



PSYD39: Cognitive Behavioural Therapy

University of Toronto Scarborough (Summer 2019)



Instructor Information

Dr. Andrew A. Cooper (“KOO-per”)
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Office Hours: TUES 12:30 - 3:30PM

Course Information

Lecture: WED 1-3PM
Course Location: SW316
Office Location: Portable 103, #109

All office hour appointments **MUST** be booked via <https://calendly.com/meet-prof-cooper> using your mail.utoronto.ca email address. **Please select an option linked to D-level courses 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

PSYD39 offers an in-depth exploration of cognitive behavioural therapies (CBTs), inarguably the most well studied form of evidence-based psychotherapy for a wide variety of different psychological disorders and mental health-related problems. However, there remain a substantial number of unanswered questions with respect to CBTs on topics such as efficacy, effectiveness, causal change mechanisms, and best practices for use in so-called “real world” treatment settings. In this course, we will discuss the historical and theoretical foundations of CBT, its empirical evidence base, processes and predictors of change, in the context of a critical review of its contemporary clinical applications.

Pre-requisites & Requirements: PSYB32H3 and PSYC36H3 and 1 of [PSYB07H3 or STAB22H3]

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

1. *Identify* defining features and principles of CBT across different protocols, diagnostic categories, and treatment modalities.
2. *Describe* contemporary methods of assessing treatment efficacy and effectiveness, mechanisms of change, and predictors of treatment outcome as relevant to research on CBT.
3. *Summarize* the contemporary evidence base for CBT in regards to common psychological conditions including depression, PTSD, and panic disorder
4. *Compare and critique* competing views as to how CBT achieves its effects, with reference to relevant empirical research findings and theoretical frameworks
5. *Locate, evaluate and synthesize* findings from the clinical research literature in order to effectively *communicate* your ideas in both written and oral presentation formats
6. *Appraise* evidence presented in support of specific clinical research claims (e.g., mechanisms) in light of contemporary meta-scientific issues and pragmatic implementation challenges.
7. *Develop* an innovative, evidence-based proposal for overcoming an identified weakness or limitation of contemporary CBT, synthesizing topics covered across the entire course
8. *Demonstrate* the ability to work effectively and respectfully with peers, including participating in class discussions, team exercises, and both providing and responding to constructive feedback

Course Structure

This course mirrors a graduate seminar in terms of structure, evaluation, class environment and learning outcomes, and involves a mix of traditional lecture, group discussion, and student-led presentations.

SEMINAR classes (weeks 1-8; 13): focus on introducing and discussing topics related to key assigned readings
PRESENTATION classes (weeks 9-12): student-led presentations of key CBT protocols plus class discussion

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.

Requirements & Grading

Required Readings: For most classes, I will ask you to read one or two academic papers (including reviews, commentaries or empirical research articles). Citations/DOIs and select readings will be posted on Quercus. These articles are critical, primary resources for the course; I strongly suggest that you carefully read them PRIOR to each week’s class in order to be able to participate fully in the course.

For SEMINAR classes, you will find links to articles posted on the corresponding modules on Quercus and in the course calendar (below). For PRESENTATION weeks, articles will be selected by each group individually by Friday prior to their presentation, with links posted on their corresponding Discussion Boards on Quercus.

Optional (Free) Supplemental Text: During most SEMINAR classes, I will highlight more comprehensive sources if you are interested in undertaking additional readings. Many of these come from an excellent new edited volume: Hofmann, S.G. & Asmundson, G.J.G. (2017). *The science of cognitive behavioral therapy*. San Diego: Academic Press.

This text is currently accessible online for free via UTSC’s library service; you can access it while on campus wifi or via library login: www.sciencedirect.com/book/9780128034576/the-science-of-cognitive-behavioral-therapy

Quercus: All course-related materials will be posted to Quercus, 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 Quercus 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) in-class participation and engagement, (B) short pre- and post-class comprehension checks, (C) reflection & reaction exercises, (D) a team-based slideshow presentation, and (E) a comprehensive term paper, with a number of associated preparatory assignments across these categories. Your final grade will be calculated 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

In-Class Participation (9% of course grade)
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Active in-class participation is critical to the success of this course and the quality of learning experience it provides for you and your classmates. I encourage you to ask questions, challenge your own assumptions, and engage with your peers. Note that quality is more important than quantity, and demonstrating respect for others is paramount; you will receive a zero automatically, if you are disrespectful to other members of the class. Likewise, if you are not present 30 minutes after class has started, you will be ineligible for participation points. Your participation will be graded based on the following scale:

POOR	<i>Did not attend or speak AND/OR was disengaged, disrespectful or disruptive during class</i>
OK	<i>Present but not actively or substantially participating or contributing</i>
GOOD	<i>Contributed 1+ question or comment with clear sign of critical thought & stimulation of discussion.</i>

For SEMINAR CLASSES (weeks 2, 3, 4, 5, 6, 8, and 13):

Each week is worth 0.5% toward your final grade with your lowest score dropped at the end of the term.

For PRESENTATION CLASSES (weeks 9, 10, 11, and 12):

Value of participation quadruples to 2% per class (1% for each presentation); exempted on your presentation day.

Pre- and Post-Class Engagement Checks (18% of course grade)
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I. PRE-CLASS PREP (6%) - due weekly (except Week 1, Reading Week & your presentation week) on TUES by NOON

>>For SEMINAR CLASSES (weeks 2, 3, 4, 5, 6, 8, and 13):

Each class is worth 0.5% toward your final grade, with your lowest score dropped at the end of the term.

To secure full credit for this task, you must post a thoughtful question to the Quercus discussion board, typically corresponding to the week's assigned reading (or a specific prompt designated ahead of time). You are welcome (and encouraged) to respond to your classmates questions, but to receive credit you must post your own independent question first.

>>For PRESENTATION CLASSES (weeks 9, 10, 11, and 12):

Each class is worth 1% toward your final grade (0.5% for each team's article); exempt on your presentation week.

During presentation weeks, you must post one question for each team's assigned reading (i.e., 2 questions) to receive full credit. Your question should clearly demonstrate a thoughtful attempt to reference content from the assigned article; generic questions (i.e., "Does this treatment involve X procedure?") will not count for credit.

II. POST-CLASS TASKS (12%) - due weekly (except Week 1, Reading Week & your presentation week); timing varies

>>For SEMINAR CLASSES (weeks 2, 3, 4, 5, 6, 8, and 13): due FRI by NOON via Quercus

Each week is worth 1% toward your final grade, with your lowest score dropped at the end of the term.

These brief (approx 15min) evaluations become available after each week's class, and serve as a check on your engagement and comprehension of class content. They will take various forms, ranging from simple content and

comprehension checks (e.g., multiple choice questions) to reaction prompts for short written responses, with an emphasis on assigned readings or key topics covered in the corresponding class period.

>>**For PRESENTATION CLASSES (weeks 9, 10, 11, and 12):** completed in class, due by end of class
Each week is worth 2% toward your final grade (1% per presentation being evaluated).

You will receive peer evaluation forms during class during presentation weeks. You will use these forms to provide concise, clear and constructive feedback to each presenting team. Not submitted on your own presentation day.

Reaction & Reflection Exercises (14% of course grade)
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I. REFLECTION TASKS (2 x 2%) - due via Quercus on MAY 10 by 11:59pm / AUG 2 by 11:59pm via Quercus

Two brief exercises will be posted on Quercus at the start and near the end of the term. These are short self-assessment tasks that will take approximately 15 minutes to complete.

II. MID-COURSE REACTION PAPER (10%) - due JUN 10 by 11:59pm via Quercus

For this assignment, you will submit a short written response to a question prompt broadly relating to meta-scientific and contextual factors discussed across the term. More detail will be provided later in the term, including the specific question prompt.

This paper serves two main functions. First, it is intended to stimulate your thinking about the importance of contextual factors in interpreting findings, which is relevant to your team presentation as well as your term paper. Second, the paper provides me with an early opportunity to evaluate your writing, and to provide you with concrete feedback about any concerns I see, which should prompt you to seek additional support as necessary to address any issues prior to finalizing your term paper.

Reaction papers should be a maximum of 2 pages, formatted as described in class (2x spaced, 1 inch margins, 12 pt font, no shenanigans). Use APA-formatted in-text citations and include references on a separate page (which does not count against your page limit).

Reaction papers must be submitted via Quercus and will be evaluated for plagiarism using *Turnitin*. See the section on *Submitting Assignments* below. Assignments that are submitted late without instructor permission / Accommodations 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.

Team Presentation & Related Assignments (~29% of course grade)

I. TEAM PRESENTATION (20%) - presentation date varies by team; will be assigned by 3rd week

Teams of 3-4 students will be finalized by the 3rd week of class. Beginning in week 9, there will be two group presentations per class period. Each group will focus on a specific CBT protocol for a particular diagnosis (e.g., prolonged exposure for PTSD) with eligible topics described ahead of time and assigned early in the semester based on a lottery system. **You must notify me ASAP of any absences or conflicts in order for me to accommodate these in assigning dates.**

All team members will participate in the group presentation, accompanied by a Powerpoint presentation and a 1-page handout for peers. Each presentation should be ~25 minutes long and reflect the product of a thorough review of the clinical research literature. Presentations should address a number of key topics including a description of the target diagnosis, detailed account of relevant theory, key features of therapy, evidence of efficacy and effectiveness, empirical research on mechanisms and moderators of treatment outcome, and current challenges facing this intervention.

At the end of their presentation, each team will pose a thought-provoking question to the class and then moderate a short group discussion. These questions can be tied to the reading you have chosen for the class, or broadly linked back to your topic area. Aim to make participation in conversation accessible to everyone who has been engaged in your presentation.

Each student's final grade on this part of the assignment will be comprised of several elements including

- Effective delivery of team oral presentation
- Effective promotion and moderation of post-presentation discussion
- Effective design of class handout
- Individual contribution to group work

II. PRESENTATION OUTLINE (5%) - due WED prior to assigned week by 11:59PM via Quercus (date varies by team)

Each group must submit a brief structural outline for their presentation, primarily comprised of a list of references relevant to covering the key required topics for the presentation. Further detail will be provided in class.

III. ARTICLE FOR PEERS (2%) - due FRI *prior* to presentation week by NOON (date varies by team)

Each group must post a reference and DOI/link to a brief article on their assigned discussion board. Your peers will read this article prior to your presentation. Your chosen article should be no more than 7 pages long. Select an article that can serve as a useful example for your peers, helping them gain more from the upcoming presentation.

IV. SOLO POST-FEEDBACK REACTION TASK (2%) 📄 due FRI *2 days after* presentation by NOON (date varies by team)

After your presentation, your peers will complete a brief feedback form evaluating your team's presentation. I will compile and scan these forms, emailing them to all members of your team. You should review this feedback (independently and/or with your team) as soon as you receive it.

After reviewing the feedback, you will answer a few brief reflection questions on it, your performance on the class presentation, and your contributions to your team. Each student must complete and submit the reaction task individually and independent from their teammates.

Term Paper & Related Assignments (30% of course grade)

I. TERM PAPER (25%) - due AUG 5 by 11:59 pm via Quercus; must be submitted to pass class

Your term paper must be between 7-10 double-spaced pages, formatted per APA and assignment guidelines with appropriate citations and reference list (which does not count toward your page limit). A detailed instruction

guide will be posted later in the semester, including key formatting details and submission instructions that must be followed to ensure you receive full credit. The term paper must be submitted via Quercus and will be evaluated for plagiarism using *Turnitin*.

In general terms, your term paper will be centered on a conceptual, theoretical, or practical challenge faced by CBT in the modern era or very near future. You will need to articulate the nature of this issue in relation to a specific CBT protocol or variant, argue for its significance as an impediment to the success of CBT as a treatment, and propose an empirical method of investigating, addressing or resolving this issue. Your proposal should be supported by appropriate sources from the academic literature, and may involve any of the major research methods discussed in class (e.g., translational models, implementation studies, etc).

The term paper serves as my primary method of assessing your individual progress toward the core learning outcomes of the course. 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.

Because the paper is due at the end of the semester, I cannot offer any extensions. Any assignment not submitted via Quercus by the due date will be graded with a 50% reduction, except in cases where students have been granted an extension due to AccessAbility-related accommodations, or unexpected illness/ emergency, as described under the section titled *Psychology Missed Term Work due to Medical Illness or Emergency Policy*.

II. TERM PAPER OUTLINE (5%) - due JUL 15 by 11:59 pm via Quercus

For this assignment, you will submit a 1-page bullet point draft outline for your term paper that specifically highlights your plan for addressing all required components of your term paper.

This assignment serves two important functions. First, it provides me with an opportunity to assess your preliminary work and planning for your term paper, to ensure that you are not “way off track”, as it were. Second and perhaps more importantly, it constitutes an intermediate preparation stage for your term paper, to encourage you to begin work on the paper in a timely fashion and to uncover any unexpected sources of confusion or indecision that might arise later in the term (when there is less time for prompt feedback). Ultimately, this assignment should increase the likelihood of success in your final assignment.

General Course Policies & Guidelines

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*.

Sharing Personal Info in Class: Most people have experienced a mental health issue 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 3 business days unless you receive an automatic reply that suggests otherwise. My typical workday falls between the hours of 8 and 4, which you may want to keep in mind if reaching out with time-sensitive questions. 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., “PSYD39 - question about So & So 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 make sure to use the Calendly system described above to book office hours meetings. If you are completely unable to meet during the posted timeslots due to a scheduling conflict, you can email me directly to try to set up a time to meet or speak by phone. To save time, please include at least a few potential time windows during normal business hours during which you are free when emailing with this sort of request.

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 D39. Auditing is not permitted, except with written approval from the instructor ahead of time.

Assignment Guidelines, Due Dates, & Missed Work

Syllabus Outline and Changes: A *Master Course Schedule* will be posted on Quercus 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 Presentation Dates: Team assignments and topics 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 Quercus: Most written assignments for this class will be submitted via Quercus. 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 & Late Work: Because class participation is a critical component of your final grade in D39, 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 *Missed Term Work* section listed below. If you are unexpectedly unwell and planning to submit a Missed Term Work form, please notify me ASAP so I can plan accordingly. Note that missed team presentation 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. Likewise, it is advisable to submit whatever work you have completed via email when requesting an extension; if it is not accepted, you will at least be eligible for part marks.

Missed Term Work due to Medical Illness or Other Emergency:

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

- (1.) A completed **Request for Missed Term Work Accommodations form** (<http://uoft.me/PSY-MTW>), and
- (2.) **Appropriate documentation** to verify your illness or emergency, as described below.

Appropriate documentation:

For missed **TERM TESTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form (uoft.me/UTSC-Verification-Of-Illness-Form) or an **original** copy of the record of visitation to a hospital emergency room. 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.
- Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of two weeks. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of three business days (starting from the midterm date.)

For missed **TERM TESTS** due to **ACCESSABILITY REASONS**:

- Meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed **ASSIGNMENTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 3 days), submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) and attach a copy of your letter. **Specify how many days extension you are requesting** on the request form.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed term tests or assignments in **OTHER CIRCUMSTANCES**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.

- For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email (keely.hicks@utoronto.ca) **well in advance** of the missed work.
- For circumstances **outside of these guidelines**, please email Keely (keely.hicks@utoronto.ca) on the date of the test / assignment deadline to describe your circumstances and ask what documentation would be appropriate

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

Procedure:

Submit your (1.) [request form](#) and (2.) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

Submit to: Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM. (Slide forms under door if out of office.)

After submitting your documentation, within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Importance of Three Business Day window:

If you are unable to submit your documents in-person within the three business day window, **you must email Keely** (keely.hicks@utoronto.ca) **within the three business day window** to explain when you will be able to bring your documents in person. Exceptions to the documentation deadline will only be made under **exceptional circumstances**. Attach scans of your documentation, and be prepared to bring your documents to Keely in-person as soon as you are well. Late documents may not be accepted.

NOTE: Assignments due at end of term

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office (<https://www.utsc.utoronto.ca/registrar/term-work>).

NOTE: Final Exams

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

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.

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 (currently 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.

You are not required to disclose specific details about your accommodations to me when notifying me that you are registered with AccessAbility. I implore you to let me know as soon as possible, as the sooner I know about your needs, the more effective I can be in helping you achieve your learning goals in this course.

Other Resources for your Success in PSYD39

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!

WK	DATE	TOPIC	CORE READINGS
1	MAY 8	Intro/Overview of D39 Foundational Recap	Beck & Dozois (2011)
2	MAY 15	What Is CBT? History, Theory and Core Features	Beck & Haigh (2014)
3	MAY 22	Does CBT Work? Evaluating Clinical Outcomes	David, Cristea & Hofmann (2018) Hengartner (2018)
4	MAY 29	How Does CBT Work? Mechanisms, Mediation & Meta-Science	DeRubeis et al. (2014) Strunk & Pfeifer (2015) <u>OR</u> Cristea et al (2014)
5	JUNE 5	When Does CBT Work (Best)? Moderation, Prediction & Matching	Rothman (2013) Forand, Huibers & DeRubeis (2017)
6	JUNE 12	Where Has CBT Stumbled? Wrinkles & Weak Cases	Shafran et al. (2009)
7	JUNE 19	READING WEEK BREAK	
8	JUNE 26	Where Is CBT Headed? Innovating & Imagining the Next Decade	Kazdin (2017)
9	JULY 3	Presentation #1: Panic Disorder Presentation #2: Social Anxiety	Articles TBD; links posted preceding Friday by noon
10	JULY 10	Presentation #3: PTSD Presentation #4: GAD	Articles TBD; links posted preceding Friday by noon
11	JULY 17	Presentation #5: TBD Presentation #6: TBD	Articles TBD; links posted preceding Friday by noon
12	JULY 24	Presentation #7: TBD Presentation #8: TBD	Articles TBD; links posted preceding Friday by noon
13	JULY 31	What Can We Conclude About CBT? Reflection & Remoralization	Fernandez-Alvarez & Fernandez-Alvarez (2019)