

Current Topics in Clinical Psychology: Optimizing Treatment Outcome

Course Code: Summer 2020 - PSYD33H3 Y Lec99

Seminar Time: Wednesdays, May 13- August 5, 2020, Time: 12:30-2:00pm

Seminary Location: Online – BB Collaborate (Quercus)

Instructor: Lê-Anh Dinh-Williams, M.Sc., M.A., Ph.D. Candidate Clinical Psychology

Course email: psyd33.treatment@gmail.com

Welcome. This seminar course is designed to explore the overarching theme of “How to Optimize Treatment Outcome” for clinical disorders by discussing: (1) Treatment outcome research for various disorders; (2) advances in the science of mediators and moderators of treatment outcome; and (3) novel interventions in the treatment of clinical disorders.

The broad expectations are for students to engage in the critical evaluation of factors related to the treatment outcome for clinical disorders, including research and practice. A particular emphasis will be placed on evidence based, empirically supported, and novel approaches to clinical science and practice. Classes will be conducted in *seminar-style* and students are expected to have read, reflected on, and come prepared to discuss the assigned material prior to class. All readings are available electronically through the U of T library and course reserves, via Quercus.

Prerequisites: PSYB32H3 and [PSYB07H3 or STAB22H3 or STAB23H3] and [0.5 credit at the C-level in PSY courses]

Exclusion: PSY440H

Recommended Preparation: [PSYB01H3 or PSYB04H3 or PSYB70H3], PSYC02H3, PSYC36H3, PSYC37H3

Instructor Information

Lê-Anh Dinh-Williams, MSc., MA., PhD Candidate

office hours: By [appointment](#) only via: calendly.com/psyd33-treatment

lecture dates: May 13, 2020, to August 5, 2020.

Learning Outcomes

At the end of this course, we hope that students will be able to:

1. understand the underlying models and techniques of evidence-based interventions for prevalent clinical disorders.
2. critically evaluate traditional and novel techniques, demonstrating an understanding of when and for whom these techniques, tools, models and interventions are effective
3. communicate scientific findings through oral and written forums that mirror the experience of a junior graduate student.

4. engage in experiential-based learning exercises through peer discussion, homework, peer collaboration, peer feedback, and contribution to the classroom environment.
5. develop skills in critically evaluating/contributing to peer activities that mirror the experience of an academic peer-reviewer in a clinical research setting.
6. critically examine existing clinical practice through engagement in discussion and reflection exercises.

Student Evaluation Criteria

1. Class Engagement (40%)

- Tied to learning outcomes 1, 2, 4, 6
- Class engagement is composed of three main components: proactive preparation, active participation, and reflection. Students must demonstrate engagement across three components. A comprehensive review of expectations will be detailed in lecture one and discussed throughout the term.
- **Evaluation:** Proactive preparation, active participation, and reflection papers will be graded according to a 5-point scale, wherein:
 - 5 points = Excellent, exceptional
 - 4 points = Good, above average
 - 3 points = Good, expectations met
 - 2 points = Poor, expectations partially met
 - 1 point = Very poor, not consistent with expectations
- **Proactive Preparation (9%)**
 - **9 Weekly discussion questions** (1 per lecture, starting Lecture 3) related to readings and course topic.
 - Weekly Discussion Questions due by **5:00 pm on Tuesdays, the day before lecture (starting May 26)**.
 - **Evaluation:** An “excellent” discussion question inspires analysis, synthesis, interpretation, and critical thinking, and is not easily answerable (e.g., does not have a clear answer, cannot be answered with a simple yes or no).
- **Active Participation (15%)**
 - Active in class participation that demonstrates knowledge, synthesis, and critical thinking related to course content, including the topic and the readings.
 - Students are expected to participate in class demos, discussion questions, and complete homework exercises via the chat room of Bb Collaborate.
 - Students are also expected to demonstrate respectful active listening and responding to peer comments, thoughtfully, displaying meaningful contribution to content and discussion.
 - **Evaluation:** Active participation will be graded according to the frequency and quality of participation. An “excellent” level of active participation includes frequent comments/questions demonstrating the ability to synthesize knowledge on the subject matter, connect discussions to the readings or previous discussions, and to critically evaluate the implications of findings for the broader context of clinical research, assessment, diagnosis, and/or treatment. Attendance but no active participation is accorded a 3/5. **In the case of an absence, please contact the instructor to discuss reasons for absence and alternative modes of participation at least 24h prior to the scheduled seminar lecture.**
 - *For students currently living abroad and/or unable to attend the scheduled seminar lecture online, please contact the instructor at psyd33.treatment@gmail.com to discuss accommodations.*

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- **Reflection (16%)**
 - Students must submit four (4) reflection papers* over the course of the term.
 - Students are required to reflect on the class discussion from the lecture and provide a MAX 1-page reflection paper on this discussion (double-spaced). Students may choose to reflect on the readings, topic, class discussion, or broader context of the topic (e.g., applications in mental health).
 - **Evaluation:** Reflection papers must include a critical appraisal of the topic and incorporate relevant empirical evidence. This might include finding new applications for the topic or argument, limitations of current research/interventions, hypothesizing new questions or frontiers for the topic etc. All relevant empirical evidence reviewed to support reflections/arguments must be referenced and consistent with APA guidelines. An “excellent” reflection paper will reflect a critical appraisal of the topic that is: relevant to the field of Clinical Psychology, research and practice; credible, as evidenced by the inclusion of high-quality empirical evidence to support reflections; unique and creative; and persuasive.
 - Reflection papers are due **Sunday at 11:59 pm (Toronto time)** following the lecture, on Quercus.

- 2. **Group Presentations and Class Facilitation (25%)**
 - Tied to learning outcome 1, 2, 3, 5, 6
 - **20%: Group Presentation and Class Facilitation**
 - Students will be assigned to specific group presentations (4 students per group) and required to present on their assigned topic, as well as facilitate group discussions. Students are expected to present for a total of **7-minutes** each and facilitate group discussion for 20-25 minutes following the group presentation. Within groups, students will volunteer to present one of the following: *background on the intervention, treatment outcome research, mediators of treatment outcome, moderators of treatment outcome*. In addition, students will be required to come up with 2 discussion questions each, which they will separately raise and facilitate during the discussion period (~5 minutes each). Other group members are encouraged to participate during the discussion period of their other team members (e.g., provide their opinion, ask questions).
 - **Evaluations:** The quality of individual presentations within each group presentation will count for 15%. 5% will be marked based on the quality of group discussion facilitation. Overall, to be effective, presentations and discussion questions need to focus on what is critical and be delivered in a stimulating and thought-provoking manner. A comprehensive rubric will be provided on Quercus.
 - **Students must submit their final slides by 5:00 PM (Toronto time) the day before their presentation.**
 - **Presentations will be hosted and filmed online via Bb Collaborate, and posted online on Quercus for review.**
 - *For students currently living abroad and unable to attend the scheduled seminar lecture online, please contact the instructor at psyd33.treatment@gmail.com to discuss accommodations.*
 - **5%: Presentation Feedback**
 - Each student will submit constructive feedback (one strength and one area for improvement for each section of the group presentation) for 5 of the 6 group presentations.
 - Feedback must be submitted by **Sunday at 11:59 pm (Toronto time)** following the lecture.

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3. Critical Review of Treatment Outcome and Mediators - Paper 1 (15%)

- Tied to learning outcomes 1, 2, 3
- Students will submit a paper evaluating the treatment outcome and mediators of treatment outcome for two interventions – **one traditional approach and one novel approach** - applied to the treatment of a specific DSM-5 disorder and population (e.g., Treatment of Major Depressive Disorder in Adults; Treatment of MDD in Children/Adolescents).
- Students must ensure that course content is applied (e.g., evaluating empirical support, highlighting reliability of findings, selecting high quality Level 1 research).
- For example, students may critically examine the effectiveness of Cognitive Behavioral Therapy (traditional approach) and Ketamine (novel approach) in the treatment of Major Depressive Disorder in Adults, as well as mechanism of change (mediators) for each of these interventions.
- The topic must be approved by Ms. Dinh-Williams. Students will submit their topic following the outline template form provided and submitted on Quercus by **May 31 @ 11:59 PM.**
- The paper is restricted to a minimum of **four** pages and a maximum of six pages, double spaced, excluding title page and reference list, 12 pt font. Students must follow APA 6th edition formatting. A comprehensive rubric will be provided on Quercus.
- **Paper 1 is due on July 5 by 11:59 PM.**
- **For a list of traditional interventions recommended for specific disorders, see:**
<https://www.div12.org/diagnosis/>

4. Critical Review of Moderators of Treatment Outcome and Treatment Recommendations - Paper 2 (20%)

- Tied to learning outcomes 1,2, 3
- Students will submit a paper critically evaluating moderators of treatment outcome for the traditional and novel interventions reviewed in Paper 1, and provide treatment recommendations for each intervention to help optimize treatment outcome for the selected DSM-5 disorder reviewed in Paper 1.
- Students must ensure that course consent is applied (e.g., protocol, therapist, and participant moderators). For example, students may critically examine participant, therapist, and treatment moderators of CBT and Ketamine interventions in the treatment of Major Disorder Disorders in Adults, as well as make a case for strategies on how to optimize treatment outcome for each of these interventions.
- Students will be required to submit a topic approval and outline for Paper 2 by **July 26 @ 11:59 PM** via Quercus.
- The paper is restricted to a minimum of **five pages** and a maximum of seven pages, double spaced, excluding title page and reference list, 12 pt font. Students must follow APA 6th ed.formatting. A rubric will be provided on Quercus.
- **Paper 2 is due on August 14 by 11:59 PM.**

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Class Schedule, Topics, and Readings

Lec	Date	Topic	Important Dates	Readings
1	13-May	Welcome, orientation, course overview - is this the course for you?	Rank Group Presentation due Sunday 17-May @11:59 pm	Syllabus
2	20-May	How to Optimize Treatment Outcome: Introduction to a Critical Analysis of Treatment Outcome, Mediators, and Moderators.	Assignment to Group Presentations	Parihk et al. (2016). Canadian Network for Mood and Anxiety Treatments (CANMAT) 2016 Clinical Guidelines for the Management of Adults with Major Depressive Disorder. <i>Can J Psychiatry</i> . 2016 Sep; 61(9): 524–539.
		<i>reflection topic</i>	Optional - Start of reflection paper submissions (by May 24 @11:59pm)	See Lecture 2 Slides
3	27-May	Evidence-based Interventions and Advances in the Treatment of Depression	Start of discussion question submission (by May 26 @ 5:00 pm)	Whiston, A., Bockting, C. L., & Semkowska, M. (2019). Towards personalising treatment: a systematic review and meta-analysis of face-to-face efficacy moderators of cognitive-behavioral therapy and interpersonal psychotherapy for major depressive disorder. <i>Psychological Medicine</i> , 1-12.
		<i>reflection topic</i>	Paper 1 topic approval due by Sunday May 31 @ 11:59 pm	See Lecture 3 Slides
4	3-June	Evidence-based Interventions and Advances in the Treatment of Anxiety		Ling, Y., Nefs, H. T., Morina, N., Heynderickx, I., & Brinkman, W. P. (2014). A meta-analysis on the relationship between self-reported presence and anxiety in virtual reality exposure therapy for anxiety disorders. <i>PloS one</i> , 9(5), e96144.
		<i>reflection topic</i>		See Lecture 4 Slides
5	10-June	Evidence-based Interventions and Advances in the Treatment of PTSD		Amoroso, T., & Workman, M. (2016). Treating posttraumatic stress disorder with MDMA-assisted psychotherapy: a preliminary meta-analysis and comparison to prolonged exposure therapy. <i>Journal of Psychopharmacology</i> ,

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		<i>reflection topic</i>		See Lecture 5 Slides
-	17-June	Reading week (no class)		
6	24-June	Group Presentations – Advances in the Treatment of Obsessive-Compulsive Disorder	Submit slides by 5pm on June 23	Twohig et al. (2018). Adding acceptance and commitment therapy to exposure and response prevention for obsessive-compulsive disorder: A randomized controlled trial. <i>Behaviour Research and Therapy</i> , 108, 1-9.
		<i>reflection topic</i>	Submit peer feedback by June 28 @ 11:59 pm	See Lecture 6 Slides
-	1-July	Canada Day (no class)	Paper 1 due by July 5 @ 11:59 pm on Quercus	
7	8-July	Group Presentations – Advances in the Treatment of Eating Disorders	Submit slides by 5pm on July 7	Smith, A. R., Hames, J. L., & Joiner, T. E. (2013). Status Update: Maladaptive Facebook usage predicts increases in body dissatisfaction and bulimic symptoms. <i>Journal of Affective Disorders</i> , 149(1–3), 235–240. https://doi.org/10.1016/j.jad.2013.01.032
		<i>reflection topic</i>	Submit peer feedback by July 12 @ 11:59 pm	See Lecture 7 Slides
8	15-July	Group Presentations – Advances in the treatment of Substance Use Disorders	Submit slides by 5pm on July 14	Johnson et al. (2016). Long-term follow-up of psilocybin-facilitated smoking cessation. <i>American Journal of Drug and Alcohol Abuse</i> , 43(1), 55-60.
		<i>reflection topic</i>	Submit peer feedback by July 19 @ 11:59 pm	See Lecture 8 Slides
9	22-July	Critical Analysis of Participant and Protocol Moderators of Treatment	Paper 2 topic approval due Sunday July 26 @ 11:59 pm	Kraemer (2016). Messages for Clinicians: Moderators and Mediators of Treatment Outcome in Randomized Clinical Trials. <i>The American Journal of Psychiatry</i> , 173, 7, 672-679.
		<i>reflection topic</i>		See Lecture 10 Slides

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10	29-July	Critical Analysis of Therapist/Health System Moderators of Treatment		Boritz et al. (2015). Common Strategies for Cultivating a Positive Therapy Relationship in the Treatment of Borderline Personality Disorder. <i>Journal of Psychotherapy Integration.</i> , 25, 20-29.
		<i>reflection topic</i>		See Lecture 11 Slides
11	5-August	Protocol Moderators and Adjuncts to Treatment: Exercise and Anti-Inflammatory Interventions		Schuch, F. B., Vancampfort, D., Richards, J., Rosenbaum, S., Ward, P. B., & Stubbs, B. (2016). Exercise as a treatment for depression: a meta-analysis adjusting for publication bias. <i>Journal of psychiatric research</i> , 77, 42-51.
		<i>reflection topic</i>		See Lecture 9 Slides
-	6-August	Last day to drop courses		
-	14-August		Paper 2 due on August 14 @11:59 pm on Quercus	

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 behaviour (e.g., off-topic chatting or texting). I encourage you to take notes if that helps you to stay engaged.

Boundaries: The relationship with your peers and your course instructors is academic in nature. Being a part of this class does not constitute a therapeutic relationship with your instructors or peers. Your instructors will be sharing with you their own clinical experience with patients, clients, etc. for teaching purposes only. Please note that if you are you need mental health support, see the **Mental Health Resources** section of the syllabus below.

Computer Use: If you are on your computer, please be mindful about engaging in practices that might distract other students; if others complain about your actions, you may be asked to leave.

Accountability: Important announcements and information will regularly be posted on Quercus. It is each student's responsibility to check the course website frequently, and monitor their University of Toronto email addresses on a regular basis.

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. Additionally, please take a moment to consider whether or

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not sharing your story will be relevant and helpful to the class and aim to be sensitive, not to sensationalize.

Emails: Please use the course email (psyd33.treatment@gmail.com) for all questions. We will try to answer your emails **within 3 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 personality assessment”). The most effective emails are short, focused on a single question, and demonstrate some effort on your part to explain your understanding of 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>

Enrolment Status: Attendance in class is restricted to students registered in this section of D33. Auditing is not permitted. This class usually has an extensive waitlist and is limited to students in the Mental Health Studies program, meaning that students from other programs are unlikely to be able to enrol.

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 set up a meeting through **calendly** as we have dedicated time and space to speak with students in person during office hours.

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. Please note that some of the content covered in class may be related to clinical cases that have been de-identified.

Mental Health Resources: We will focus on mental health issues in this course. Remember, only trained mental health professionals can diagnose and treat a psychological 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. Counselling Supports and Services at the Health & Wellness Centre have same day appointments with counsellors Monday to Friday. Students can book same day appointment in person each morning at the Health & Wellness Centre in room SL270 (Student Centre, 2nd floor). All appointments must be made by phone or in person, not via email or online. Please bring your T-Card and Health Card. Email at health-services@utsc.utoronto.ca or call (416)287-7065 if you have any further questions.

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General Test & Assignment Guidelines, Due Dates, & Missed Work

Submitting Assignments: Your written assignments for this class will be submitted via Quercus. Normally, students will be required to submit their papers 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 website.

General Policy on Absences: If you know in advance of a legitimate reason for being absent or unable to meet a specific class deadline (e.g., religious holiday or academic event), please contact your instructors as soon as possible. Reasonable accommodations will be made if possible, but early notice is critical for this. All unplanned absences for graded elements of the course are covered under the Psychology Missed Term Work Policy listed below.

Penalties for Lateness: A penalty of 10% per calendar day (i.e., including weekends and holidays, during which students are not able to submit term work) up to and including the end of term, will be applied by the Instructors. A No penalty will be assigned if the request for special consideration, described below, was successful. Please note, while we understand you have numerous commitments, we will not be allowing extensions for circumstances not outlined in the missed term work police below.

SUMMER 2020: 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.

Submit via email to: Keely Hicks, Departmental Assistant, keely.hicks@utoronto.ca

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 **ASSIGNMENTS or TERM TESTS** due to **FLU-LIKE SYMPTOMS or SELF-ISOLATION REQUIREMENTS:**

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and
- **Declare** your absence on [ACORN](#) (Profile & Settings > Absence Declaration)

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

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), along with the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

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

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), along with a scan/photo of the **original** copy of the official UTSC

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Verification of Illness Form (uoft.me/UTSC-Verification-Of-Illness-Form) or an **original** copy of the record of visitation to a hospital ER.

- Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration # 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 illness start date.)*

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

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

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 1-7 more days), email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and attach a **copy of your letter**. Specify how many days extension you are requesting in your email.
- 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 **ASSIGNMENTS or TERM TESTS** in **OTHER CIRCUMSTANCES**:

Email the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) form to Keely (keely.hicks@utoronto.ca), along with:

- For the **death of a family member/friend**, provide a copy of the 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 (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 (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 or before the date of the test / assignment deadline** to describe your circumstances and determine appropriate documentation.

Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings, personal/work commitments. As stated above, your documents must be submitted **within three (3) business days** of the deadline for the missed work.

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.

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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.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations. (E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other documentation, then a new medical note/other appropriate documentation must also be submitted.

Importance of Three Business Day window

If you are unable to submit your documents within the three business day window, **you must email Keely (keely.hicks@utoronto.ca) within the three business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under exceptional circumstances.

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.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.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.

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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 proofreading. 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.

Student Resources

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 your instructors 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 better we can assist you in achieving your learning goals!

Writing Centre: The UTSC Writing Centre works with students at all stages of assignment development: from brainstorming and developing an outline to constructing introductions, body paragraphs and conclusions, to citation, referencing, editing and proofreading. They offer individual consultations as well as writing groups, workshops and clinics. Please see the website for more details:

<https://www.utsc.utoronto.ca/twc/one-one-tutoring>

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