video Recording:** Instructional materials are made available only for the purposes of this course, and should not be distributed or used for any other purpose. As outlined in the Provost's guidelines on *Appropriate Use of Information and Communication Technology*, for reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited unless written permission has been granted by the instructor or for students with specific accommodations to do so.
- **Enrollment Status:** Attendance in class is restricted to students registered in this section of D33. Auditing is not permitted, except with written approval from the instructor ahead of time.

II. Assignment Guidelines, Due Dates, & Missed Work

- **Syllabus Outline and Changes:** A *Master Course Schedule* will be posted on Blackboard early in the semester for you to review, including all due dates and times for content submitted during the term. I may make minor changes to the course syllabus based on pacing and needs of the class, or other unexpected occurrences. These will not impair your ability to succeed in the class, and you will be notified ASAP of any updates. Any major changes relevant to grading or content will be contingent on class vote.
- **Assigning Discussion Leads:** Discussion lead assignments will be made within the first three weeks of class. It is critical that you provide information about your availability in order to facilitate this process and accommodate all students. You will receive confirmation and more information about your scheduled dates and readings once all assignments are set. I reserve the right (with reasonable notice) to change assignments.

- **Submitting Assignments on Blackboard:** Most written assignments for this class will be submitted via Blackboard. Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.
- **General Policy on Absences:** Because class participation is a critical component of your final grade in D33, unexcused absences (i.e., without prior written permission from the instructor) are considered missed with respect to participation. Most graded elements of the course are otherwise covered under the *Psychology Missed Term Work Policy* listed below. Note that missed Discussion Lead assignments cannot necessarily be presented after their scheduled dates based on pacing and other scheduled presentations, so alternative arrangements will be made on a case by case basis.
- **Psychology Missed Term Work due to Medical Illness or Emergency Policy:** All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C **within three (3) business days** of the assignment due date. You must bring the following:
 - (1.) A completed [Request for Missed Term Work form](http://uoft.me/PSY-MTW) (<http://uoft.me/PSY-MTW>), and
 - (2.) Appropriate documentation to verify your illness or emergency, as described below.

Appropriate Documentation:

In the case of missed term work due to **illness**, only an **original copy** of the official [UTSC Verification of Illness Form](http://uoft.me/UTSC-Verification-Of-Illness-Form) will be accepted (<http://uoft.me/UTSC-Verification-Of-Illness-Form>). Forms are to be **completed in full**, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

In the case of **medical emergency**, an original copy of the record of visitation to a hospital emergency room should be provided.

In the case of a **death of a family member**, a copy of a death certificate should be provided.

In the case of a **disability-related** concern, an email communication should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) from your Disability Consultant at AccessAbility Services, detailing the accommodations required. The Course Instructor should also be copied on this email.

For U of T **Varsity athletic commitments**, an email communication should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) from a coach or varsity administrator, detailing the dates and nature of the commitment. The email should be sent **well in advance** of the missed work.

Documents covering the following situations are **NOT acceptable**: medical prescriptions, anything related to personal travel, weddings/personal/work commitments.

Procedure: Submit your (1.) [request form](#) and (2.) [medical](#)/other documents in person **within 3 business days** of the missed test or assignment. Forms should be submitted to **SW427C between 9 AM - 4 PM**, Monday through Friday. If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email (psychology-undergraduate@utsc.utoronto.ca) within the three business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Blackboard course announcements daily, as accommodations may be time-critical. The Course Instructor reserves the right to decide what accommodations (if any) will be made for the missed work.

Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Note that this policy applies only to missed term work (assignments and midterms). Missed final exams are handled by the Registrar's Office (<http://www.utoronto.ca/registrar/missing-examination>)

III. Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note: You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

IV. AccessABILITY Services

Students with diverse learning styles and needs are welcome in this course! In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

V. Other Resources for your Success in PSYD33

- **Course Calendar:** I encourage you to review the Expanded Course Calendar available on Blackboard to get full information on due dates and content areas all in one spot.
- **Library Resources:** A UTSC Library page has been prepared for this section of D33, focusing on key skills you'll need to be successful. It can be found at <http://guides.library.utoronto.ca/psyd33>
- **Vocabulary Expansion Accelerator (VEA):** This section of D33 will pilot a course-specific version of VEA, which is expected to be fully integrated into Blackboard. This technology may help boost reading comprehension for difficult terms and vocabulary and is available to all students. Learn more at <http://www.utsc.utoronto.ca/eld/vocabulary-expansion-accelerator>
- **Mental Health Resources:** We will focus on mental health issues in this course. Remember, **only trained mental health professionals can diagnose and treat a mental disorder**. If you feel that you need to seek help for yourself or someone you care about, you may wish to contact the Distress Centre (416-408-HELP), Good2Talk (866-925-5454) or UTSC Health & Wellness.

If at any point you are experiencing difficulty in this course, please contact Dr. Cooper to discuss your concerns. The earlier you take this step, the better!

SYLLABUS V.1.0 – LAST UPDATE September 4, 2017

DATE	TOPIC	CORE READINGS
7-Sep	Intro & Primer Series	**
14-Sep	Missing Data	Rosenthal (1979) Walker et al (2008)
21-Sep	Science vs Art	APA Statement on EBPP - Appendix (Norman, 2006) Huibers & Cuijpers (2015)**
28-Sep	Treatments That (Might) Work	Hofmann et al (2012)
5-Oct	Moving the Goalposts	Jadad & Enkin (2008)
12-Oct	READING WEEK – NO CLASS OR OFFICE HOURS	
19-Oct	Inside the Black Box	Pfeifer & Strunk (2015)
26-Oct	Results May Vary	DeRubeis et al (2014) **
2-Nov	Interim Review / Catchup	[none]
9-Nov	Grand Unifying Model of Everything	Deacon & McKay (2015) Hershenberg & Goldfried (2015)
16-Nov	Blindspots	Shen (2013) **
23-Nov	Replication Situation	Open Science Collaboration (2015) Everett & Earp (2015)
30-Nov	Where the Rubber Hits the Road	McNally & McNally (2016)

** Indicates some required readings from non-academic sources linked to on Blackboard