



## **PSYD33: CURRENT TOPICS IN ABNORMAL PSYCHOLOGY**

University of Toronto Scarborough (Winter 2018)



### **Instructor Information**

Dr. Andrew A. Cooper

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Office Hours: 1-4PM Wednesdays

### **Course Information**

Lecture: MON 11AM-1PM

Course Location: MW262

Office Location: Portable 103, #109

All office hour appointments **MUST** be booked via <https://calendly.com/meet-prof-cooper> using your [mail.utoronto.ca](mailto:mail.utoronto.ca) email address. Please select an option linked to D33 specifically. Appointments are made on a first come, first served basis. I will make every effort to notify you ahead of time if office hours are unexpectedly cancelled due to poor weather or other unexpected circumstances.

### **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, including 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) discussion leader and supporter roles, (b) active engagement & participation in class, (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) Discussion Leader & Supporter Assignments (~27% of course grade)**

*Linked to learning outcomes 3,4, 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. The Discussion Supporter role is aimed at fostering skills in providing and receiving constructive feedback on presentation style and content.*

- Beginning in Week 3, students will present a series of secondary readings related to each topic/content area. Typically, five students will serve as Discussion Leaders in each class period. Each Discussion Leader article will be paired with an assigned Support Leader.
- Each student will serve as Discussion Leader and Discussion Supporter twice during the course (on different days if possible). Specific assignments will be made by the end of the 2<sup>nd</sup> 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 absences or conflicts in order for me to accommodate these in assigning dates.**

**(I) Discussion Leader Assignments (30 points for 1<sup>st</sup> presentation; 39 points for 2<sup>nd</sup> presentation)**

- 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.
- Discussion Leaders 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!).
- Key targets for your summary:
  - accurately summarize key ideas (i.e., study rationale, hypotheses, main arguments, results)
  - concisely define any important concepts or terms that you use repeatedly
  - link your article back to the topic being discussed in class (or other articles read by the group)
  - highlight the main take-home message and/or any interesting or perplexing findings
  - 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.

- **Leader Questions:** During weeks in which you serve as Discussion Leader, 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?*) or "thought experiments" instead of 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 by email by noon on the Friday 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.
- 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 (40 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)

#### TIPS FOR DISCUSSION LEADERS

- Use bullet points to help you remember the key points you want to make, instead of a word-for-word script.
- Have a copy of the article with you when you present, and be prepared to answer questions from peers.
- 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.
- You are not being critiqued or rated on how calm or comfortable you appear when presenting.

#### **(II) Discussion Supporter Assignments (6 points per assignment)**

- Discussion Supporters are assigned to each Discussion Leader article, and aim to provide a source of support during the presentation, and constructive feedback after the presentation. Supporters shadow the work of the Leaders, but do not formally present on the articles.
- You will generate two thoughtful questions for each article you are assigned to, and submit these questions **by email by noon on the Friday prior to each week's class** (the same time as the usual discussion questions). As with Discussion Leaders, you don't submit questions on that week's core reading (but still read it).

- During the Discussion Leader’s presentation of your assigned Support article, you’ll take careful notes on their presentation, using a form provided on Blackboard.
- Following their presentation, you may ask a follow up question to the Discussion Leader or offer additional comments to a peer’s question. Your goal should be to SUPPORT the Discussion Leader in promoting thoughtful class conversation about the ideas and topics covered in the article. You are NOT aiming to publicly critique their performance or to demonstrate your superior understanding of the article; doing so will result in a loss of points for the assignment.
- Before the next class period, you will submit a very brief written summary and feedback for the Discussion Leader by email. Details on the format of this assignment will be provided on Blackboard.

**(B) Active Participation (~15% 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 Preparation 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):  
 POOR      *Did not submit, submitted late, or clearly not of required quality*  
 OK         *Submitted but lacking in critical thinking / depth of critique.*  
 GOOD      *Submitted and demonstrating clear potential to stimulate critical thought/discussions.*
- You will submit questions via Blackboard under the Discussions Questions tab **by noon on the Friday 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 Discussion Leader articles for a given week. During 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.
- Do not submit core reading questions on days where you have been assigned a Discussion Leader or Discussion Supporter role.

**(II) Class Engagement & Participation (24 points toward final grade)**

- As you can only participate in discussions if you are physically present in class, attendance will be taken for each class period. If you are not present by the midpoint of class, you will be considered absent and cannot receive a grade for class participation.
- For each identified class period (minus your Discussion Leads), you will be evaluated using the following scale:  
 POOR      *Did not attend or speak AND/OR was disengaged, disrespectful or disruptive during class*  
 OK         *Present but not actively or substantially participating or contributing*  
 GOOD      *Contributed 1+ question or comment with clear sign of critical thought & stimulation of discussion.*
- 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.

**(C) Reaction Papers & Self-Reflection Exercises (26% 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) Self-Reflection Exercises (3 points per assignment)**

- 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 **JAN 17 @NOON** and **MAR 28 @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 **MAR 7 @NOON** via Blackboard.

**(II) Reaction Papers (30 points for 1<sup>st</sup> assignment; 39 points for 2<sup>nd</sup> assignment)**

- Each of your Reaction Paper assignments should discuss in detail at least two articles from the overall course reading list. You are free to pick whichever ones you like, including articles from different days/topics, optional readings, and Discussion Leader assignments. However, they must be research articles (e.g., studies, meta-analyses, or academic papers) and not news reports, and must also fall within the section of the course you're covering. You are welcome to include points we discussed in class in your writeup. You do not need to cite class discussions unless you are specifically describing a study or paper.

- Each reaction paper should connect to one of the *themes* (big ideas) or topic headers discussed in the preceding section. As such, the following options are available to you for each paper:

RP #1 (due **FEB 14 @NOON**):

*Missing Data, Science vs. Art, Treatments that (Might) Work, Moving the Goalposts, Inside the Black Box*

RP #2 (due **MAR 21 @NOON**):

*Results May Vary, 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 \_\_\_\_\_?*
- 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 2 pages (front) and maximum of 3 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.

**(D) Term Paper (~32% 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 complete extensive 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, based on the core content presented in the class.
- 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 of time during 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 **APR 5 @ 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.

## **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](mailto: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](mailto: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](mailto: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.utsc.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://uoft.me/ACADINTEG+>) 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](tel:416-287-7560) or email [ability@utsc.utoronto.ca](mailto: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>
- **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!*

DATE	TOPIC	CORE READINGS
08-Jan	Intro & Primer Series	**
15-Jan	Missing Data	Rosenthal (1979) Walker et al (2008)
22-Jan	Science vs Art	APA Statement on EBPP - Appendix (Norman, 2006) Huibers & Cuijpers (2015)**
29-Jan	Treatments That (Might) Work	Hofmann et al (2012)
05-Feb	Moving the Goalposts	Jadad & Enkin (2008)
12-Feb	Inside the Black Box	Pfeifer & Strunk (2015)
19-Feb	<b>READING WEEK – NO CLASS OR OFFICE HOURS</b>	
26-Feb	Results May Vary	DeRubeis et al (2014) **
05-Mar	Interim Review / Catchup	[none]
12-Mar	Grand Unifying Model of Everything	Deacon & McKay (2015); Hershenberg & Goldfried (2015)
19-Mar	Blindspots	Shen (2013) **
26-Mar	Replication Situation	Open Science Collaboration (2015) Everett & Earp (2015)
02-Apr	Where the Rubber Hits the Road	McNally & McNally (2016)

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