**FRAN\*6990 Theoretical Understanding of Cognitive and Behavioral Therapy Models**

**Course Outline –Fall 2025**

1. **GRADUATE Calendar Description**

This non clinical course explores the perspectives, assumptions and theoretical foundations for current Cognitive and Behavioural psychotherapy models. The course provides an overview, comparison, and critical analysis of key foundational Cognitive and Behavioural models, including Cognitive Behavioural Therapy, Acceptance and Commitment Therapy, and Dialectical Behavioural Therapy.

**Credit Weight:** 0.5 credits

**Course Hours:**  3-0 (36 lecture; 0 lab/seminar)

**Pre-Requisite(s):** FRAN 6890, FRAN 6920, and FRAN 6880

**Co-Requisites(s):** None

**Restriction(s):**  MA.MH Students only

1. **course Description**

This nonclinical course is a part of the Masters of Arts in Mental Health program that focuses on therapy models in the field of psychotherapy. Specifically, this course features the study of Cognitive and Behavioral therapeutic approaches. This course requires active participation in a range of academic and experiential activities designed for a theoretical introduction to therapy approaches, including class discussion, written assignments, and role play activities. Registration and participation in this course are limited to graduate students registered in the MA.MH Program.

1. **timetable**

**Lecture:**  Wednesdays, 6pm-8:50pm

**Location:** This course is offered through remote synchronous delivery. Links to the Microsoft Teams or Zoom classes will be provided in CourseLink.

1. **instructional support**

**Course Instructor and Co-Supervisor:** Dr. Natalie Evans

**Email:** natevans@uoguelph.ca

**Telephone:** 519-824-4120 ext.

**Office:** Online via Zoom

**Office Hours:** By Appointment

1. **learning resources Available through ARES and Courselink**

**Required Resource(s):**

Balaskas, A., Schueller, S. M., Cox, A. L., Rashleigh, C., & Doherty, G. (2023). Examining young adults daily perspectives on usage of anxiety apps: A user study. *PLOS Digital Health*, *2*(1), e0000185.

Bohus, M., Kleindienst, N., Limberger, M. F., Stieglitz, R. D., Domsalla, M., Chapman, A. L., ... & Wolf, M. (2009). The short version of the Borderline Symptom List (BSL-23): development and initial data on psychometric properties. *Psychopathology*, *42*(1), 32-39.

Brotto, L. A., Bergeron, S., Zdaniuk, B., & Basson, R. (2020). Mindfulness and cognitive behavior therapy for provoked vestibulodynia: Mediators of treatment outcome and long-term effects. *Journal of consulting and clinical psychology*, *88*(1), 48.

Brown, T. R., Xu, K. Y., & Glowinski, A. L. (2021). Cognitive behavioral therapy and the implementation of antiracism. *JAMA psychiatry*, *78*(8), 819-820.

Cabrera, I., Brugos, D., & Montorio, I. (2020). Attentional biases in older adults with generalized anxiety disorder. *Journal of Anxiety Disorders*, *71*, 102207.

Carvalho, S. A., Castilho, P., Seabra, D., Salvador, C., Rijo, D., & Carona, C. (2022). Critical issues in cognitive behavioural therapy (CBT) with gender and sexual minorities (GSMs). the Cognitive Behaviour Therapist, 15, Article e3. [https://doi.org/10.1017/S1754470X21000398](https://psycnet.apa.org/doi/10.1017/S1754470X21000398)

Corr, P. J., & Perkins, A. M. (2006). The role of theory in the psychophysiology of personality: From Ivan Pavlov to Jeffrey Gray. *International Journal of Psychophysiology*, *62*(3), 367-376.

Denecke, K., Schmid, N., & Nüssli, S. (2022). Implementation of cognitive behavioral therapy in e–mental health apps: literature review. *Journal of Medical Internet Research*, *24*(3), e27791.

Diano, F., Sica, L. S., & Ponticorvo, M. (2023). A Systematic Review of Mobile Apps as an Adjunct to Psychological Interventions for Emotion Dysregulation. *International Journal of Environmental Research and Public Health*, *20*(2), 1431

Gloster, A. T., Walder, N., Levin, M. E., Twohig, M. P., & Karekla, M. (2020). The empirical status of acceptance and commitment therapy: A review of meta-analyses. *Journal of Contextual Behavioral Science*, *18*, 181-192.

Haft, Stephanie L., Sinclaire M. O'Grady, Esme AL Shaller, and Nancy H. Liu. "Cultural adaptations of dialectical behavior therapy: A systematic review." *Journal of Consulting and Clinical Psychology* (2022).

Kadri, A., Leddy, A., Gracey, F., & Laidlaw, K. (2022). Wisdom enhancement and life skills to augment CBT outcomes for depression in later life: a series of N-of-1 trials. *Behavioural and Cognitive Psychotherapy*, *50*(5), 508-527.

Lavrencic, L. M., Donovan, T., Moffatt, L., Keiller, T., Allan, W., Delbaere, K., & Radford, K. (2021). Ngarraanga Giinganay (‘thinking peacefully’): Co-design and pilot study of a culturally-grounded mindfulness-based stress reduction program with older First Nations Australians. *Evaluation and Program Planning*, *87*, 101929.

Linehan, M. M., Comtois, K. A., Murray, A. M., Brown, M. Z., Gallop, R. J., Heard, H. L., ... & Lindenboim, N. (2006). Two-year randomized controlled trial and follow-up of dialectical behavior therapy vs therapy by experts for suicidal behaviors and borderline personality disorder. *Archives of general psychiatry*, *63*(7), 757-766.

Liu, T. W., Ng, G. Y., Chung, R. C., & Ng, S. S. (2019). Decreasing fear of falling in chronic stroke survivors through cognitive behavior therapy and task-oriented training. *Stroke*, *50*(1), 148-154.

Lopez, R. B., Courtney, A. L., Liang, D., Swinchoski, A., Goodson, P., & Denny, B. T. (2023). Social support and adaptive emotion regulation: Links between social network measures, emotion regulation strategy use, and health. *Emotion*.

MacLean, R. R., Buta, E., Higgins, D. M., Driscoll, M. A., Edmond, S. N., LaChappelle, K. M., ... & Heapy, A. A. (2022). Using daily ratings to examine treatment dose and response in CBT for chronic pain: A secondary analysis of the Co-Operative Pain Education and Self-Management clinical trial. *Pain Medicine*.

Maskey, M., Rodgers, J., Grahame, V., Glod, M., Honey, E., Kinnear, J., ... & Parr, J. R. (2019). A randomised controlled feasibility trial of immersive virtual reality treatment with cognitive behaviour therapy for specific phobias in young people with autism spectrum disorder. *Journal of autism and developmental disorders*, *49*, 1912-1927.

Oppenauer, C., Sprung, M., Gradl, S., & Burghardt, J. (2023). Dialectical behaviour therapy for posttraumatic stress disorder (DBT-PTSD): transportability to everyday clinical care in a residential mental health centre. *European Journal of Psychotraumatology*, *14*(1), 2157159.

Petrini, L., & Arendt-Nielsen, L. (2020). Understanding pain catastrophizing: putting pieces together. *Frontiers in Psychology*, *11*, 603420.

Radziwon, C. D., Quigley, B. M., Vargovich, A. M., Krasner, S. S., Gudleski, G. D., Mason, S. R., ... & Lackner, J. M. (2022). Do I really have to do my homework? The role of homework compliance in cognitive behavioral therapy for irritable bowel syndrome. *Behaviour Research and Therapy*, *152*, 104063.

Ryan, D., Cogley, C., & Moore, L. (2023). Zoom up your mood–a pilot study examining the efficacy of video-conferencing versus face-to-face delivery of group CBT for depression for out-patients attending a secondary mental health service in Ireland. *Behavioural and Cognitive Psychotherapy*, 1-5.

Shields, G. S., Spahr, C. M., & Slavich, G. M. (2020). Psychosocial interventions and immune system function: a systematic review and meta-analysis of randomized clinical trials. *JAMA psychiatry*, *77*(10), 1031-1043.

Smout, M. F., Hayes, L., Atkins, P. W., Klausen, J., & Duguid, J. E. (2012). The empirically supported status of acceptance and commitment therapy: An update. *Clinical Psychologist*, *16*(3), 97-109.

Soflau, R., & David, D. O. (2019). The impact of irrational beliefs on paranoid thoughts. *Behavioural and cognitive psychotherapy*, *47*(3), 270-286.

Thoma, N., Pilecki, B., & McKay, D. (2015). Contemporary cognitive behavior therapy: A review of theory, history, and evidence. *Psychodynamic psychiatry*, *43*(3), 423-461.

van Agteren, J., Iasiello, M., Lo, L., Bartholomaeus, J., Kopsaftis, Z., Carey, M., & Kyrios, M. (2021). A systematic review and meta-analysis of psychological interventions to improve mental wellbeing. *Nature Human Behaviour*, *5*(5), 631-652.

Werson, A. D., Meiser-Stedman, R., & Laidlaw, K. (2022). A meta-analysis of CBT efficacy for depression comparing adults and older adults. *Journal of Affective Disorders*, *319*, 189-201.

**Recommended Resource(s):**

1. **Learning Outcomes**

At the completion of the course, successful students will be able to:

|  |  |
| --- | --- |
| **Course Learning Outcomes** | **Program Learning Outcomes** |
| 1. Develop an understanding of the conceptual aspects of Cognitive and Behavioral models as leading-edge approaches within the field of psychotherapy, including the underlying assumptions, the historical-contextual development of this perspective, major concepts, distinctions from other approaches, and their overall strengths and limitations through scholarly readings, class discussions, and written or oral assignments. | 1.1-1.3, 3.1-3.3, 4.1-4.3, 8.1-8.3 |
| 2. Access, interpret, synthesize, and critically evaluate the research evidence that supports these therapy models through scholarly course readings, written assignments, and synchronous class discussion. | 1.1-1.3, 3.1, 3.2, 4.1-4.4, 8.1-8.3 |
| 3. Understand issues of diversity, power, and privilege as they relate to:  a. the development and practice of cognitive and behavioral therapies,  b. the applicability of approaches to specific client populations,  c. the limitations and issues with using didactic therapies with structurally marginalize groups and practical considerations for making these therapies more inclusive.  This learning outcome will be achieved through scholarly course readings, class discussion, and writing assignments. | 1.1-1.3, 2.1-2.3, 3.1-3.3, 4.1-4.4, 8.1-8.3 |
| 4. Consider elements of social cultural contexts (including, age, gender, sexuality, ethnicity, Indigeneity) and how these intersect or diverge from the assumptions of Cognitive and Behavioral Therapies through scholarly course readings, written assignments, and synchronous class discussion. | 1.2, 2.1-2.3, 3.1-3.3, 4.1, 7.3, 8.1-8.3 |
| 5. Demonstrate oral and written communication skills, as well as ability to engage in generative dialogues, specifically related to the application of these selected psychotherapy models. | 2.1, 5.1, 5.2, 6.3, 7.1 |
| 6. Participate in creating, collaboratively with all class members and informed by self-awareness, a learning environment in which there is a respectful acceptance of conflicting perspectives, complex explanations, and challenging ethical dilemmas. | 2.1-2.3, 3.1-3.3, 5.1, 5.2, 7.1 |

1. **Teaching and Learning Activities/class schedule**

| **Week** | **Topics** | **Assigned Readings &**  **Guest Speakers** |
| --- | --- | --- |
| **1**  **Sept. 10** | Course Orientation  Introduction and Historical Development of Cognitive and Behavioral Therapies | Thoma, N., Pilecki, B., & McKay, D. (2015). Contemporary cognitive behavior therapy: A review of theory, history, and evidence. *Psychodynamic psychiatry*, *43*(3), 423-461.  Corr, P. J., & Perkins, A. M. (2006). The role of theory in the psychophysiology of personality: From Ivan Pavlov to Jeffrey Gray. *International Journal of Psychophysiology*, *62*(3), 367-376. |
| **2**  **Sept. 17** | Mind, Body, Learning and Behavior | Shields, G. S., Spahr, C. M., & Slavich, G. M. (2020). Psychosocial interventions and immune system function: a systematic review and meta-analysis of randomized clinical trials. *JAMA psychiatry*, *77*(10), 1031-1043.  Liu, T. W., Ng, G. Y., Chung, R. C., & Ng, S. S. (2019). Decreasing fear of falling in chronic stroke survivors through cognitive behavior therapy and task-oriented training. *Stroke*, *50*(1), 148-154.  Lopez, R. B., Courtney, A. L., Liang, D., Swinchoski, A., Goodson, P., & Denny, B. T. (2023). Social support and adaptive emotion regulation: Links between social network measures, emotion regulation strategy use, and health. *Emotion*. |
| **3**  **Sept. 24** | ABCs of REBT and CBT | Soflau, R., & David, D. O. (2019). The impact of irrational beliefs on paranoid thoughts. *Behavioural and cognitive psychotherapy*, *47*(3), 270-286.  Petrini, L., & Arendt-Nielsen, L. (2020). Understanding pain catastrophizing: putting pieces together. *Frontiers in Psychology*, *11*, 603420.  ABC worksheet:  <https://positive.b-cdn.net/wp-content/uploads/2020/09/ABC-Functional-Analysis-Worksheet.pdf>  Dysfunctional Thought Record:  <https://positive.b-cdn.net/wp-content/uploads/2017/06/Dysfunctional-Thought-Record.pdf>  **Discussion #1 Due** |
| **4**  **Oct. 1** | Therapy Engagement and Structure | Kazantzis, N., & Miller, A. R. (2022). A comprehensive model of homework in cognitive behavior therapy. *Cognitive Therapy and Research*, *46*(1), 247-257.  Radziwon, C. D., Quigley, B. M., Vargovich, A. M., Krasner, S. S., Gudleski, G. D., Mason, S. R., ... & Lackner, J. M. (2022). Do I really have to do my homework? The role of homework compliance in cognitive behavioral therapy for irritable bowel syndrome. *Behaviour Research and Therapy*, *152*, 104063.  MacLean, R. R., Buta, E., Higgins, D. M., Driscoll, M. A., Edmond, S. N., LaChappelle, K. M., ... & Heapy, A. A. (2022). Using daily ratings to examine treatment dose and response in CBT for chronic pain: A secondary analysis of the Co-Operative Pain Education and Self-Management clinical trial. *Pain Medicine*.  Bohus, M., Kleindienst, N., Limberger, M. F., Stieglitz, R. D., Domsalla, M., Chapman, A. L., ... & Wolf, M. (2009). The short version of the Borderline Symptom List (BSL-23): development and initial data on psychometric properties. *Psychopathology*, *42*(1), 32-39.  **Behavioral intervention assignment Part 1 Due** |
| **5**  **Oct. 8** | 3rd Wave Therapies: Acceptance-based, Mindfulness-based and Dialectical Behavior Therapies | Linehan, M. M., Comtois, K. A., Murray, A. M., Brown, M. Z., Gallop, R. J., Heard, H. L., ... & Lindenboim, N. (2006). Two-year randomized controlled trial and follow-up of dialectical behavior therapy vs therapy by experts for suicidal behaviors and borderline personality disorder. *Archives of general psychiatry*, *63*(7), 757-766.  Gloster, A. T., Walder, N., Levin, M. E., Twohig, M. P., & Karekla, M. (2020). The empirical status of acceptance and commitment therapy: A review of meta-analyses. *Journal of Contextual Behavioral Science*, *18*, 181-192.  Brotto, L. A., Bergeron, S., Zdaniuk, B., & Basson, R. (2020). Mindfulness and cognitive behavior therapy for provoked vestibulodynia: Mediators of treatment outcome and long-term effects. *Journal of consulting and clinical psychology*, *88*(1), 48.  **Discussion #2 Due** |
| **6**  **Oct. 15** | Putting it all Together: Application to Specific Disorders | Oppenauer, C., Sprung, M., Gradl, S., & Burghardt, J. (2023). Dialectical behaviour therapy for posttraumatic stress disorder (DBT-PTSD): transportability to everyday clinical care in a residential mental health centre. *European Journal of Psychotraumatology*, *14*(1), 2157159.  Ryan, D., Cogley, C., & Moore, L. (2023). Zoom up your mood–a pilot study examining the efficacy of video-conferencing versus face-to-face delivery of group CBT for depression for out-patients attending a secondary mental health service in Ireland. *Behavioural and Cognitive Psychotherapy*, 1-5.  Maskey, M., Rodgers, J., Grahame, V., Glod, M., Honey, E., Kinnear, J., ... & Parr, J. R. (2019). A randomised controlled feasibility trial of immersive virtual reality treatment with cognitive behaviour therapy for specific phobias in young people with autism spectrum disorder. *Journal of autism and developmental disorders*, *49*, 1912-1927.  van Agteren, J., Iasiello, M., Lo, L., Bartholomaeus, J., Kopsaftis, Z., Carey, M., & Kyrios, M. (2021). A systematic review and meta-analysis of psychological interventions to improve mental wellbeing. *Nature Human Behaviour*, *5*(5), 631-652. |
| **7**  **Oct. 22** | Lifespan Considerations- Working with Older Adults | Werson, A. D., Meiser-Stedman, R., & Laidlaw, K. (2022). A meta-analysis of CBT efficacy for depression comparing adults and older adults. *Journal of Affective Disorders*, *319*, 189-201.  Kadri, A., Leddy, A., Gracey, F., & Laidlaw, K. (2022). Wisdom enhancement and life skills to augment CBT outcomes for depression in later life: a series of N-of-1 trials. *Behavioural and Cognitive Psychotherapy*, *50*(5), 508-527.  Lavrencic, L. M., Donovan, T., Moffatt, L., Keiller, T., Allan, W., Delbaere, K., & Radford, K. (2021). Ngarraanga Giinganay (‘thinking peacefully’): Co-design and pilot study of a culturally-grounded mindfulness-based stress reduction program with older First Nations Australians. *Evaluation and Program Planning*, *87*, 101929.  Cabrera, I., Brugos, D., & Montorio, I. (2020). Attentional biases in older adults with generalized anxiety disorder. *Journal of Anxiety Disorders*, *71*, 102207.  **Discussion #3 Due** |
| **8**  **Oct. 29** | Sociocultural Considerations | Carvalho, S. A., Castilho, P., Seabra, D., Salvador, C., Rijo, D., & Carona, C. (2022). Critical issues in cognitive behavioural therapy (CBT) with gender and sexual minorities (GSMs). the Cognitive Behaviour Therapist, 15, Article e3. [https://doi.org/10.1017/S1754470X21000398](https://psycnet.apa.org/doi/10.1017/S1754470X21000398)  Brown, T. R., Xu, K. Y., & Glowinski, A. L. (2021). Cognitive behavioral therapy and the implementation of antiracism. *JAMA psychiatry*, *78*(8), 819-820.  Haft, Stephanie L., Sinclaire M. O'Grady, Esme AL Shaller, and Nancy H. Liu. "Cultural adaptations of dialectical behavior therapy: A systematic review." *Journal of Consulting and Clinical Psychology* (2022). |
| **9**  **Nov. 5** | Cognitive Behavioral Interventions in a Digital World | Denecke, K., Schmid, N., & Nüssli, S. (2022). Implementation of cognitive behavioral therapy in e–mental health apps: literature review. *Journal of Medical Internet Research*, *24*(3), e27791.  Balaskas, A., Schueller, S. M., Cox, A. L., Rashleigh, C., & Doherty, G. (2023). Examining young adults daily perspectives on usage of anxiety apps: A user study. *PLOS Digital Health*, *2*(1), e0000185.  Diano, F., Sica, L. S., & Ponticorvo, M. (2023). A Systematic Review of Mobile Apps as an Adjunct to Psychological Interventions for Emotion Dysregulation. *International Journal of Environmental Research and Public Health*, *20*(2), 1431  **Discussion #4 Due** |
| **10**  **Nov. 12** | Student Presentations | N/A |
| **11**  **Nov. 19** | Student Presentations | N/A |
| **12**  **Nov. 26** | Course wrap-up    Celebration | N/A  **Behavioral intervention assignment Part 2 Due** |

***Note:***This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

1. **Assessment details**

| **Assessment** | **LOs Addressed** | **Due Date** | **% of Final** |
| --- | --- | --- | --- |
| Class Participation | 1.1-1.3, 2.1, 3.1-3.3, 4.1, 4.4, 5.1, 5.2 | Throughout Semester | 10 |
| Online Discussion (x4) | 1.1-1.3, 2.1, 3.1-3.3, 4.1, 4.4, 5.1, 5.2, 7.1, 8.1-8.3 | Weeks 3, 5, 7, 9 | 20 |
| Behavioral Intervention Assignment | 1.1-1.3, 2.1, 3.1, 4.3, 4.4, 5.1, 8.2 | Part 1: Week 4  Part 2: Week 12 | 40 |
| Multimedia Presentation Assignment | 1.1-1.3, 2.2, 3.2, 4.3, 4.4, 5.1, 7.2, 7.5, 8.2 | Week 10 | 30 |
|  |  | **Total:** | 100 |

**Assessment Details (Further details and instructions available on Courselink)**

**Class Participation (10% throughout the semester)**

Each student is expected to come to class ready to engage in thoughtful, constructive, applied conversation and role play activities. Active class participation is based upon the ability to discuss, question, summarize, criticize, and incorporate that knowledge in class activities and assignments.

**Online Discussion (5% each x 4 discussions)**

Throughout the semester there will be 4 online discussions. For these weeks, students will be provided with an additional reading and/or multimedia link and related discussion question for online engagement with peers. It is expected that students will provide one response to the question and at least 2 responses throughout the week to another student’s posts.

Questions and responses will be marked according to the following:

* Clarity of responses
* Relevance to the topic at hand
* Degree to which the responses indicate critical engagement with and integration of the class readings for that date and topic
* Engagement of critical thinking with respect to theoretical assumptions and knowledge, and use of self-reflection regarding one’s own values and beliefs, social locations, and power
* Incorporation of relevant personal or professional experience

**Behavioral Intervention Assignment (40%)**

The purpose of this assignment is for students to gain applied personal experience with common cognitive behavioral interventions. Students will choose an activity or behavior to monitor throughout the semester that they are willing to discuss with the class (no clinically significant issues or problems please!). For this assignment they will provide 1) a conceptualization of the activity/behavior and conduct active baseline monitoring of the activity/behavior; 2) plan an intervention to change their behavior (either increase or decrease frequency); 3) monitor and evaluate efficacy of their intervention; 4) provide a reflection of the experience.

Part 1 (20%): Conceptualize the issue, provide baseline quantitative data and an intervention (3-4 pages; due week 4)

* For this first part of the assignment students will select a behavior or activity that they would like to monitor and conceptualize the issue using CBT frameworks discussed in class. Students will provide baseline monitoring of the activity for one week using either questionnaires or worksheets adapted for this purpose.
* Students will then outline a specific goal for changing their chosen activity including a structured plan for achieving the goal and potential challenges.

Part 2 (20%): Behavioral monitoring over 4 weeks, final evaluation of activity change and reflection (3-4 pages due week 12)

* Students will implement their intervention and monitor their chosen activity over 4 weeks using their adapted worksheets
* Students will then write up a final evaluation of activity change incorporating data from their worksheets, and including a reflection of the degree of success of the intervention, challenges that they faced over the 4 week period.
* In this write-up students will critically reflect on the advantages and limitations of using a CBT approach to addressing behavior/activity change, incorporating information from class readings and content.

**Multimedia Presentation and Annotated Bibliography (30% due week 10)**

* The purpose of this assignment is to demonstrate the ability to conduct a literature search related to the course content, and relay the information in a creative way using a digital recording format of the student’s choosing.
* In consultation with the instructor, students will select a topic of interest related to the course material and prepare are multimedia presentation of their choosing related to this topic.
* Students are expected to locate 3 peer-reviewed readings on the topic published within the last 10 years
* Students will then create a multimedia presentation of 5-10 minutes in length on the information that they have learned and how it can be applied in a clinical setting. This presentation will be shared with the class in weeks 10 & 11.
* Students will also provide an annotated bibliography summarizing the main points in each of the three articles.

1. **Course statements**

**Land Acknowledgement:**

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

**Course Website:**

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

**Late Assignments:**

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

**Receipt of Grades:**

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered.

**Turnitin Software:**

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

1. **university statements**

**E-mail communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

**When you cannot meet a course requirement:**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Graduate Calendar for information on regulations and procedures for [Academic Consideration](https://calendar.uoguelph.ca/graduate-calendar/general-regulations/grounds-academic-consideration/).

**Drop date:**

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](https://calendar.uoguelph.ca/graduate-calendar/general-regulations/registration/registration-changes/) are available in the Graduate Calendar.

**Copies of out-of-class assignments:**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Accessibility:**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

**Academic misconduct:**

The [Academic Misconduct Policy](https://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-misconduct/) is outlined in the Graduate Calendar.

The University of Guelph is committed to upholding the highest standards of academic integrity and **it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct** and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic’s office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

**Recording of materials:**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Resources:**

The [Academic Calendars](https://www.uoguelph.ca/registrar/calendars) are the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

**Disclaimer:**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

**Illness:**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

**COVID-19 Safety Protocols:**

For information on current safety protocols, follow these links:

* <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
* <https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.