

PSYD39: COGNITIVE BEHAVIOURAL THERAPY

University of Toronto Scarborough (Winter 2025) **SYLLABUS v2.0**



I. COURSE OVERVIEW

- Course Description
- Prerequisites
- Learning Outcomes

II. COURSE STRUCTURE

- Classroom Expectations
- Syllabus Changes
- Content & Structure
- Peer Interactions & Participation
- Required Readings
- Optional Resources & Text

III. ASSESSMENTS

- Class Engagement Exercises (18%)
- Reaction & Reflection Exercises (19%)
- Presentation + Related (25%)
- Term Paper + Related (38%)

IV. COURSE-SPECIFIC POLICIES

- Communications & Updates
- Office Hours & Meeting Times
- Sharing Personal Mental Health Info
- Using Generative AI in PSYD39
- PSYD39 Policies for Late/Missed Work

V. GENERAL POLICIES

- Land Acknowledgment
- Equity, Diversity, & Inclusion
- Disability-Related Accommodations
- Religious Accommodations
- Quercus
- Copyright & FIPPA Notice
- Academic Integrity
- Plagiarism & Grading Issues
- Testing & Work Policy
- Dept Missed Term Work Policy

VI. COURSE CALENDAR

INSTRUCTOR

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



SCHEDULED CLASS TIME

LECTURE: WED 11:00-13:00 (Toronto local time)

OFFICE HOURS & MEETINGS

1:1 MEETINGS w/ DR COOPER: TUES 14:00-15:00
book via <https://calendly.com/meet-prof-cooper>

If you are unable to book an appointment due to a scheduling conflict, please email about an alternative time and list your availability during the current and upcoming weekdays between 08:00 and 16:00

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

Classroom Expectations

We all have a role to play in ensuring that everyone can learn safely during the ongoing pandemic: **I expect you to follow all University of Toronto guidelines and practices and to stay informed of any changes that might occur.** Please regularly check your official @mail.utoronto.ca email address for essential updates.

- **I strongly encourage you to wear a mask in class** if you are medically able to do so. You can find information about the most effective masks in this list [recommended by PHAC](#), and more info about the importance of masking in protecting vulnerable members of our community during the ongoing COVID-19 pandemic on the course Quercus page.
- Presently, many people in Ontario do not have an easy and expeditious way to test if they have COVID-19. **Please do not come to class if:** you are ill, someone in your household is ill, you know you have been a close contact of someone who has become ill, or you have been instructed to isolate by a health authority.

My goal is to support you in meeting these expectations by providing flexible support and resources so you can have the best possible learning experience in the context of an ongoing global pandemic. For *class/lectures*, I will try to provide archival recordings and notes, with updates or supplements to address specific details tied to the current semester as needed. I will offer office hours appointment meetings via Zoom.

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.

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.

- 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! Interact with your classmates in positive ways, and feel free to provide constructive feedback when it is likely to be helpful.
- Be respectful of your classmates and strive to make the classroom a comfortable place for everyone to learn, including by not engaging in distracting behavior (e.g., off-topic chatting or texting). Please notify me if you have serious concerns about another student's behaviour towards you or a classmate.
- I expect you to make a good faith effort to complete discussion post assignments. Remember: quality is more important than quantity and demonstrating respect for others is paramount.

Required Readings & Optional Resources

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 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

III. 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 (9%)** – 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. POST-CLASS COMPREHENSION CHECKS (9%)**– 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)

- C. 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.

- D. 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.

- E. SELF-ASSESSMENT/REFLECTION TASKS (2 x 2%)** - due via Quercus on JAN 20 / APR 4 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)

- F. 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 will need to submit one file combining the first two elements (e.g., video featuring audio track over a slideshow) plus a separate PDF of your slideshow with references. 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.

****Note that presentations will be viewed by class peers on Quercus.**

G. PEER FEEDBACK (3%) – due via Quercus APR 2 by 23:59

To receive full credit for this task, you will be assigned 2 of your classmates' presentations to review after they have been submitted (with some additional time thereafter). You will provide feedback after watching the presentations, which will be shared anonymously with the presenters.

| |
|---|
| Term Paper & Related Assignments (38% of course grade) |
|---|

H. 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.

I. TERM PAPER OUTLINE (3%) - due via Quercus by **MAR 22** @ 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”. 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.

IV. PSYD39-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. 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 08:30 and 16:00 Toronto time. 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 ever use Quercus messaging.** 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. 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.

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 classroom setting is not usually 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.

Using Generative AI in PSYD39

Generative AIs like ChatGPT or AI-assisted tools like Grammarly have had an enormous, disruptive effect on education and academic spaces in a relatively short period of time. I urge you to spend some time reading about the projected environmental impact of AI tools and their complex relationship with plagiarism.

Some of you may have taken classes that enthusiastically promote the use of this emerging technology in your academic work but **PSYD39 is not such a class, and the guidelines you've received for other classes don't apply here**. Below, I've outlined a set of related to generative AI technologies in PSYD39 specifically. You must adhere to the following stipulations, or I will consider it a breach of academic integrity. **Please do not assume that any specific application of AI that isn't listed here is necessarily acceptable. If you have any questions about using genAI in this course, please speak with me!**

- 1) **Under no circumstances are you allowed to submit any of my course materials (e.g., class notes, assignment guidelines) into generative AI software or related websites or apps, *for any reason*.** Doing so is considered a breach of academic integrity, regardless of whether the related task is otherwise allowed.
- 2) **For all graded assignments, including ECRT, MCRP, your presentation and term paper:** unless you are specifically instructed to do so, you may not use generative AI tools to complete *any* written work that is submitted for grading or feedback (including writing tools like Grammarly). You may not use AI-assisted tools to script or present work (e.g., using an auto caption reader ala TikTok). If you are using a tool that may have integrated AI-assistance (e.g., an online translation tool), you should email me to notify me ahead of time of your plan to do so to confirm it is acceptable.
- 3) **For intermediate steps or preparatory work related to other projects:** I strongly discourage you from using generative AI / AI-related programs. Ultimately, any AI tool use (except where specifically instructed or allowed) must be limited to *preparatory* steps in the process of working on your assignments such as assisting with literature searching.
- 4) **If you use generative AIs at any point in any assignments, you must document your use in an appendix** for each assignment, including what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work, including citations per U of T Libraries guide. This appendix never counts against you in page limits or word count guidelines.
- 5) **In the context of reviewing course materials or creating your own notes for studying:** you are free to use generative AI tools as long as you adhere to the other rules noted here.

I reserve the right to ask you to explain your process for developing and creating your assignments, and to adjust grading on the basis of use of generative AI supports.

PSYD39-Specific Policies for Late/Missed Work

Please make sure you review these policies. Most assignments are eligible for minor extensions, with a few exceptions related to sequential tasks and cutoff dates – please reach out to ask. Work submitted late typically takes longer to grade, so submitting your work as soon as you can is a good strategy. For some assignments, you may be asked to submit work-in-progress to be considered for an extension.

Important Policy Notes for End of Term

- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office [petition process](#).
- **Your Term Paper must be submitted to pass the course.** You are assessed a 50% penalty up to 24hrs late, then an automatic 0 and a max grade of 45 for the course.

For Missed Term Work due to Anticipated Absences

- These might include **university-sponsored obligations** (e.g., varsity/provincial/national level tournament), **religious holidays**, or scheduled **health-related absences** (e.g., planned surgery; specialist appt)
- Please email me at least 7 business days prior to the affected work. You are welcome to include relevant documentation (e.g., note from coach).

For Missed Term Work due to AccessAbility Accommodations

- Some time-sensitive assignments require additional planning to develop accommodations -- please consider contacting me about accommodations early in the semester!
- In most cases, extensions would be for 1 week from original due date, with longer extensions for major assignments potentially possible in conjunction with consultation with your AccessAbility coordinator

For all other extension requests, please email me with your request and attach a completed [Request for Missed Term Work Accommodations Form](#). I expect to receive requests within 3 days of the due date except under extraordinary circumstances. **For missed extensions** due to ongoing illness/emergency (e.g., you are sick for more than a week) including AccessAbility accommodations, please send another request to Dr. Cooper, noting clearly in your subject line that it is a second request.

Do not wait for a response to resume work!

Complete your assignment via Quercus as soon as you are able and submit it through Quercus – then email me to let us know it is ready to be marked!

V. GENERAL POLICIES & STATEMENTS

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.

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.

Disability-Related 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 approach me and/or the AccessAbility Services Office (<http://www.utoronto.ca/ability/>) as soon as possible. AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please contact 416-287-7560 (tel/TTY) or email ability.utoronto.ca for more information. The sooner you let me know your needs the better I can support you in achieving your learning goals!

Religious Accommodations

The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Quercus

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for **PSYD39 – COGNITIVE BEHAVIOUR THERAPY**. You may need to scroll through other cards to find this. Click on the link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me ASAP if you think there is an error in any Quercus grade.

University's Plagiarism Detection Tool

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 website (<https://uoft.me/pdt-faq>).

FIPPA Notice & Copyright

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 students.

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.

Be careful about services offering grammar help, essay editing and proof-reading (through either human labour or AI methods). If these services take a draft of your work and significantly change the content and/or language or generate content that you did not write yourself, you may be committing an academic offence (unauthorized assistance) under the [Code of Behaviour on Academic Matters](#).

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.

It is much more effective (and safer!) to bring your draft to [UTSC's Writing Support program](#) as early as you can. If you are particularly concerned about writing in English, you may wish to contact the [English Language Development Support program](#).

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.
- **Carefully review the course AI policy.** You should be aware ahead of time of the narrow range of acceptable uses of generative AI in this course, and what is required of you in terms of reporting your use.

V. COURSE CALENDAR

| WK | DATE | TOPICS | REQ READINGS | DUE | PREP | POST |
|----|-------|--|---|---|-------|-------|
| 1 | 01/08 | Intro/Overview of D39 Foundational Recap | Beck & Dozois (2011) | | | |
| 2 | 01/15 | What Is CBT? History, Theory and Core Features | Beck & Haigh (2014) | | 01/14 | 01/18 |
| 3 | 01/22 | Common CBT Techniques + Assignment Preview | David et al. (2018) | 01/20 – SAR1 | 01/21 | 01/25 |
| 4 | 01/29 | Does CBT Work? Evaluating Clinical Outcomes | Hengartner (2018) | *Topic Poll | 01/28 | 02/01 |
| 5 | 02/05 | CBT vs Meta-Science Contextual Complications | DeRubeis et al. (2014) | 02/07 – ECRT | 02/04 | 02/08 |
| 6 | 02/12 | How Does CBT Work? Mechanisms & Mediation | Strunk & Pfeifer (2015) OR Cristea et al (2014) | | 02/11 | 02/15 |
| 7 | 02/19 | READING WEEK BREAK | | | | |
| 8 | 02/26 | When Does CBT Work (Best)? Moderation, Prediction & Matching | Forand et al. (2017) OR Rothman (2013) | 02/28 – MCRP | 02/25 | 03/01 |
| 9 | 03/05 | CBT vs. the Real World Wrinkles & Weak Cases | Shafran et al. (2009) | | 03/04 | 03/08 |
| 10 | 03/12 | The Research-Practice Gap | Kazdin (2017) | 03/22 – Paper Outline | 03/11 | 03/15 |
| 11 | 03/19 | CBT's Frontiers of the Future Innovating & Imagining 2035 | | 03/21 – Presentation | 03/18 | 03/22 |
| 12 | 03/26 | The Way Forward Reflection & Remoralization | Antony (2020) | 04/02 – Peer Feedback | 03/25 | 03/29 |
| 13 | 04/02 | Closeout / Q&A | | 04/04 – Term Paper 04/04 – SAR2 | | |

Note: Calendar subject to change with notice by Quercus/email.

If at any point you are having trouble in this course, please contact me ASAP to discuss your concerns!