

PSYC 681		Adult Psychotherapy		Winter 2020	
<b>Instructor:</b>	Dr. Joshua Madsen Dr. Lianne Tomfohr-Madsen	<b>Lecture/Lab Location:</b>	EDC 281D		
<b>Phone:</b>	O: 403-210-7994 (JM) C: 587-890-6818 (JM) O: 403-220-2243 (LTM) C: 403-830-1854 (LTM)	<b>Lecture Days/Time:</b>	Wednesday 9:00-11:45		
<b>Email:</b>	jmadsen@ucalgary.ca ltomfohr@ucalgary.ca	<b>Lab Days/Time:</b>	Friday 9:00-11:45		
<b>Office:</b>	EDC 281M (JM) Admin 266 (LTM)	<b>TA:</b>	Matt Shay, MSc		
<b>Office Hours:</b>	By appointment				

### Course Description and Goals

This course provides an introduction to the practice of psychotherapy with adults. Students will learn about selected psychotherapy theory, research and methods, with an emphasis on evidence-based practice. The course includes an introduction to basic concepts in psychotherapy and psychotherapy research, case conceptualization, and interviewing skills. Students will learn about behavioural, cognitive-behavioural and other psychotherapies. This course will combine didactic and experiential instructional methods including lectures, discussion, role-plays, video review, reflection exercises, and supervised training cases. Students will learn to assess, conceptualize and treat a defined problem under supervision.

Program Learning Outcomes	Level Met	Primary Instructional Method	Secondary Instructional Method	Primary Assessment Method	Secondary Assessment Method
1. Demonstrate knowledge of cognitive behavior therapy	A	Direct	Experiential	Demo	W Assign
2. Demonstrate knowledge of models of psychotherapy	C	Direct	Interactive	Oral	W Assign
3. Demonstrates knowledge of therapeutic alliance	C	Direct	Experiential	Oral	Demo
4. Demonstrates ability to apply basic cognitive behavioural strategies with client with a specific and/or social anxiety disorder	C	Experiential	Interactive	W Assign	Oral
5. Communicate effectively in verbal, in person format	A	Interactive	Experiential	Oral	N/A

6. Communicate effectively in written format	A	Direct	Indirect	W Assign	NS
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Notes. Level met: I = introductory level, C = competency level, A = advanced level, N = not met.  
 Instructional methods: Direct, Interactive, Indirect, Independent, Experiential, NI = not instructed.  
 Assessment methods: MC = multiple choice tests/exams, W Exams = written tests/exams, W Assign = written assignments/papers, Oral = oral, Demo = demonstration of ability, NA = not assessed, NT = not taught, NS = no secondary method.

### Prerequisites

Admission to the Clinical Psychology Graduate Program.

### Required Texts

Barlow, D.H. et al. (2018). Unified Protocol for Transdiagnostic Treatment of Emotional Disorders: Therapist Guide (2<sup>nd</sup> ed.). New York: Oxford University Press. Available for checkout in the University of Calgary Psychology Clinic Library.

Barlow, D.H. et al. (2018). Unified Protocol for Transdiagnostic Treatment of Emotional Disorders: Workbook (2<sup>nd</sup> ed.). New York: Oxford University Press. Available for checkout in the University of Calgary Psychology Clinic Library.

Other assigned readings will be made available via D2L or through the clinic library.

### Recommended Reading

Abramowitz, J.S., Deacon, B.J., & Whiteside, S.P.H. (2019). Exposure Therapy for Anxiety: Principles and Practice (2<sup>nd</sup> ed.). New York: Guilford.

### Assessment Methods

This course has two components: (1) the lectures, which will focus on the theory and practice of adult psychotherapy; and (2) the practicum, in which each student will assume primary clinical responsibility for two individuals with an anxiety disorder and develop clinical skills under supervision. Students will also gain experience with the collection and use of progress and outcome monitoring data to guide their treatment decisions. There are 100 total points available in the course; the breakdown of these points is outlined below.

**Readings and in-class quizzes.** (60% of final grade) Grades will be based on your attendance and responses to questions that indicate that you have read and understood the assigned readings. You will also be required to participate during class presentations, demonstrations, discussions, and role plays. The expectation is that you will have completed readings prior to each class, so maximum class time can be devoted to questions arising from this material and in-class practice and other experiential learning activities. Eleven quizzes are scheduled; the lowest quiz grade will be dropped so only 10 will apply toward final grades. You can receive up to six points for each quiz to a maximum of 60 points (10 quizzes x 6 points each).

Quizzes will be cumulative potentially covering content from the preceding week and/or readings expected for the current class session.

In addition to maximizing the likelihood that readings will be completed by the greatest number of students, and therefore providing for richer class discussions, quizzes are also evidence-based strategies to promote learning (Lang, 2016).

**Clinical cases.** Each student will be assigned two clients experiencing significant anxiety or an anxiety disorder. Under supervision of the instructor, you will take primary responsibility to assess the client, develop a case conceptualization, plan treatment, deliver the intervention, and evaluate progress and outcome. Group supervision will occur during each of the lab sessions, in which client progress is reviewed, feedback provided, and any questions, issues, problems, and concerns discussed. Each treatment session must be recorded for review and supervision purposes. Recordings will be made using the Psychology Clinic's secure video recording system, on which students will be trained prior to commencing treatment. Supervision sessions will allow discussion and feedback on a particular session, issue or problem. In case of emergency, one of the instructors (or an assigned back-up registered psychologist) will be available between scheduled supervision.

Progress notes that document services provided must be completed within 24 hours of each session according to the format provided. The file for each client must be kept in a secure location within the Psychology Clinic and notes will be entered electronically into Titanium, on which students will receive training. The instructor must sign each Titanium entry.

You are expected to dress professionally, fully respect client confidentiality, and behave in a professional and ethical manner at all times with respect to your clients. A breach of ethical conduct will lead to a failure of the course. You must receive a passing evaluation in your clinical performance to pass this course.

**Psychotherapy portfolio.** (40% of final grade) Students are expected to attend supervision weekly, have created a session plan for each weekly session, and have practiced assigned role plays and to create a videography record of a minimum of 10 key clinical competencies. Students will be expected to review video of their sessions regularly and to bring segments to review in supervision. There is no expectation that these segments are perfect, in fact, the best learning happens when students are willing to review video from a therapy experience they struggled with or had questions about.

Consistent with the goals of the applied portion of the course, students will collect electronic video samples (see Video Samples and Written Reflection) and written examples of their work to illustrate progress toward the goals of training. Detailed descriptions of the required contents of the complete portfolio—which is due at the end of the Winter 2019 term—are provided below. **One assignment is due weekly, starting on January 31, 2020. By April 15, 2020,** all 10 required assignments should be handed in and graded.

Please note: most of these goals should occur naturally over the course of therapy sessions and will not need to be “forced” or the goal of a therapy session. Each portfolio entry is worth 5% toward your grade. Students are expected to bring video clips of the key competencies identified below to weekly supervision for approval and review.

**Video samples and written reflection.** Self-reflection exercises will be based on video review of therapy sessions. Students are to identify clips in their videos that depict one of 14 key therapeutic tasks listed

below. Five of these tasks are identified with an \* and they must be included in your video portfolio. The other five tasks can be chosen from the larger list. Students are asked to select the clip that they believe best illustrates the specific task of interest. Clips will generally be between 5 to 10 minutes, and are not to exceed 15 minutes. Grading is NOT based on competency in the execution of the task or its effectiveness, but rather students' self-reflection exercises on the basis of each of these clips. Written documents will be 1-2 pages in length (double spaced).

Please note: most of these goals should occur naturally over the course of therapy sessions and will not need to be "forced" for the goal of a therapy session. Students are welcome to bring video clips of the key competencies identified below to weekly supervision for approval and review.

- **Informed Consent\***. Mark places in your therapy session that you believe demonstrate your explanation of informed consent to a client. Then, in your written document, describe for me what you would do the same in your explanation, what you would do differently, and how you assessed the clients understanding of the consent process.
- **Rapport Building\***. Mark places in your therapy session that you believe demonstrate rapport building with a client. Then, in your written document, describe what actions you took to build rapport (i.e., using validation, empathic listening), and how the client responded. Describe what you would do the same and differently while building rapport.
- **Case Conceptualization\***. Mark an example in your therapy session that you believe demonstrates the process of sharing case conceptualization with a client. Describe the therapeutic model chosen, how client feedback was elicited, how/if you adapted the conceptualization based on client feedback. Using the UP, show how you conducted psychoeducation about the patient's presenting complaint, incorporating description of emotion and how emotions may be interfering with patient functioning. Describe what you would do the same in the process of describing case conceptualization and what you would do differently.
- **Motivational Enhancement**. Mark an example of how you used a basic technique for motivational enhancement, including increasing self-efficacy or developing discrepancy between the client's current situation and their ideal situation. Describe what you would do the same in the process of increasing motivation and what you would do differently.
- **Emotional Awareness**. Mark an example of how you delivered psychoeducation about emotional awareness and the importance of developing a nonjudgmental, present-focused approach to emotional experiences in order to preclude emotional avoidance and enhance later emotional-focused exposure. The clip can include part of a body scan exercise or an emotion-induction in addition to the debrief of the experience. Describe what you would do the same in the process of increasing emotional awareness and what you would do differently.
- **Structuring an Exposure Hierarchy**. Mark an example in your therapy session that that you believe demonstrates the process of creating an exposure hierarchy with a client. Then, in your written document, describe the approach you took to create the hierarchy, the written materials used, how you created anxiety anchors with the client and how you were able to elicit specific examples of fear inducing situations. Describe what you would do the same in the process of building the hierarchy and what you would do differently.

- **Cognitive Appraisal and Reappraisal.** Mark an example that you believe demonstrates the process of describing the role of maladaptive, automatic appraisals in emerging emotional experiences with a client. You may include an example exercise you conducted, including processing the exercise (e.g., countering probability estimation or decatastrophizing). Then, in your written document, describe what techniques you used, how you incorporated worksheets and if you did not, why you choose not to, what the conclusion of the exercise was. Describe what you would do the same in the process of cognitive appraisal and reappraisal and what you would do differently.
- **Countering Emotional Avoidance.** Mark an example of discussing the behavioral component of emotional experience and how some maladaptive behaviours are driven by emotions themselves. Show how you work with a patient to identify maladaptive EDB and how they maintain disordered emotional experiences. Describe what you would do the same in the process of EDB and what you would do differently.
- **Conducting Interoceptive and Situational Exposure.** Mark an example in your therapy session that you believe demonstrates the process of conducting an exposure with a client. Then, in your written document, describe what preparation was for the exposure, how you set up the specific exposure exercise with the client, and how you tracked the client's anxiety through the exposure. Describe what you would do the same in the process of conducting the exposure and what you would do differently.
- **Debriefing an Exposure.** Mark an example that you believe demonstrates the process of debriefing an exposure with a client. Then, in your written document, describe what your goals of the debriefing were, what you believe the client learned in the process including specific examples of what lead you to your conclusion. Describe what you would do the same in the process of debriefing the exposure and what you would do differently.
- **Evaluate Treatment Progress and Modify Treatment Planning as Indicated\*.** Mark an example that you believe demonstrates your feedback of treatment progressing using established outcome measures. Describe how you assessed the documented treatment outcomes, altered treatment plan accordingly and describes instances of lack of process and actions taken in response. Describe how you engaged the client in the discussion. Describe what you would do the same in the process of evaluating treatment progress and what you would do differently.
- **Assigning at-Home Practice.** Mark an example that you believe demonstrates your assignment of at home practice activities. Then, in your written document, describe the theoretical rationale for assigning the home practice, the supporting documentation given to the client and if none was provided, why it was not, how client motivation to complete the assignment was assessed and what the outcome of the assignment was (from the subsequent session). Describe what you would do the same in the process of assignment at home practice and what you would do differently.
- **Reviewing at-Home Practice\*.** Mark an example that you believe demonstrates review of at home practice activities. Then, in your written document, describe when the review was conducted, the supporting documentation reviewed, and how the client responded to the review process. Importantly, the client did not need to have done the at home practice for the review to be useful.

Describe what you would do the same in the process of reviewing home practice and what you would do differently.

- **Conclusion and Relapse Prevention.** Mark an example that you believe demonstrates review of relapse prevention. Then, in your written document, describe your plan for discussing relapse prevention, the documentation from therapy that was reviewed, and how the client responded to the relapse prevention discussion. Describe what you would do the same in the process of discussing relapse prevention and what you would do differently.

The completed portfolio is due on April 15, 2020; however, these assignments are like a journal that you are working on throughout the duration of the course. One assignment must be handed in weekly, starting on January 31, 2020. Each portfolio entry is worth 5% toward the final grade for a total of 50%. There will not be extra credit—portfolio entries for 10 therapeutic tasks are mandatory. In-class portfolio submissions are mandatory. There will be a 10% per day penalty for late submissions.

**Detailed description of grading, quizzes and due dates.**

Quiz/Due Dates	Format	Weighting	Material Covered
Jan 22	Multiple choice and short answer	6% of total grade	Leichsenring, F., & Steinert, C. (2017) Is Cognitive Behavioral Therapy the Gold Standard for Psychotherapy? The Need for Plurality in Treatment and Research. <i>JAMA</i> . 2017;318(14):1323-1324. doi:10.1001/jama.2017.13737  Therapist Manual Chapter 1 and UP Workbook Chapter 1.  Therapist Manual Chapters 2-4. UP Workbook Chapter 2.
Jan 29	Multiple choice and short answer	6% of total grade	Therapist Manual Chapters 2-4. Workbook Chapter 2.  Therapist Manual Chapter 5. Workbook Chapter 3.
Jan 31	Video sample and written reflection	4% of total grade	Psychotherapy portfolio #1
Feb 5	Multiple choice and short answer	6% of total grade	Therapist Manual Chapter 5. Workbook Chapter 3.  Therapist Manual Chapter 6. Workbook Chapter 4.
Feb 7	Video sample and written	4% of total grade	Psychotherapy portfolio #2

	reflection		
Feb 12	Multiple choice and short answer	6% of total grade	Therapist Manual Chapter 6. Workbook Chapter 4.  Therapist Manual Chapter 7. Workbook Chapters 5 and 6.
Feb 14	Video sample and written reflection	4% of total grade	Psychotherapy portfolio #3
Feb 26	Multiple choice and short answer	6% of total grade	Therapist Manual Chapter 7. Workbook Chapters 5 and 6.  Therapist Manual Chapter 8. Workbook Chapter 7.
Feb 26	Video sample and written reflection	4% of total grade	Psychotherapy portfolio #4
Mar 4	Multiple choice and short answer	6% of total grade	Therapist Manual Chapter 8. Workbook Chapter 7.  Therapist Manual Chapter 9. Workbook Chapter 8.
Mar 6	Video sample and written reflection	4% of total grade	Psychotherapy portfolio #5
Mar 18	Multiple choice and short answer	6% of total grade	Therapist Manual Chapter 9. Workbook Chapter 8.  Therapist Manual Chapter 10. Workbook Chapter 9.
Mar 20	Video sample and written reflection	4% of total grade	Psychotherapy portfolio #6
Mar 25	Multiple choice and short answer	6% of total grade	Therapist Manual Chapter 10. Workbook Chapter 9.  Therapist Manual Chapter 11. Workbook Chapter 10.
Mar 27	Video sample and written reflection	4% of total grade	Psychotherapy portfolio #7
Apr1	Multiple choice and short answer	6% of total grade	Therapist Manual Chapter 11. Workbook Chapter 10.  Therapist Manual Chapter 12. Workbook Chapter 11.

Apr 3	Video sample and written reflection	4% of total grade	Psychotherapy portfolio #8
Apr 8	Multiple choice and short answer	6% of total grade	Therapist Manual Chapter 12. Workbook Chapter 11.  Therapist Manual Chapter 14. Workbook Chapter 13.
Apr 10	Video sample and written reflection	4% of total grade	Psychotherapy portfolio #9
Apr 15	Multiple choice and short answer	6% of total grade	Therapist Manual Chapter 14. Workbook Chapter 13.  Johnson, S. M. (2015). Emotionally Focused Couple Therapy. In A. S. Gurman, J. L. Lebow, & D. K. Snyder (Eds.), <i>Clinical Handbook of Couple Therapy, 5<sup>th</sup> edition</i> (97-128). New York: The Guilford Press.
Apr 15	Video sample and written reflection	4% of total grade	Psychotherapy portfolio #10

\*No iPods, iPads, computers, books or notes will be allowed during any quiz. The lowest quiz grade will be dropped.

### Course Evaluation

The evaluation of the class and practicum component of the course will be based upon:

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|--|-----|
| 1) Readings and in-class quizzes                   | 60% |
| 2) Psychotherapy Portfolio (due by April 19, 2019) | 40% |

Students must achieve a passing grade on both the class and lab components to pass this course.

### Faculty of Graduate Studies Grading System:

A+ = Outstanding performance, A = Excellent performance, A- = Very good performance

B+ = Good performance, B = Satisfactory performance, B- = Minimum pass

C+ All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade.

### Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

### Tentative Lecture Schedule

Date	Lecture Topic/Activities (Wednesday)	Lab Topic/Activities (Friday)	Readings & Assignments
<i>M Jan 13</i>	<i>Winter term lectures begin.</i>		
Week 1: Jan 15/17	Introductory Meeting & Overview: Defining Psychotherapy and Evidence-Based Practice; Specific Ingredients vs. Common Factors in Psychotherapy; Feedback-Informed Treatment	Supervision expectations, intake assessment & interviewing, case formulation <u>Clinic orientation:</u> Professionalism, consent, privacy & security, record keeping, forms, emergencies, etc.	Leichsenring, F., & Steinert, C. (2017) Is Cognitive Behavioral Therapy the Gold Standard for Psychotherapy? The Need for Plurality in Treatment and Research. <i>JAMA</i> . 2017;318(14):1323-1324. doi:10.1001/jama.2017.13737  Therapist Manual Chapter 1 Workbook Chapter 1.
F Jan 17	Practicum agreements are due through Time2Track. Template of the agreement is on D2L.	F Jan 17	Practicum agreements are due through Time2Track. Template of the agreement is on D2L.
Week 2: Jan 22/24	Introduction to the Unified Protocol: Principles and Procedures; Overview of Treatment Process	Supervision; reviewing intakes and session planning	Therapist Manual Chapters 2-4. Workbook Chapter 2. <b>Quiz 1</b>
<b>R Jan 23</b>	<b>Last day to drop a class without financial penalty</b>		
<b>F Jan 24</b>	<b>Last day to add or swap a course</b>		
Week 3: Jan 29/31	Unified Protocol Session 1: Functional Assessment and Introduction to Treatment	Case formulation; Therapeutic relationship; Group supervision	Therapist Manual Chapter 5. Workbook Chapter 3. <b>Quiz 2</b>
<b>F Jan 31</b>	<b>Tuition and Fee Payment Deadline</b>		

Week 4: Feb 5/7	Unified Protocol Module 1: Setting Goals and Maintaining Motivation	Use of structure; Goal-setting; At- home practice; Group supervision	Therapist Manual Chapter 6. Workbook Chapter 4. <b>Quiz 3</b>
Week 5: Feb 12/14	Unified Protocol Module 2: Understanding Emotions	Group supervision; Relaxation Training	Therapist Manual Chapter 7. Workbook Chapters 5 and 6. <b>Quiz 4</b>
<b>Feb. 16<sup>th</sup> to 22<sup>nd</sup> – Reading week. No lectures. University open (except Family Day).</b>			
<b>M Feb 17</b>	<b>Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</b>		
Week 6: Feb 26/28	Unified Protocol Module 3: Mindful Emotion Awareness <i>Co-taught with Lianne Tomfohr- Madsen</i>	Group supervision Cognitive defusion	Therapist Manual Chapter 8. Workbook Chapter 7. <b>Quiz 5</b>
Week 7: Mar 4/6	Unified Protocol Module 4: Cognitive Flexibility I	Group supervision with video review	Therapist Manual Chapter 9. Workbook Chapter 8. <b>Quiz 6</b>
Week 8: Mar 11/13	Unified Protocol Module 4: Cognitive Flexibility II <i>Guest Lecturer: Keith Dobson</i>	Group supervision	
Week 9 Mar 18/20	Unified Protocol Module 5: Countering Emotional Behaviours	Group supervision with video review	Therapist Manual Chapter 10. Workbook Chapter 9. <b>Quiz 7</b>
Week 10: Mar 25/27	Unified Protocol Module 6: Understanding and Confronting Physical Sensations <i>Co-taught with Lianne Tomfohr- Madsen</i>	Group supervision with video review	Therapist Manual Chapter 11. Workbook Chapter 10. <b>Quiz 8</b>
Week 11: Apr 1/3	Unified Protocol Module 7: Emotion Exposures I	Group supervision with video review	Therapist Manual Chapter 12. Workbook Chapter 11. <b>Quiz 9</b>
Week 12: Apr 8/10	Unified Protocol Module 7 and 8: Emotion Exposures II and Recognizing Accomplishments and Looking to the Future	<b>Good Friday – University closed.</b>	Therapist Manual Chapter 14. Workbook Chapter 13. <b>Quiz 10</b>
Week 13: Apr 15/17	Emotionally Focused Couple Therapy	Group supervision with video review	Johnson, S. M. (2015). Emotionally Focused Couple Therapy. In A. S. Gurman, J. L. Lebow, & D. K. Snyder (Eds.), <i>Clinical Handbook of Couple</i>

			<i>Therapy, 5<sup>th</sup> edition (97-128).</i> New York: The Guilford Press. <b>Quiz 11</b>
W Apr 15	<i>Winter Term Lectures End.</i> <i>Last day to withdraw from full courses and Winter Term half courses.</i>  <b>Final Psychotherapy Portfolio due.</b>		

*Note:* Although the course reading is almost exclusively related to the Unified Protocol (UP), class presentations and discussions will contextualize this material in the broader field of psychotherapy in clinical psychology. For example, UP principles and processes will be compared and contrasted to those of other evidence-based approaches (e.g., Motivational Interviewing, Behavioural Activation).

### **Acknowledgments and Respect for Diversity**

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

*Adapted from Monica Linden, Neuroscience, Brown University.* In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. I acknowledge that the primary readings for this course were authored by white men. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science and the field of clinical psychology. Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, the Office of Diversity, Equity, and Protected Disclosure, is an excellent resource.

- I, like many people, am still in the process of learning about diverse perspectives and identities. If something was said in class—by anyone, including myself—that made you feel uncomfortable, please talk to me about it. Again, anonymous feedback is always an option.

**Reappraisal of Graded Term Work:** See <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

**Reappraisal of Final Grade:** See <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### **Copyright Legislation:**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Instructor Intellectual Property**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodations**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy). Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy). Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

### **Absence From A Test/Exam**

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. . Students who miss a test/exam have up to **48 hours** to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam unless there are extenuating circumstances. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

### **Travel During Exams**

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

### **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services> and the Campus Mental Health Strategy website <http://www.ucalgary.ca/mentalhealth/>

### **Evacuation Assembly Point**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>  
Please check this website and note the nearest assembly point for this course.

### **Student Organizations**

The Psychology Graduate Students' Association (PGSA) is an organization built to provide support for all graduate students in the Department of Psychology. They can be contacted at [pgsa@ucalgary.ca](mailto:pgsa@ucalgary.ca)

The Graduate Student Association (GSA) Vice-President Academic can be reached at (403) 220-5997 or [gsa.vpa@ucalgary.ca](mailto:gsa.vpa@ucalgary.ca); Information about the GSA can be found here: <https://gsa.ucalgary.ca>

### **Student Ombudsman's Office**

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)  
<https://www.ucalgary.ca/student-services/ombuds>

### **Safewalk**

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.  
Call 403-220-5333.

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, January 23, 2020**. Last day add/swap a course is **Friday, January 24, 2020**. The last day to withdraw from this course is **Wednesday, April 15, 2020**.