



PSYD39-L99: Cognitive Behavioural Therapy

University of Toronto Scarborough (Summer 2020)

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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 [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 online discussions, and both providing and responding to constructive feedback.

A Note on Modified Course Structure & Expectations

This course has been converted to an online format in response to the many changes and impacts of the global COVID-19 pandemic, which is still ongoing as of the initial version of this syllabus. These modifications are extensive and will no doubt alter the experience of the course versus its in-person predecessor, but rest assured that I am committed to making sure this course remains just as valuable, challenging, and engaging.

In modifying the course design and assessment structure, I have tried to prioritize flexibility (both yours and mine) without compromising quality. Most one-way content (e.g., “lectures”) will be available in an asynchronous format, so you will be able to access it and view it on your own schedule. I will try to be as flexible and responsive to the needs of the class when scheduling any interactive events, providing recordings if possible and appropriate.

However, many of us are operating on schedules that are more compressed, variable, or inflexible than the pre-pandemic era. In my view, it is unreasonable to expect you to be online or accessible at all times, or to necessarily have this course or others atop your priority list at any given moment. I hope you will keep this idea in mind during your interactions this semester, in line with the broader global effort to provide more “slack” in the system as we navigate new demands and challenges.

Everyone is facing a different set of circumstances at this time, so I hope you will be transparent and open when it comes to providing feedback on how the course is going for you. If your circumstances change (e.g., losing reliable access to internet at home), please let me know so we can work together on strategies to adapt and respond.

“Timing” of Course Elements: Although this course is designed to be as asynchronous as possible, in the interest of providing a simple and familiar structure, I’ve segmented content into a series of weekly components. For the sake of simplicity, I will use **Wednesday at 23:59 EDT (one minute to midnight in Toronto) as the reference point for “class” each week**, though we will not be meeting at this time. All due dates will be listed in and based on EDT. Almost all course assignments will be due on Mondays or Fridays at 23:59 EDT, which we will treat as “before” or “after” class. If you are taking the course outside of Ontario, check how your local time compares to EDT: www.thetimezoneconverter.com -- if you anticipate challenges based on where you are located while taking the course, please contact me ASAP.

Course Format & Structure: This course is designed to mirror a graduate seminar in terms of structure, evaluation, class environment and learning outcomes, featuring a mix of didactics, group discussion, and student-led presentations. 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 (at least in a digital format).

To accommodate an asynchronous format, the nine major content areas (including introduction/conclusion) have been separated by “off” weeks. These weeks will provide an opportunity for you to catch up on reading and lectures, and for us to schedule group office hours to answer any questions that may have arisen during prior weeks (see section below). Almost all other peer-to-peer interactions will take place on course discussion boards.

Sequence / Pace of Course Elements: Many students find it difficult to strategize how to approach and keep pace with online classes, and it is likely our current circumstances will only amplify this frustration. PSYD39 involves two distinct content domains: student presentations that highlight research findings from specific CBT treatment protocols, and lecture content which is largely focused on conceptual and practical issues in research and treatment. Your major assessment, a final term paper, involves elements of both of these content areas. The combination of readings, lectures, and assignments can make it very easy to fall behind and struggle to catch up. As such, while the course is asynchronous, there are clear benefits to engaging with course materials in a structured way.

To address this, the D39 Quercus page is organized in recommended overall sequence, grouped by weekly modules. These contain *essential* elements like lectures, readings, and links to assignments that are tied to that content. To provide as much flexibility as possible, I have tried to minimize “gatekeeping”, meaning that some lectures and assignments may be available “ahead of schedule”. However, others are locked until we reach certain milestones as a group, including scaffolded preliminary steps and assignments involving discussions with your peers. To reduce clutter and the potential for confusion, I’ve moved all recommended content to a separate module at the bottom of the page, though I encourage you to investigate those materials for a more fulsome experience of the course. On a micro level, weekly lecture videos are divided into segments to help you maintain focus and to offer opportunities to take notes and jot down any questions you have.

Email: You are welcome to email me at any time, bearing in mind that **my typical work hours are between 08:00 EDT and 16:00 EDT**. The volume of emails I receive during busy stretches of the course can be quite breathtaking, and it often takes me up to 7 days to reply to non-urgent requests. If you have a truly urgent matter, please do not hesitate to “bump” an email if you have not received a response. I encourage you to consider posting your question to a discussion board if you have a question that a classmate may be able to help you with.

Please keep your emails professional, concise, and clear: start with an informative title that includes the course name and some detail on your question. Short, focused emails with an informative title (including D39) are most likely to be answered, especially if you take time to explain where you are stuck in a clear way.

Virtual Office Hours: My *regular office hours* will be 1:1, by appointment using Whereby. For the first few weeks of class, please email me to coordinate any urgent appointment needs (e.g., accommodations). Once the term is underway, there will be regular D-level timeslots listed at <https://calendly.com/meet-prof-cooper> where you can use your U of T email address to book on a first come, first served basis. Please check your email to confirm ahead of time and in case of unexpected cancellation, and allow a little buffer room to set up audio/video calling options. **If you have a scheduling conflict, email to arrange an alternative time, which you can facilitate by listing your availability between 08:00 EDT and 16:00 EDT.**

Group office hours will be drop-in events hosted on BB Collaborate or a similar service, typically occurring on “off” weeks. I’ll use this time to answer major questions from discussion boards and on-the-fly, time permitting. Attendance is optional but recommended, although barring unusual circumstances, these meetings will be recorded and available on Quercus. *Specific times are TBD pending majority availability per class feedback.*

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. I encourage you to take a few minutes and download the articles ahead of time; you can use the UTSC library proxy to do so while working from home.

If you are interested in a deeper dive into some of the content I will discuss in lecture, or another source of information for class assignments, I encourage you to peruse this excellent edited volume, free via library login:

Hofmann, S.G. & Asmundson, G.J.G. (2017). *The science of cognitive behavioral therapy*. Academic Press.
www.sciencedirect.com/book/9780128034576/the-science-of-cognitive-behavioral-therapy

Sharing Personal Information: 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 (digital) 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 to follow the guidelines I provide in class (i.e., the Uncle Roger system). 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.

Online Interactions: By design, seminar classes are usually structured around extensive opportunities for discussion and interactions between members of the class. This presents a challenge in an asynchronous online course, but an important one for us to take on together as we remained connected through discussion boards and video calls. As I would for any seminar course, I encourage you to ask questions, challenge your own assumptions, and engage with your peers: what you get out of this course is likely quite highly correlated with what you contribute to it. For assignments related to discussion posts, I expect you to make a good faith effort to complete these tasks. I encourage you to interact with your classmates in positive ways, and to provide constructive feedback when it is likely to be helpful. **Here, quality is more important than quantity, and demonstrating respect for others is paramount.** Please notify me if you have serious concerns about another student's behaviour towards you or one of your classmates. Consistent or flagrant issues may impact your grade and your ability to continue to participate in these aspects of the course.

Quercus: All course-related materials will be posted to Quercus, including the **syllabus, readings, assignments & grades, and announcements.** 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!

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 I have granted written permission or for students with specific accommodations. Sharing my course materials on online repositories can only serve to detract from the learning experience I can provide to you and future D39 students.

Syllabus Changes: I may make minor changes to the course syllabus based on pacing and needs of the class, or other unexpected events. These will not impair your ability to succeed in the class, and I will notify you ASAP. Any major grading/content changes will be contingent on class vote.

Assignment Submission Guidelines: All major written assignments submitted through Quercus will be subject to review by Turnitin.com. These must be submitted as .doc or .docx files, and require duplicate submissions (graded and Turnitin links). 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.

Grading-Related Issues: Any complaint or concern about grading on an assignment, test or presentation should be made in writing to within one week of receiving the graded material or as soon as is reasonably possible and should detail the point of contention.

PSYD39 Specific Policies for Late/Missed Work: If you know in advance of a legitimate reason for being unable to meet a specific class deadline (e.g., religious holiday or academic event), please contact me directly ASAP. **You must notify me if you have or plan to submit a Missed Term Work request** or are requesting an accommodation that we have not previously discussed. Failure to do so may result in your request being denied.

Most assignments have wide margins to provide maximum flexibility. The few time-linked and interactive cannot be extended. Please reach out to me as soon as possible if you expect you may miss one of these deadlines.

Student Evaluation: Your final grade will be determined based on number of exercises, described below. There is no final exam, but you must submit a term paper or you cannot pass the class. Your final grade will be calculated via the standard UTSC rubric, and I will try to provide regular updates.

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

Class Engagement Exercises (18% of course grade)

A. PRE-CLASS PREP POSTS (7%) – due week 2,3,5,6,8,9,12,13 on MON by 23:59 EDT

Worth 1% each 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 response on the designated Quercus discussion board at the start of a given week. Responses are typically tied to the week’s assigned reading (or a specific prompt designated ahead of time). I encourage you to interact with your classmates, but to receive full credit you must post your own independent comment first.

B. Q&A DISCUSSION POSTS (4%) – due week 2,4,7,10,13 on MON by 23:59

Worth 1% each toward your final grade.

To secure full credit for this task, you must post a thoughtful question to the Quercus discussion board. If you have questions about substantially different topics, please submit them in separate posts. These questions provide fodder for our group office hours. These assignments are technically due at the start of each “catch-up” week, but if you are keeping pace through the videos, you will likely post well in advance of this. I strongly encourage you to respond to your classmates’ questions (including liking those you see as most important), but to receive credit you must post at least one independent question first.

C. POST-CLASS COMPREHENSION CHECKS (7%)– due week 2,3,5,6,8,9,11,12,13 on FRI by 23:59 EDT

Worth 1% each toward your final grade, with your lowest score dropped at the end of the term.

These brief (~15min) evaluations become available after each content section, and serve as a check on your engagement and comprehension of content from lecture videos. They will take various forms, ranging from simple 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.

Reaction & Reflection Exercises (19% of course grade)
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D. EARLY COURSE REACTION TASK (5%) - due via Quercus on JUN 8 by 23:59 EDT

For this assignment, you will submit a short response to a question prompt broadly relating to a CBT-related dilemma, which will also provide an early incentive to engage with the academic research literature on CBT. To facilitate flexibility and options to practice in multiple modalities, you can submit this assignment as a written paper, or as a brief audio recording.

E. MID-COURSE REACTION PAPER (10%) - due via Quercus on JUN 29 by 23:59 EDT

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. This paper is intended to stimulate your thinking about the importance of contextual factors in interpreting findings, which is relevant to your presentation as well as your term paper.

F. REFLECTION TASKS (2 x 2%) - due via Quercus on MAY 25 / AUG 13 by 23:59 EDT

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.

Presentation & Related Assignments (25% of course grade)**G. PRESENTATION (*22% without squad consult) - due via Quercus JUL 20 by 23:59 EDT**

You will develop a presentation consisting of a slideshow (e.g., Powerpoint) with corresponding talk and 1-page summary handout. You should submit one file combining the first two elements (e.g., video featuring audio track over a slideshow).

Your presentation must under 10 minutes and should reflect the product of a thorough review of the clinical research literature. You will focus on a specific CBT protocol for a particular diagnosis (e.g., prolonged exposure for PTSD) with eligible topics described/assigned by mid-semester partially per your preferences.

All presentations will involve a brief description of the target diagnosis, as well as a detailed account of relevant theory and key features of therapy. Based on your assignment, you will either present (i) evidence of efficacy and effectiveness, (ii) empirical research on mechanisms and causal agents of change, or (iii) contemporary predictors or moderators of treatment outcome. All presentations will conclude with a brief discussion of a current challenge facing this intervention.

H. SQUAD CONSULT (*optional 2% toward presentation) Opt-in due JUL 10 / Feedback due JUL 15 23:59 EDT

must complete both parts for grade

Your presentation is an individual task, but some of your classmates will be working on topics adjacent to your own. There is much to be gained by consulting with these folks, as their own research and review process make them better equipped to offer feedback and help problem-solving around shared challenges. Completing this optional task can earn you 2% toward your presentation, reducing it to 20% of your final grade.

You must opt in to participate in this optional task. By opting in, you agree to provide feedback to another peer by the feedback date. There are no extensions, so missing the opt-in deadline means you cannot participate in this task, and missing the feedback date means you are not eligible for the 2%.

To opt in, you must submit at least 1 page of planning materials via the link on Quercus. A draft presentation outline is the best option and the standard by which a “good faith effort” is judged – there must be a clear sign of thoughtful work on your part, and opportunities for comment from your squadmate. Likewise, your feedback should be what you would hope to receive yourself.

I. PEER FEEDBACK (3%) – due via Quercus JUL 31 by 23:59 EDT

To receive full credit for this task, you will be assigned 3 of your classmates’ presentations to review during our Digital Presentation Week (with some additional time thereafter). You will provide feedback to the presenters after watching the presentations.

Term Paper & Related Assignments (38% of course grade)**J. TERM PAPER (35%)** – due via Quercus by AUG 12 by 23:59 EDT

must be submitted to pass class

In general terms, your term paper will center on 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).

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*.

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*.

K. TERM PAPER OUTLINE (3%) - due via Quercus by JUL 13 23:59 EDT

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. You are welcome to submit this well in advance of the due date.

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.

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 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.

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.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.

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	TOPICS	REQ READINGS	DUE	PREP	POST	Q&A
1	05/13	Intro/Overview of D39 Foundational Recap	Beck & Dozois (2011)				
2	05/20	What Is CBT? History, Theory and Core Features	Beck & Haigh (2014)		05/18	05/22	05/18
3	05/27	Does CBT Work? Evaluating Clinical Outcomes	David et al. (2018) Hengartner (2018)	05/25 – SAR1	05/25	05/29	
4	06/03	<< CHECK IN / CATCH UP WEEK >>					06/01
5	06/10	CBT vs Meta-Science Contextual Complications	Tackett et al. (2017) DeRubeis et al. (2014)	06/8 – ECRT	06/08	06/12	
6	06/17	How Does CBT Work? Mechanisms & Mediation	Strunk & Pfeifer (2015) Cristea et al (2014)		06/15	06/19	
7	06/24	READING WEEK BREAK					06/22
8	07/01	When Does CBT Work (Best)? Moderation, Prediction & Matching	Rothman (2013) Forand et al. (2017)	06/29 – MCRP	06/29	07/03	
9	07/08	CBT vs. the Real World Wrinkles & Weak Cases	Shafran et al. (2009)	07/10 – Squad Opt In	07/06	07/10	
10	07/15	<< CHECK IN / CATCH UP WEEK >>		07/13 – Paper Outline 07/15 – Squad Fdbk			07/13
11	07/22	<< DIGITAL PRESENTATION WEEK >>		07/20 – Presentation			
12	07/29	CBT vs. the Future Innovating & Imagining 2030	Kazdin (2017)	07/31 – Peer Fdbk	07/27	07/31	
13	08/05	Class Wrap-up Reflection & Remoralization			08/03	08/07	08/03
14	08/12			08/12 – Paper 08/13 – SAR2			