

PSYD39: COGNITIVE BEHAVIOURAL THERAPY

University of Toronto Scarborough (Winter 2022)



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SYLLABUS VERSION 1

INSTRUCTOR

Andrew Cooper, PhD (he/him)
aa.cooper@utoronto.ca



SCHEDULED CLASS TIME

LECTURE: THURS 13:00-15:00 (Toronto local time)
LOCATION: Zoom / MW110*

OFFICE HOURS & MEETINGS

1:1 MEETINGS w/ DR COOPER: TUES 13:00-14:00

- book via <https://calendly.com/meet-prof-cooper>

ON LEARNING DURING A PANDEMIC

Everyone is facing a different set of circumstances as we cope with multiple years of a global pandemic. Many of us are operating on compressed, variable, or inflexible schedules. In my view, it's unreasonable to expect this course to be a top priority at all times, or to hold you to impossible predictions about what might impact your life in the near future.

I encourage you to be candid and open when it comes to providing feedback on how the course is going for you. If your circumstances change (e.g., becoming ill, caring for family, losing internet access), please let me know so we can work together to adapt and respond. Likewise, please keep the spirit of flexibility 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.

I. COURSE OVERVIEW

Course Description

PSYD39 offers an in-depth exploration of cognitive behavioural therapies (CBTs), 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 many 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

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.

II. COURSE STRUCTURE

SYLLABUS VERSION 1.0 -- PLEASE CHECK QUERCUS THAT THIS IS THE MOST CURRENT.

*This syllabus is based on guidelines from University of Toronto administration sent by email on December 15, 2021. It was last updated **January 8, 2022**. Note that these specific policies apply only to PSYD39.*

Current Course Framework

Between the start of the semester and Reading Week (February 25), PSYD39 will be implemented entirely online.

During this time period:

- You will **not** be required to come to campus for this class.
- Most weeks will operate as a synchronous online course, run via Zoom at our regularly scheduled class time. Typically, I'll try to record all such meetings and share with the class.
- On some occasions, I may need to cancel a lecture and will provide a recorded back-up lecture.

After reading week through the end of the term, UTSC expects that we will return to in-class learning; this syllabus is based on that assumption. I will promote adherence to UTSC and public health guidelines and best practices so that everyone can continue to learn safely. I will also provide flexible support so you can have the best possible learning experience in the context of the ongoing global pandemic. These provisions include:

- All office hours appointments will remain online / via Zoom.
- I will ensure that you have asynchronous access to versions of all LECTURE MATERIALS. These may be versions from prior terms (akin to Web Optioned courses) or recordings made during this semester.
- All in-person learning activities will be OPTIONAL, with virtual alternatives offered whenever possible.

If in-person learning resumes, I expect you to adhere to all University of Toronto safety guidelines and practices pertaining to COVID-19. You should regularly check your official @mail.utoronto.ca email address for updated guidelines. Presently, these guidelines include completing a UCHECK self-assessment before any trip to campus.

- You **must** wear a mask in class (unless you have a medical exemption granted by the university that you have notified me about, in advance). Masks **must** remain on while learning in-person, and I will **cancel** lecture if this rule is not followed. I encourage you to consider wearing a [mask recommended by PHAC](#) (i.e., not a cloth mask, and possibly a respirator-type mask if you are able to do so).
- At the moment, many people in Ontario do not have an easy and expeditious way to test if they have COVID-19. For this reason, I ask that you do not come to class if you are ill, if someone in your household is ill and confirmed or suspected of being ill, if you know you have been a close contact of someone who has become ill, or if you have been instructed to isolate by a public health official.

If you have concerns about potentially returning to in-person learning based on your personal circumstances, I'd ask you to contact me as soon as possible so we can work out a flexible plan for you to complete the course.

Core Course Requirements

This course is designed to be delivered in an **online synchronous** format, so you should expect to be available during our scheduled class periods. However, many structural features of the class are based on an asynchronous delivery model, with a goal of prioritizing flexibility (both yours and mine) in terms of access and assessments. While I strongly encourage you to attend synchronous events, as you will absolutely get more out of the class if you do, you are not *required* to do so. Most one-way content (e.g., “lectures”) will be available in an asynchronous format, and I will try to provide recordings of interactive events if possible and appropriate.

Content & Structure

PSYD39 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. Active engagement with your peers and with course materials will help you get the most out of this format.

In terms of core content, PSYD39 involves both lecture material (focused mostly on conceptual and practical issues in research and treatment), and student presentations (highlighting research findings from specific CBT treatment protocols). Your major assessment, a final term paper, involves elements of both of these areas. Lecture materials are separated into nine major content areas, which have been separated by “off” weeks. These weeks will provide an opportunity for you to catch up on reading and lectures, with class meeting times reserved to answer any questions that may have arisen during prior weeks. Each module contains *essential* elements like lectures, readings, and links to assignments that are tied to that content.

Peer Interactions & Participation

By design, seminar classes are usually structured around extensive opportunities for discussion and interactions between members of the class, which can be challenging in an (at least partially) online 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. Please see the section below on Netiquette, and 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 one’s ability to continue to participate in these aspects of the course.

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. Quality is more important than quantity, and demonstrating respect for others is paramount.

Syllabus Changes

I may make changes to the course syllabus based on pacing and needs of the class and/or updates from UTSC re: learning plans. I will notify you ASAP, and any major grading/content changes will be contingent on class vote.

III. READINGS

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.

Optional Resources & Text

Optional but recommended readings can be found in a separate module at the bottom of the Quercus page. 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

IV. ASSESSMENTS

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.**

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 TUES by 23:59 before lecture weeks (see CALENDAR for dates)
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 several days before class in weeks 2,4,7,10,13 (see CALENDAR for dates)
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 “catch-up” and break weeks, but you can absolutely post well in advance of this due date. I really 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 SAT by 23:59 after lecture weeks (see CALENDAR for dates)

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 FEB 7 by 23:59

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 FEB 28 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. SELF-ASSESSMENT/REFLECTION TASKS (2 x 2%)** - due via Quercus on JAN 24 / APR 8 by 23:59

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

Presentation & Related Assignments (25% of course grade)

G. PRESENTATION (22%) - due via Quercus MAR 21 by 23:59

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 be *under* 15 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.

Presentations will be viewable by class peers on Quercus via a method to be detailed later in the semester.

H. PEER FEEDBACK (3%) – due via Quercus APR 1 by 23:59

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)

I. TERM PAPER (35%) – due via Quercus by APR 8 by 23:59

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).

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 Ouriginal.

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 Policy* below.

J. TERM PAPER OUTLINE (3%) - due via Quercus by MAR 14 @ 23:59

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.

V. COURSE-SPECIFIC POLICIES

Communications & Updates

All course-related materials will be posted to Quercus, including *syllabus*, *additional readings*, *assignments & grades*. Please make sure to monitor announcements and check your @mail.utoronto.ca email regularly.

If you have a course or content-related question that is not confidential or personal, I encourage you to consider posting your question to a discussion board or bring it up in a group office hours meeting. This may help students who have similar questions and provide opportunities for peer-to-peer learning. Please feel free to take a stab at answering questions for your peers!

You are welcome to email me at any time, bearing in mind that my typical work hours are between 08:00 and 16:00 Toronto time and that I am a parent of a young child who is learning at home during a global pandemic. 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. **Please do not use Quercus messaging.** 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.

Office Hours & Meeting Times

All office hours meetings will be held via Zoom for the duration of the semester.

- **Individual (1:1) office hours meetings** can be booked on **Tuesdays between 13:00 and 14:00 Toronto time**. Visit <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 video calling options. Inquiries about confidential matters should always be handled with 1:1 meetings and not in group events. If you are unable to book an appointment due to a scheduling conflict, please email to inquire about an alternative time, which you can facilitate by listing your availability weekdays between 08:00 and 16:00 Toronto time.
- **Group office hours** will be held on designated “break” weeks during our class time. You can access these meetings via the Zoom link posted on Quercus – please take a few minutes to let me know if you plan on stopping by. I’ll use these meetings to answer major questions from discussion boards and on-the-fly questions, time permitting. Attendance is optional but recommended.

Sharing Personal Info and Mental Health

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 a (digital) classroom setting is not the best environment to share 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.

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.

VI. GENERAL POLICIES & STATEMENTS

Equity, Diversity, and Inclusion

The University of Toronto welcomes and includes students, staff, and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. I proudly and strongly support U of T’s commitment to equity, human rights and respect for diversity, and we aspire to uphold these values as priorities in this course. All members of the learning environment in this class should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences. We stand with U of T against discrimination or harassment against any persons or communities.

Land Acknowledgment

For thousands of years, the land on which University of Toronto operates has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and I am grateful to have the opportunity to work on this land.

AccessABILITY Accommodations

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 contact me and/or 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 me know your needs the better I can support you in achieving your learning goals!

FIPPA Notice of video recording and sharing (Download and re-use prohibited)

Elements of this course may be recorded on video and made available to students in the course for viewing remotely. For questions about recording and use of videos in which you appear please contact me directly. Course videos and materials belong to me, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without my explicit permission. 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.

Netiquette

The University of Toronto is committed to equity, human rights and respect for diversity. Our online learning environment is a place where you should always feel safe and respected. It is also a place that is conducive to learning and intellectual curiosity. To help create this learning environment, we ask that you always use respectful language and strive to create an atmosphere of mutual respect where all members of this course can express themselves, engage with each other, and respect one another's differences.

Please adhere to the following guidelines when communicating online:

- Remember the human on the other side of the computer. Avoid doing anything online that would offend or frustrate other people.
- Recognize and respect diversity of opinions. It's okay to disagree and engage in scientific discourse, but inappropriate to disrespect or be offensive to others.
- Be considerate of others' time. Read prior replies and threads to see if your topic has already been discussed at length. Write concisely and stay on topic. Use a meaningful subject line about what your post contains.
- Be careful when using sarcasm and humor. Without face-to-face communication, your joke may be misinterpreted.
- Respect the privacy of your classmates. Never copy or distribute the contents of a discussion thread.

Plagiarism and Grading-Related Issues

Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

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

Testing & Work Policy

Unless otherwise noted, all assessments (quizzes, assignments, etc.) will be considered "open-book, non-collaborative". This means that you are welcome to refer to readings, course materials and any of your own personal notes, but you may NOT collaborate with others unless explicitly authorized to do so. To avoid potential allegations of academic misconduct, you must adhere to the following:

- **You are the only person allowed to access, interact with, and submit your assessments.** Allowing someone else to access the questions, content, and/or answers from your assessments will be considered a direct violation of *the Code*. This includes comparing answers with other students after the deadline has passed.
- **You are NOT allowed to collaborate with anyone else by sharing your work, working together, or using someone else's work to gain an unfair advantage.** Paying for, using, or contributing to any shared material or efforts to collaborate is a direct violation of *the Code*.
- **You are NOT allowed to access unauthorized material pertaining to your assessments.** It is a direct violation of *the Code* to access any source in which someone has solicited, discussed, and/or posted assessment content, questions, or answers. This includes group chats, shared Google docs, email threads, Reddit, Chegg, and any other source that meets this description. Being a member of a group in which test materials were shared may also constitute an academic integrity offense.
- **If you see it, report it.** If you find yourself in a situation where you have stumbled upon unauthorized content accidentally, protect yourself by reporting it ASAP. You may be considered complicit in the offence if your digital fingerprint is there, but you failed to report it.

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](#) 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.

Psychology Department Missed Term Work Policy, WINTER 2022

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: <http://www.utoronto.ca/registrar/missing-examination>
- 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>

Accommodations for Illness or Emergency:

For missed work due to ILLNESS OR EMERGENCY, complete the following **three-step** process:

1. Complete the [Request for Missed Term Work Accommodations Form](#)
2. **Declare your absence** on [ACORN](#) (Profile & Settings > Absence Declaration)
3. **Email both the Request for Missed Term Work Accommodations Form AND a screenshot of your Self-Declared Absence on ACORN** to the email address provided by your instructor on the course syllabus **WITHIN 2 BUSINESS DAYS** of the missed work.

Note: If you are unable to submit your documents within 2-business days, **you must still email your instructor within the 2-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: For this semester, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.

Accommodations for Academic Conflicts:

For missed term work due to an ACADEMIC CONFLICT (i.e. two midterms scheduled at the same time), please complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#), choosing "Other" and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to your course instructor **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts. Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules will not be accommodated.

Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#), choosing “Other” and noting “Religious conflict” in the space provided.
2. Email the form to your course instructor **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Accommodations for Students Registered with [AccessAbility Services](#):

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

1. If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):
 - I. Complete the [Request for Missed Term Work Accommodations Form](#).
 - II. Email the form and your **Accommodation Letter** to your instructor, specifying how many days extension you are requesting.
2. If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” but you need more time than that):
 - I. **Contact your AccessAbility consultant** and have them email your instructor detailing the accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. 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. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for an instructor response to resume work on your assignment**. Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor.

For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a [Verification of Illness Form](#) completed by your doctor, AND this form to your instructor if you would like to request accommodations in advance of the assignment deadline or midterm date. **Declare your future absence on [ACORN](#) (absences can be declared up to 14 days in the future)**.

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. **Please make it clear in your subject line that you are requesting a second accommodation**. For example, if you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you must submit another request ‘Missed Term Work Accommodations’ form and declare your extended absence on ACORN.

Please notify me if you know in advance that you will submit a Missed Term Work request. Most assignments have wide margins to provide maximum flexibility. A 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.

VII. COURSE CALENDAR

WK	DATE	TOPICS	REQ READINGS	DUE	PREP	POST	Q&A
1	01/13	Intro/Overview of D39 Foundational Recap	Beck & Dozois (2011)				
2	01/20	What Is CBT? History, Theory and Core Features	Beck & Haigh (2014)		01/18	01/22	01/17
3	01/27	Does CBT Work? Evaluating Clinical Outcomes	David et al. (2018) Hengartner (2018)	01/24 – SAR1	01/25	01/29	
4	02/03	<< CHECK IN / CATCH UP WEEK >>		*Topic Poll			01/31
5	02/10	CBT vs Meta-Science Contextual Complications	Tackett et al. (2017) DeRubeis et al. (2014)	02/07 – ECRT	02/08	02/12	
6	02/17	How Does CBT Work? Mechanisms & Mediation	Strunk & Pfeifer (2015) Cristea et al (2014)		02/15	02/19	
7	02/24	READING WEEK BREAK					02/20
8	03/03	When Does CBT Work (Best)? Moderation, Prediction & Matching	Rothman (2013) Forand et al. (2017)	02/28 – MCRP	03/01	03/05	
9	03/10	CBT vs. the Real World Wrinkles & Weak Cases	Shafran et al. (2009)		03/08	03/12	
10	03/17	<< CHECK IN / CATCH UP WEEK >>		03/14 – Paper Outline			03/14
11	03/24	<< DIGITAL PRESENTATION WEEK >>		03/21 – Presentation			
12	03/31	CBT vs. the Future Innovating & Imagining 2030	Kazdin (2017)	04/01 – Peer Fdbk	03/29	04/02	
13	04/07	Class Wrap-up Reflection & Remoralization		04/08 – Paper 04/08 – SAR2	04/05	04/07	04/04

*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!*