



HONOURS SEMINAR IN PERSONALITY AND CLINICAL PSYCHOLOGY
TOPIC: DEPRESSION
PSYCHOLOGY 457 – SECTION 041
COURSE SYLLABUS
WINTER 2021
REMOTE DELIVERY

EXPANDED COURSE DESCRIPTION

This course will expose students to contemporary research and controversies in the area of depression by examining primary empirical and review articles from leading researchers in the fields of psychology and psychiatry. Initially, we will discuss ways of conceptualizing major depressive disorder. The course will then focus on cognitive, social, and biological theories of the etiology and maintenance of depression. We will also discuss several empirically-supported treatment approaches, including cognitive behavioural therapy, pharmacotherapy, and behavioural activation.

Prerequisite(s): PSYCH 257/257R or 323R; Level at least 3A Honours Psychology or Make-up Psychology students; Psychology average at least 74%

Corequisite(s): PSYCH 391

Antirequisite(s): None.

Time Requirements: 3 lecture hours per week for 12 weeks (36 hours)

Credits: 0.5/half credit course

COURSE INFORMATION

Instructor: Dr. Pamela Seeds, Ph.D., C.Psych.

Telephone: 519-888-4567 extension 48132

Email: pamela.seeds@uwaterloo.ca **

Office Hours: By appointment only

**** NOTE:** Please write Psychology 457 in the subject line of all emails to the Instructor.

Students are responsible for all e-mail that is sent to their official UW email address. Check e-mail regularly for important and time sensitive messages. See "[Official Student E-mail Address](#)" for further details (e.g., *procedures and warnings regarding forwarding e-mail to other accounts*).

Even though this is an online course, please be aware that LEARN (discussion boards, chat) and email are the primary methods of communication with the instructor. All office hours will take place on the Microsoft Teams platform. Please do not use the Microsoft Teams chat as a main method of communicating with the instructor. You may use the MS Teams chat to communicate with your classmates and group members (although the content of that chat will not be monitored/graded).

Course website through [LEARN](#). Grades will be posted on [LEARN](#).

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 10 kilometres (six miles) on each side of the Grand River.

TEXTBOOK/READINGS

There is not textbook for this class. Instead, you will be reading published journal articles and book chapters from psychology journals and selected chapters from published books. These are available on LEARN and the UWaterloo Library Course Reserves.

For the majority of weeks, you will be assigned 4-6 articles and/or chapters to read **in preparation for** watching the recorded presentation and participating in the experiential learning activity. This is a reading intensive course and you will need to review the readings more than once in order to integrate this information well enough to participate in the online discussion boards and use this material effectively in your class presentations.

COURSE STRUCTURE AND OBJECTIVES

The goals of Psychology 457 – Honours Seminar in Personality and Clinical Psychology are to provide students with:

- a) Knowledge of the etiological theories of depression and its maintenance;
- b) Knowledge of the empirically-supported treatment options for depression;
- c) Awareness of the advances and challenges in the study of depression;
- d) The ability to explain scientific concepts verbally and in writing to audiences of varying backgrounds; and
- e) The ability to think critically and independently about issues in depression research.

Students are expected to read the assigned materials and participate actively in the course. Students should expect to participate in the online discussion boards by helping to generate and respond to discussion questions, attending and/or watching the assigned presentations, offering constructive feedback to their peers, and sharing their opinions in written and verbal formats with their classmates and instructor. Despite this class being online, my intention is for it to be interactive, and students are encouraged (are expected) to offer their opinions, perspective, and answers when invited to by the instructor or the Week's Leader(s). I have no doubt that we will be able to create a positive learning environment for everyone with respect, civility, and support.

GRADING

Percentages below indicate the standard required for each letter grade. Grades that are 0.5 or better will be rounded up to the next whole number when calculating the final grade in the course. Please note that higher letter grades will not be given unless the percentage is met (e.g., a final percentage of 79 is considered a B+). Rounding will not occur until the final grade calculation; all decimals will be retained for individual grade items (e.g., tests, assignments)

A+ 90-100%	B+ 77-79%	C+ 67-69%	D+ 57-59%	F+ 42-49%
A 85-89%	B 73-76%	C 63-66%	D 53-56%	F 35-41%
A- 80-84%	B- 70-72%	C- 60-62%	D- 50-52%	F- 0-34%

STUDENT EVALUATION SCHEDULE AND RESPONSIBILITIES

	<u>Lectures</u>	<u>Due Date</u>	<u>% of Grade</u>
Discussion Questions	TBA	11:59 p.m. the Friday before that topic week (2 times/semester)	<i>Twice x 7.5% each = 15%</i>
Pre-Topic Discussion Board Participation	All	Each Week Sat. 12:00 a.m. to Tues. at 11:59 p.m.	<i>10 weeks x 1% each = 10%</i>
Post-Topic Discussion Board Participation	All	Each Week Wed. 12:00 a.m. to Fri. at 11:59 p.m.	<i>10 weeks x 1% each = 10%</i>
Participation in Experiential Learning	All	Each Week Thursdays 10:00 to 11:00 a.m.	<i>10 weeks x 1% each = 10%</i>
Presentation Feedbacks	All	11:59 p.m. the Sunday at the end of each week	<i>10 weeks x 1% each = 10%</i>
5-Minute Presentation	Week 3	Monday, January 25, 2021 before 11:59 p.m.	<i>5%</i>
Week Leader (including Presentation, Discussion Board Facilitation, and Experiential Learning Facilitation)	See weekly schedule	Pre-topic discussions – Sat. at 12:00 a.m. to Tues. at 11:59 p.m. Group presentation – Mon. by 11:59 p.m. Post-topic discussions – Wed. at 12:00 a.m. to Fri. at 11:59 p.m.	<i>20%</i>
Op-Ed Assignment	All	Friday, April 9, 2021 by 11:59 p.m.	<i>20%</i>

Discussion Questions

You will have an opportunity to generate discussion questions for two weeks in the course. You will sign-up in advance to cover a given topic. Four to six students will be assigned each week (two to three per topic). You will be graded on your three to five discussion questions (submitted electronically by 11:59 p.m. the Friday before that topic week through the LEARN dropbox AND to the Week Leader(s) for that coming week so that you peers can prepare to discuss those questions and so that the presenters that week may incorporate them into their week plan as they see fit). Please directly circulate these discussion questions to the instructor and the Week Leader(s) by this deadline. Each set of discussion questions will be worth 7.5% of your final grade in the course (7.5% for discussion questions x 2 classes = 15% of your overall course grade). Samples of thoughtful discussion questions will be provided to the class in advance of this assignment. *Late submissions will receive a grade of 0, but may receive written feedback from Dr. Seeds.*

Participation

Students are expected to participate in a variety of activities weekly to mirror how this course would typically be run if we were in-person. Students should expect to participate in the pre-topic and post-topic discussion boards, as well as in the experiential learning exercises weekly. Each of these components will be allocated 1% per week, and the best 10 weeks of performance will be used to calculate your final grade in the class (best 10 weeks x 1% each = up to 10%) per component (x 3 components). Your participation in the pre-topic, post-topic, and experiential learning will each be graded separately. Given that there are 12 weeks in the semester, this allows for up to 2 “freebies” of lecture week per person over the semester for instances where a student did not attend, did not fully participate, etc. I would strongly encourage you to not use your “freebie” unless absolutely needed. Students often find that they require this “freebie” later in the semester when they are gravely ill or have other pressing demands on their time, and then are in the unfortunate situation that they receive 0 for a given class because they used their “freebie” up earlier in the term for a lesser reason than the current situation. Expectations for these participation components (and their minimum standards) will be explained more fully on LEARN. *Late submissions will receive a grade of 0, but may receive written feedback from Dr. Seeds.*

Presentation Feedback

Each week, students will be expected to provide written feedback on that week’s leader(s) and their presentation, facilitation, and activities to help their classmates improve. This feedback will be circulated directly back to their classmates along with feedback from the instructor. These assignments will be *due at 11:59 p.m. the Sunday of that week* (each Sunday). You will be graded out of 2 points (2%) for completion of each of these forms weekly for the presenter(s): 1 point for completing the form and handing it in, and 1 point for providing appropriate and insightful comments and feedback. On weeks where we have two topics, you will be expected to complete two forms worth 1 point (1%) each; receiving 0.5 mark for completing each form and 0.5 mark for comments. As with the discussion board participation grades, you will have the opportunity to have two missed/“freebies” assignments over the course of the semester. *Late submissions will receive a grade of 0, but may receive written feedback from Dr. Seeds.*

5-Minute Presentation

As a low-stakes warm-up to the online presenting environment, and as an opportunity to examine further topics in the field, students will have the opportunity to prepare a very brief presentation alone or in a partnership. Students may use any presentation style or format they choose, as long as it can be uploaded to the internet (e.g., video, narrated slideshow, animated video, TedTalk, etc.). During the third week of the course, students will submit a maximum 5-minute presentation summarizing the results of an empirical paper on a topic of their choice. Please see the “5-Minute Presentation Topic Assignment” for your assigned topic. All empirical papers will be posted to LEARN for the assigned topics. During the third week of the course, these presentations will be shared and evaluated by the class and instructor as part of their grade in the class (worth up to 5% of your final grade in the course). 5-minute presentations should be uploaded no later than *Monday, January 25, 2021 before 11:59 p.m.* so that everyone can mark the class’s presentations by the end of the week. Further details about the marking scheme will be available on LEARN. *Late submissions will receive a grade of 0, but may receive peer and instructor feedback.*

Week Leader

(including Presentation, Discussion Board Facilitation, and Experiential Learning Facilitation)

Over the course of this semester, you will have the opportunity to facilitate one week’s worth of content (alone or in a partnership) for a topic that you have been assigned based on your preferences for topics. This role

entails (1) preparing a recorded presentation/lecture (in a format of your choosing), (2) facilitating the pre-topic and post-topic discussion boards for the class, and (3) leading half the experiential synchronous class time on Thursday mornings from 10:30-11:30 a.m. You should feel free to develop your plan for the week in whatever manner makes sense for your topic material. You can run ideas by the instructor in advance of your week, and you will be graded for each component of this leadership separately. All student leader weeks contain two topics, so please plan to use 30 minutes of the synchronous time for your topic. Several sample presentations will occur earlier in the term to give you examples of how to approach this task. Grading criteria for your week leadership will be provided in advance of this assignment. This course component will be worth 20% of your final grade in the course.

Op-Ed Assignment

During the course of the semester, you will craft a short opinion piece that addresses the topic of your choice in this course. You can focus on a particular controversy, a debate, or some other issue in the field of depression research. The purpose of this assignment is to help you develop the skill of translating and advocating complex issues effectively. That means good writing, clear thinking, and appropriate tone. The subject matter of this course provides an abundance of provocative and controversial topics from which to draw. (You are welcome to choose a current issue or controversy, but you need not do so. Feel free to focus on a historical case or event that is of interest to you.) Another challenge of this assignment will be to convey psychological and scientific concepts and ideas in a clear and accessible manner in a short amount of space. This is a far more difficult task than you might think, and you will benefit from practicing this skill. Your piece should be between 800 – 1000 words and will be worth 20% of your final grade in the course. Your op-ed must be submitted by the last Friday of classes (Friday, April 9, 2021 by 11:59 p.m.) at the latest, but may be submitted any time earlier in the semester. We will be reviewing each other's op-eds multiple times throughout the semester, so it will be to your benefit to start working on it earlier so that you can take advantage of the peer input and review. Further guidelines and the marking key for this assignment will be provided in advance of this assignment. *Late submissions will receive a grade of 0, but may receive written feedback from Dr. Seeds.*

Assigned Grades

To ensure fairness, final grades in this course are based exclusively on students' performance on the components of their discussion board participation, writing discussion questions, experiential learning participation, presentation feedback, 5-minute presentation, acting as Week Leader (including Small Group Presentation, Discussion Board Facilitation, and Experiential Learning Facilitation), and writing an opinion editorial. Because of the buffer built into the course (e.g., opportunities to drop your lowest discussion board weeks), you should be able to miss some course material if you become ill or are otherwise unavailable for brief periods during our class without it negatively impacting your final grade in the course. Grade components may not be re-written or re-done, nor will they be re-weighted in calculating final grades. Grades will not be adjusted on the basis of need or request, and students will not be able to improve their marks by completing additional assignments. All students are judged using the same evaluations, and grades that are earned are the grades that are granted.

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) or PDF 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 or PDF before submitting to the LEARN dropbox. If you are asked to resubmit work because of file format challenges, we may apply the late penalty.

LECTURE SCHEDULE

Date	Lecture	Topic
January 11-15	1	Major Depression Defined
January 18-22	2	Depression Etiology: Genetic Models
January 25-29	3	5-Minute Presentations (<i>*all students see schedule</i>)
February 1-5	4	Depression Etiology: Cognitive Models Depression Etiology: Stress Sensitivity and Sensitization
February 8-12	5	Depression Etiology: Stress Generation Depression Etiology: Parental Care and Abuse
February 15-19	N/A	NO CLASS – READING WEEK
February 22-26	6	Department of Psychology Colloquium - <i>Stress Mechanisms in Major Depression: From Exposure to Response (Dr. Kate Harkness)</i>
March 1-5	7	Depression Etiology: Interpersonal Models Special Topics: Perinatal Depression
March 8-12	8	Special Topics: Depression in Very Young Children Special Topics: Suicide in Youth
March 17-19*	9	Op-Ed peer reviews with classmates (with <i>full draft</i> and questions for peers) <i>*please note that this is a truncated week due to the two days of scheduled pause in the term. No course activity or assignment can be due on March 15 or 16.</i>
March 22-26	10	Depression Treatment: Pharmacotherapy Primer Depression Treatment: Cognitive Behavioural Therapy
March 29-April 2	11	Depression Treatment: CBT vs. Pharmacotherapy Depression Treatment: Behavioural Activation
April 5-9	12	Depression Treatment: Mindfulness-Based Interventions Special Topics: Cross-Cultural Approaches
April 12-14	13	Integration & Consolidation Op-Ed review with the class

***Note. Please see “Week Leader and Discussion Question Schedule” for which topics are student presentations

ACCOMMODATION FOR COURSE REQUIREMENTS

Policies of the Psychology department pertaining to course requirements are available on the [department website](#).

****Please note** that alternative arrangements for the assignments/quizzes/discussion board participation 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. If you are encountering a situation that is likely to impact you for several weeks of the course, please contact the instructor ([Dr. Seeds](#)) immediately to determine the best course of action. All documentation must date from before/during the missed assignment/activity, 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.

Our course evaluative components are structured in such a way as to allow for some minor disruptions without negative impact to student grades, particularly during this unprecedented time of a global pandemic. Please be aware that the course is designed to allow students to drop their lowest grade items in the calculation of their final grade. Evaluative components of the course equal more than 100% if they are all completed as scheduled (e.g., extra quizzes and discussion board participation). This 'buffer' allows students to have some instances where they may miss a quiz or discussion board participation for any reason, and not need to make it up. Instead, they can take a grade of '0' on that component and drop it as part of their lowest grades. I would encourage you all to **save** some of these freebies for later in the term in case you experience an illness or other substantial disruption to your daily functioning.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

LATE WORK

Please note that all assignments, activities, and discussion posts are expected to be submitted and completed on time. Please refer to the syllabus and LEARN for details of these deadlines, as they vary across evaluative component. In the case of missed or late discussion posts, marks of 0 will be applied unless there are justifiable reasons. The late penalty for components of the opinion editorial (op-ed) is -10% per day, including weekends. For instance, if your op-ed is late by 1 day, you can earn, at best, 90% of its maximum value.

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 or weekly discussion posts, 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 TO BE ACCOMMODATED IF REQUESTED

Requests for accommodation based on religious holidays must be submitted in writing to the student's instructor(s) as soon as the conflict becomes apparent; in any case, within **two weeks** of being notified of an academic requirement that poses a conflict to their religious or spiritual practices, observances, or beliefs. Instructors may provide accommodations as outlined in the [Accommodations section](#) 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.

The following includes occasions and observances for Winter 2021 that might warrant accommodation on religious/cultural grounds:

Date	Religious/Holiday observance
Friday, January 1 (University of Waterloo closed)	New Year's Day
Wednesday, January 6	Christmas (Armenian Apostolic Church)
Thursday, January 7	Christmas (Christian-Coptic & Eastern Orthodox)
Thursday, January 14	Orthodox New Year (Orthodox Christian)
Wednesday, January 20	Bodhi Day (Buddhism)
Tuesday, February 16	Vasant Panchami (Hindu)
Wednesday, February 17	Ash Wednesday, Start of Lent (Christian)
Thursday, February 25 - Friday February 26	Purim (Jewish)
Friday, February 26	Magha Puja (Buddhism)
Saturday, February 27	Chotrul Duchen (Tibetan Buddhists)
Monday, March 1 - Friday, March 19	Nineteen Day Fast (Bahá'í)
Thursday, March 11	Maha Shivaratri (Hindu)
Friday, March 19 - Saturday, March 20	Nowruz/New Year(Bahá'í) Persian New Year
Saturday, March 27 - Sunday, April 4	Passover/Pesach (Jewish)
Sunday, March 28	Palm Sunday (Christian) Birth of Prophet Zarathustra (Zoroastrian)
Monday, March 29	Holi (Hindu)
Friday, April 2 (University of Waterloo closed)	Good/Holy Friday (Christian, Christian-Coptic & Eastern Orthodox)
Sunday, April 4	Easter (Christian)
Monday, April 5	Easter Monday (Christian)
Monday, April 12	Hindu New Year (first day of Chaitra)
Monday, April 12 - Tuesday, May 11	Ramadan (Islam)
Wednesday, April 14	Baisakhi (Sikh)
Tuesday, April 20 - Sunday, May 2	Feast of Ridvan (Bahá'í)
Wednesday, April 21	Ram Navami (Hindu)
Sunday, April 25	Mahavir Jayanti (Jainism)
Tuesday, April 27	Theravada New Year (Buddhism)

ACADEMIC INTEGRITY:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](#) for more information. You will also be asked to complete a module on Academic Integrity in LEARN as part of this course.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of 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 professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

CONCERNS ABOUT A COURSE POLICY OR DECISION:

Informal Stage. We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Telephone 519-888-4567 ext. 48790

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

ACCOMMODATION FOR STUDENTS WITH DISABILITIES:

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 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 the AS office at the beginning of each academic term.

MENTAL HEALTH SERVICES:

Mental Health Services aim is to provide holistic programming and services to help you lead a healthy and balanced life. We strive to provide a secure, supportive environment for students of all orientations and backgrounds.

Students suffering from problems with anxiety, depression, problems with sleep, attention, obsessions or compulsions, relationship difficulties, severe winter blues, etc., may make an appointment by phone or in person.

Appointments are usually available within two days of initial contact with one of our medical doctors. All contacts are completely confidential.

Please visit the [University of Waterloo Coronavirus website](#) to stay informed and get the most recent updates for students and instructors, as well as [modified services](#) on campus. ***Due to COVID-19 and campus closures, many services are available only online or by phone.***

On Campus

- [Health Services Building](#): located across the creek from Student Life Centre
 - Call 519-888-4096 to schedule an appointment
- Telehealth Ontario: call 1-866-797-0000 for free 24/7 advice from a health professional
- Counselling Services ([Needles Hall Addition, NH 2401](#))
 - Call 519-888-4567 x 32655 to schedule an appointment
 - counserv@uwaterloo.ca
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- [Glow Centre](#): support services for sexual and gender diversity
- [Empower Me](#): 24/7 mental health and wellness service for students (telephone)

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 ext. 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

THE WRITING AND COMMUNICATION CENTRE:

[The Writing and Communication Centre \(WCC\)](#) works with students in all Faculties to help you consider your audience, clarify your ideas, develop your voice, and write in the style appropriate to your discipline.

They offer one-on-one support for writing papers, delivering presentations, integrating research, and revising for clarity and coherence. Group appointments for team-based projects, presentations, and papers are also available.

All of their services are available virtually: booked appointments, drop-ins, resources, and writing groups. Check out [our website](#) for other ways to interact with us, such as open online forums and online Q&As. Visit them at www.uwaterloo.ca/wcc.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring your assignment instructions and any notes or drafts to your appointment.

PLAGARISM DETECTION SOFTWARE:

Turnitin.com: Text matching software (Turnitin®) will 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. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin®. Please see Dr. Seeds to discuss your alternatives as soon as possible should you not wish for your assignment to be screened by Turnitin®.

THE OFFICIAL VERSION OF THE COURSE OUTLINE:

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

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](#).

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](#).

ACADEMIC FREEDOM AT THE UNIVERSITY OF WATERLOO:

[Policy 33, Ethical Behaviour](#) 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

OTHER HELPFUL INFORMATION:

University of Waterloo [Department of Psychology](#)

University of Waterloo [Registrar's Office](#)

University of Waterloo's [COVID-19 Information](#)

[Canadian Psychological Association](#)

[American Psychological Association](#)

[Association for Psychological Science](#)

[Ontario Psychological Association](#)

[The Canadian Council of Professional Psychology Programs](#)

[The College of Psychologists of Ontario](#)

[Society for a Science of Clinical Psychology](#)

[Society of Clinical Psychology](#)

[Society of Clinical Child & Adolescent Psychology](#)
[Society for Research in Psychopathology](#)
[Canadian Association for Cognitive and Behavioural Therapies](#)
[Association for Behavioral and Cognitive Therapies](#)
[Canadian Register of Health Service Psychologists](#)