

INTRODUCTION TO CLINICAL PSYCHOLOGY FALL 2022

PSYCH 336

Published Sep 07, 2022

CLASS SCHEDULE

Section	Location	Time	Instructor(s)
PSYCH 336 001 [LEC]	AL 208	Tuesdays & Thursdays 10 a.m. - 11:20 a.m.	Tracy Mewhort-Buist tmewhort@uwaterloo.ca
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INSTRUCTOR / TA INFORMATION

Instructor: Tracy Mewhort-Buist, Ph.D., C.Psych (she/her/hers)

Contact Information: Please connect through Microsoft Teams or by Email (tmewhort@uwaterloo.ca (mailto:tmewhort@uwaterloo.ca))

Office hours: By appointment; Location: PAS 3237

Teaching Assistants:

Jenessa Shaw (she/her/hers): J28shaw@uwaterloo.ca (mailto:J28shaw@uwaterloo.ca)

Contact Information: Please connect through LEARN or by Email (above)

Office hours: By appointment

Jessica Edwards (she/her/hers): jessica.edwards@uwaterloo.ca (mailto:jessica.edwards@uwaterloo.ca)

Contact Information: Please connect through LEARN or by Email (above)

Office hours: By appointment

Even though this is an in-person course (remote delivery if public health measures should require), please be aware that LEARN (discussion boards, chat) and email are the primary methods of communication with the TAs and instructor.

Course website through [LEARN](https://learn.uwaterloo.ca/) (https://learn.uwaterloo.ca/).

Grades will be posted on [LEARN](https://learn.uwaterloo.ca/) (https://learn.uwaterloo.ca/).

EMAIL COMMUNICATION:

Students are responsible for all e-mail that is sent to the official UWaterloo email address. Check e-mail regularly for important and time sensitive messages. See "[Official Student E-mail Address](https://uwaterloo.ca/information-systems-technology/about/policies-standards-and-guidelines/email/statement-official-student-email-address) (https://uwaterloo.ca/information-systems-technology/about/policies-standards-and-guidelines/email/statement-official-student-email-address) " for further details (e.g., *procedures and warnings regarding forwarding e-mail to other accounts*).

Please write **Psychology 336** in the subject line of all emails to the Instructor and TAs, and include your name and student ID# in the body of the email. The TAs and I will make every effort to respond to emails within 48 hours of receiving them. If your question or concern is of an urgent matter, please use the importance notation in your email to show that it is highly urgent (!) and resend the email again after 24 hours if you have not received a reply. You may also 'call' via MS Teams if your issue is urgent (voicemail is available).

COURSE DESCRIPTION*Calendar Description for PSYCH 336*

This course is designed to survey major aspects of clinical psychology such as historical background, assessment and intervention models, current trends, and future directions in clinical practice.

Prereq: PSYCH 257/257R

The goals of Psychology 336 are to provide students with an overview of the field of clinical psychology, including:

- Definitions and history of clinical psychology
- Clinical psychology research methods
- Psychopathology and abnormal behaviour
- Clinical assessment including clinical diagnosis and the assessment of intelligence, personality and behaviour
- Intervention methods used by clinical psychologists
- A review of subspecialties within clinical psychology including health, neuropsychology, forensics, paediatric and child psychology
- Professional issues and training in clinical psychology.

Students are expected to read and participate in all modules and discussions of the chapter material. This course will be interactive, and students are expected to offer their opinions, perspectives, and answers when invited to by the instructor and peers. Overall, students will develop an appreciation for the ethical, moral, and practical issues that influence how clinical psychology is conducted.

As participation and interaction is a key element in this course, it is important that we foster and maintain an atmosphere of respect and civility. All class members have a role in creating this type of atmosphere, which includes minimizing distractions, responding to comments with interest, and allowing all students to participate. It is my hope that we can all work together to make the in-person and online learning environment as collaborative and positive as possible.

Because students often express an interest in careers in the mental health field, we will be discussing *Appendix 2: Applications to Graduate School* from the text. We will also be discussing the role and training of other disciplines (e.g., medicine, social work, behaviour therapists, nursing, occupational therapy, physiotherapy, speech-language pathology, child and youth workers, child life specialists, etc.) who are also part of interdisciplinary mental health care teams. Please bring any questions that you have to the online discussion boards on LEARN or email me in advance of the lecture so that I can prepare materials as needed based on student interest.

LEARNING OUTCOMES

No explicit learning outcomes defined for this course.

TENTATIVE COURSE SCHEDULE

Week	Dates	Topic	Readings	Activities/Assignments
1	Sept. 8	Course Introduction and Orientation	N/A	<ul style="list-style-type: none"> • Obtain textbook, and get oriented to LEARN site • Getting to know you exercise (not graded)
2	Sept. 12-16	The Evolution of Clinical Psychology (Sept. 13) Contemporary Clinical Psychology (Sept. 15)	Chapter 1 Chapter 2	<ul style="list-style-type: none"> • Sept. 13: Discussion Groups Begin

3	Sept. 19-23	Classification and Diagnosis	Chapter 3	<ul style="list-style-type: none"> • Discussion groups • Recommended: Begin considering discussion topics • Send in questions that you have about graduate school in clinical psychology and other careers in the mental health field (See Discussion thread on LEARN)
4	Sept. 26-30	Research Methods in Clinical Psychology (Sept. 27) Applications to Graduate School For Clinical Psychology and other Careers in the Mental Health Field (Sept. 29)	Chapter 4 Appendix 2	<ul style="list-style-type: none"> • Discussion Groups • Recommended: Study for midterm
5	Oct. 3-7	Assessment: Overview (Oct.6)	Chapter 5	<ul style="list-style-type: none"> • Discussion Groups • Oct. 4: Midterm Test 1 covering Chapters 1-4 and Appendix 2 • Oct. 6: Last day to request approval for topic of research paper (i.e., if not choosing one of the sample topics)
N/A	Oct. 10-14	<i>Reading Week – Have a Good Break</i>		
7	Oct. 17-21	Assessment: Interviewing and Observation (Oct. 18)	Chapter 6	<ul style="list-style-type: none"> • Discussion Groups • Recommended: Have thesis and articles chosen for research paper
8	Oct. 24 - 28	Assessment: Intellectual and Cognitive Measures (Oct. 25) Assessment: Self-Report and Projective Measures (Oct. 27)	Chapter 7 Chapter 8	<ul style="list-style-type: none"> • Discussion Groups • Recommended: Begin studying for second midterm.
9	Oct. 31-Nov. 4	Assessment: Integration and Clinical Decision-Making	Chapter 9	<ul style="list-style-type: none"> • Discussion Groups • Nov. 1: Chapter 9 • Nov. 3: Midterm Test 2 covering Chapters 5-9
10	Nov. 7-11	Prevention	Chapter 10	<ul style="list-style-type: none"> • Discussion Groups
11	Nov. 14-18	Intervention: Overview Intervention: Adults and Couples	Chapter 11 Chapter 12	<ul style="list-style-type: none"> • Discussion Groups • Nov. 15: Last day to request feedback on research paper draft from TAs or instructors
12	Nov. 21-25	Intervention: Children and Adolescents	Chapter 13	<ul style="list-style-type: none"> • Discussion Groups • Nov. 22: Research Paper Due
13	Nov. 28-Dec. 1	Intervention: Identifying Key Elements of Change	Chapter 14	<ul style="list-style-type: none"> • Last week of Discussion groups, grading for discussion participation ends Monday December 5, 11:59 PM • Recommended: Begin Studying for Exam

14	Dec. 5-6	Clinical Health Psychology, Clinical Neuropsychology, and Forensic Psychology	Chapter 15	<ul style="list-style-type: none"> Sample integrated exam questions reviewed in class
N/A	Dec. 9 – Dec. 23			<ul style="list-style-type: none"> Final exam to be scheduled by registrar Covers chapters 10 – 15, and integrated questions drawing on whole course

TEXTS / MATERIALS

Title / Name	Notes / Comments	Required
Introduction to Clinical Psychology: An Evidence-Based Approach (4th Edition).	Lee, C. M., & Hunsley, J. (2018). Introduction to Clinical Psychology: An Evidence-Based Approach (4th Edition). John Wiley & Sons Canada Ltd. ISBN: 978-1-119-30151-6	Yes

The text is available at the [University of Waterloo Book Store](https://wstore.uwaterloo.ca/course-materials/my-booklook.html) (<https://wstore.uwaterloo.ca/course-materials/my-booklook.html>) . You may elect to use the paperback or e-text version of the book. You may also [rent a copy of the textbook](https://www.wiley.com/en-ca/Introduction+to+Clinical+Psychology%2C+4th+Edition-p-9781119403067) (<https://www.wiley.com/en-ca/Introduction+to+Clinical+Psychology%2C+4th+Edition-p-9781119403067>) directly from the publisher for a 120 or 150 day period at a significantly reduced price.

I will also be placing hard-copies of the textbook with the University of Waterloo Library [Course Reserves](https://www.reserves.uwaterloo.ca/ares/ares.dll) (<https://www.reserves.uwaterloo.ca/ares/ares.dll>) . *Should you be encountering significant financial pressures that prevent you from accessing a copy of our required text, please email the instructor to discuss alternate arrangements.*

In addition to the textbook, there may be some articles included as part of the course content. These will be freely available from the University of Waterloo Library, and links will be posted in LEARN at least one week before the material will be covered in class.

STUDENT ASSESSMENT

Component	Value
Discussion Board Participation	20% (2% per week x 10 best weeks)
Midterm Test 1: Covers Chapters 1-4, Appendix 2	15%
Midterm Test 2: Covers Chapters 5-9	15%
Research Report	25%
Final Exam	25%

Evaluation for this course will be based on participation in weekly discussion groups, one research report, two midterm tests, and one final exam. All work will be submitted through the LEARN dropbox. Student grades for each component will be posted on LEARN.

DISCUSSION BOARD PARTICIPATION – 20% (best 10 discussion weeks, worth up to 2% each)

Because of the size of our class, asynchronous discussion board participation will be one way we can all connect and share ideas on a regular basis about the class material. To ensure that students are motivated to participate in the discussion boards on a regular basis, this discussion board participation will be graded on a weekly basis and contribute to your overall grade in the course. Each week (beginning September 13), you may earn up to 2% on your discussion board posts, and we will count your best 10 discussion weeks towards the final 20% in the class. To enrich the quality of discussion board participation, each student will be assigned to a discussion pod of approximately 10 students for the entirety of the course. You can of course also participate on the class-wide discussion boards to whatever extent you wish. Within each pod, each student will have the opportunity to serve as the Facilitator at least one week to help facilitate the discussion. Please refer to the handout entitled "Weekly Discussion Board Participation and Roles" for further information about the Facilitator role, grading rubric, and goals of the

discussion boards. Discussion topics will be available each week from 12:00 AM on Tuesday to 11:59 PM the following Monday. Late posts will not be included in your grade, unless for reasons outlined in the UW policies (e.g., medical or family emergencies; some other such event).

RESEARCH REPORT – 25%

You will have the opportunity to prepare a research report on a contemporary controversial topic in the area of Clinical Psychology, which is due by 9:00 AM Tuesday November 22, 2022. *Late assignments will receive 10% reduction in the grade each day that it is late* (i.e., if the paper is 2 days late the maximum grade possible will be 80%). Please refer to handout entitled “PSYCH 336 Research Paper Guidelines and Information” for more specific details regarding the expectations for this assignment. A list of possible topics is included in the handout. If you would like to choose a different topic, please have this approved by one of the TAs or the instructor by October 6th, 2022. We encourage you to discuss your paper with the TAs and/or the instructor throughout the process of writing, and you may request feedback on a draft, if you wish. The last day for feedback on your paper is November 15th. It is our goal to help you succeed on this paper, so please reach out for help if you need it!

MIDTERM TESTS (15% each) AND FINAL EXAM (25%)

Both midterm tests and the final exam will be composed of multiple-choice and short answer questions and are designed to evaluate your knowledge and understanding of the course material. Any material assigned as reading may be tested on the tests or exam, regardless of whether it was also covered in lecture. All material covered in lecture that is not in the readings may also be tested on the tests or final exam. The midterm tests will occur during class time (80 minutes) and the final exam will be scheduled during the final exam period (2.5 hours; Dec. 9 to 23, 2022). Further details regarding the midterm tests and final exam will be provided in class. The midterm tests are non-cumulative, and the majority of the final will cover the material from chapters 10-15; however, there will be a few integrative questions on the final exam where you can draw upon the course as a whole when coming up with your answers. Sample integrative questions will be provided during class so that you know what to expect and can prepare for these questions.

Students must bring proper identification (student ID card) to the midterm tests and final exam.

No electronic devices, including cell phones, will be allowed during midterm tests or final exam.

To ensure fairness, final grades in this course are based exclusively on students' participation in discussion groups, performance on their research report, two midterm tests, and one final exam. Tests/exams may not be re-written, nor will the tests/exams be re-weighted in calculating final grades. Grades will not be adjusted on the basis of need, and students will not be able to improve their marks by completing additional assignments.

FILE FORMATS

Unfortunately, LEARN cannot preview all file formats easily for marking or cross-referencing with Turnitin.com. Downloading files increases grading time and all file formats are not viewable to Mac vs. PC users. Please submit all written work in Microsoft Word (.doc or .docx) format unless you have made other arrangements with me in advance. To maintain academic integrity, I cannot accept links to Google docs. Download your Google doc as .docx before submitting to the LEARN dropbox. If you are asked to resubmit work because of file format challenges, we may apply the late penalty.

RESEARCH EXPERIENCE BONUS

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 4%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades; participation in research through online remotely operated and In Lab studies, as well as article review are described in the document "Sona Participation and Research Experience Marks Information and Guidelines" in our course on LEARN. Students may complete any combination of these options to earn research experience grades. For Fall 2022, credits will be permitted to be earned with half from online, and the other half (2.0) from In-lab or Remote Access studies.

ASSIGNMENT SCREENING

Text matching software (Turnitin) may be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin and alternatives in this course. See Administrative Policy below for more information and links.

ADMINISTRATIVE POLICY**ACCOMMODATIONS AND EXTENSIONS**

Students requesting accommodation for course requirements in Psychology courses due to ***illness*** should do the following:

- If experiencing COVID-19 or influenza-like symptoms: You can self-declare symptoms that might be COVID-19 through Quest. *You should self-declare within two days of the activity they missed* by completing the [Illness Self-declaration](https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-my-illness) (<https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-my-illness>) form ***as soon as possible***.
- If experiencing non-influenza-like symptoms: Seek medical treatment as soon as possible and obtain a [Verification of Illness Form](https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness) (<https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>). You do not need to visit a physical clinic in order to secure a VIF. The University's [Health Services](https://uwaterloo.ca/campus-wellness/health-services) (<https://uwaterloo.ca/campus-wellness/health-services>) is providing essential services and telemedicine and will authorize VIFs where warranted. Other health care providers are also offering remote services. Submit that VIF form to the instructor ***within 48 hours***.
- (if possible) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

****Please note*** that alternative arrangements for the evaluative components in this course will only be made if there is a ***major disruption*** in your ability to function academically due to ***documented*** and legitimate medical or compassionate reasons, or based on religious grounds. ***Vacations, employment, and travel plans are not sufficient grounds for accommodations to the academic expectations of this course.*** If you are encountering a situation that is likely to impact you for several weeks of the course, please contact the instructor ***immediately*** to determine the best course of action. Dr. Mewhort-Buist will advise you whether an extension, alternate equivalent, or skipping that course component is most suitable based on your circumstances and progress in the course up to that date. All documentation must date from ***before/during*** the missed assignment/discussion board participation/quiz, ***not*** after it. That is, the documentation must represent ***first-hand knowledge*** of the circumstances that made it impossible for you to complete the graded course component as scheduled, as opposed to reflecting your retrospective self-report to the authority providing documentation.

Extensions

Where there are legitimate extenuating circumstances—such as an illness or a family emergency—contact the instructor promptly to arrange accommodations. If you encounter circumstances that you feel may cause you to be late in submitting multiple assignments, you should contact me ***immediately***, explain the circumstances, and we may negotiate an extension. To do so, you must be in contact with me at ***least 24 hours prior to the deadline to request an extension***. No last-minute extensions will be granted.

If an extension is granted, students are expected to submit their assignment at the agreed upon time and date, with the appropriate documentation.

Religious Holidays

Requests for accommodation based on religious holidays must be submitted to the student's instructor(s) as ***soon as the conflict becomes apparent***; in any case, ***no later than one week*** following the publication of the final exam schedule. Instructors may provide accommodations as outlined in the [Accommodations section](http://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations) (<http://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations>) of the Undergraduate Calendar. Any unresolved disputes between instructors and students regarding the legitimacy of extenuating circumstances or the suitability of accommodations will be decided by the Associate Dean – Undergraduate Students.

CHOSEN/PREFERRED FIRST NAME

Do you want professors and interviewers to call you by a different first name? Take a minute now to verify or tell us your chosen/preferred first name by logging into [WatIAM](https://idm.uwaterloo.ca/watiam/) (<https://idm.uwaterloo.ca/watiam/>).

Why? Starting in winter 2020, your chosen/preferred first name listed in WatIAM will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks, WatCard, etc). Note: Your legal first name will always be used on certain official documents. For more details, visit [Updating Personal Information](https://uwaterloo.ca/the-centre/updates-personal-information) (<https://uwaterloo.ca/the-centre/updates-personal-information>).

Important notes

- If you included a preferred name on your OUAC application, it will be used as your chosen/preferred name unless you make a change now.
- If you don't provide a chosen/preferred name, your legal first name will continue to be used.

MENTAL HEALTH SUPPORT

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus

Due to COVID-19 and campus closures, services are available only online or by phone.

- Counselling Services: counselling.services@uwaterloo.ca (mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- [MATES](https://wusa.ca/services/uw-mates/) (https://wusa.ca/services/uw-mates/) : one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

Off campus, 24/7

- [Good2Talk](https://good2talk.ca/) (https://good2talk.ca/) : Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](https://here247.ca/) (https://here247.ca/) : Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](https://ok2bme.ca/) (https://ok2bme.ca/) : set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](https://uwaterloo.ca/arts/get-mental-health-support-when-you-need-it) (https://uwaterloo.ca/arts/get-mental-health-support-when-you-need-it)

Download [UWaterloo and regional mental health resources \(PDF\)](https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/counselling_services_overview_002.pdf)

(https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/counselling_services_overview_002.pdf)

Download the [WatSafe app](https://uwaterloo.ca/watsafe/) (https://uwaterloo.ca/watsafe/) to your phone to quickly access mental health support information.

TERRITORIAL ACKNOWLEDGEMENT

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River, of which they retain only a very small portion.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory](https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory) (https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory).

ACADEMIC FREEDOM AT THE UNIVERSITY OF WATERLOO

[Policy 33, Ethical Behaviour](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-33) (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-33) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6

INTELLECTUAL PROPERTY

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo.

Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student’s educational experience. However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

CROSS-LISTED COURSES

Please note that a cross-listed course will count in all respective averages no matter under which subject code it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science subject code.

UNIVERSITY POLICY

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (<https://uwaterloo.ca/academic-integrity/>) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>) . When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (<https://uwaterloo.ca/academic-integrity/>) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>) . For typical penalties, check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties) (<https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties>) .

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>) (other than a petition) or [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>) .

Note for students with disabilities: [AccessAbility Services](https://uwaterloo.ca/disability-services/) (<https://uwaterloo.ca/disability-services/>) , located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.