

## **PSYC 236: Clinical Psychology**

3.0 units; Winter 2024

Queen's University

### **General Course Information Pre-requisites: PSYC 100**

**Date:**

**Time:**

Let us acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to be live, learn and play on these lands. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area's Anishinaabe and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today. To read more about the history of the land, see the Queen's Encyclopedia. We encourage you to learn about the history of the lands upon which you are currently living, working, and playing.

*– Four Directions Indigenous Student Centre, Queen's University*

### **Teaching Team**

**Instructor:**

**Course email:** [psyc236@queensu.ca](mailto:psyc236@queensu.ca)

**Office hours:**

**Teaching Assistants:**

### **Equity, Diversity, and Inclusivity**

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect, and systemic discrimination exists within our institutional structures, policies, and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples. Queen's is committed to counteracting discrimination in this institution and developing a climate of educational equity that recognizes and respects the equal dignity and worth of all who seek to

participate in the life, work, and mission of the University. Such a climate is created and maintained by developing a university-wide commitment to and understanding of educational equity, supported by policies, programs, curricula, practices, and traditions that facilitate individuals - and equity-seeking groups- free, safe, and full participation.

### Important University Dates

Key dates (first day of class, tuition due date, last day to add/drop courses) are important to your academic success. Please find them at [Sessional Dates](#).

### Course Goals and Objectives

The purpose of this course is to provide a comprehensive introduction to theories of diagnosis, etiology, and treatment of mental disorder. Controversial topics will be presented in this course that will challenge students to think critically and creatively.

The course will be presented as a series of 80 min lectures, as outlined below. Although lectures will be based on the topics covered in the text, there will not be enough class time to deal with every topic in every chapter of the text. Students are responsible for the material in the assigned text chapters and additional course readings that is not covered during class time. Assigned readings should be done before the lecture because they will help in the understanding of material presented in lectures. The lectures will also present new material not covered by the textbook, reflecting the most current research and knowledge: students are also responsible for this material, and therefore it is important to attend all lectures.

**Objective 1.** Students will distinguish the diagnostic features of mental disorders to critically evaluate their overlapping and independent features.

**Objective 2.** Students will identify the independent and interactive biological and environmental factors associated with mental disorders to evaluate the possible contributing factors to the onset and course of the conditions.

**Objective 3.** Students will contrast available treatment options for mental disorders to critique the historical, present, and nascent opportunities to reduce symptoms and improve functioning.

**Objective 4.** Students will be able to critically evaluate basic research and clinical methods for classifying psychopathological conditions.

In this course, you should expect to invest on average 8 to 10 hours per week. This will include the time you spend studying course material, practicing course objectives, and participating in

course activities and assessments. You are encouraged to adhere to a pre-determined study schedule as you will be more likely to complete the course on time successfully.

### Expectations For Instructors and Teaching Team

- Engaging with the course material
- Commitment to students taking the course
- Effective method of communication with students
- Accounting for and/or accommodating differences in learning
- Engagement with student challenges and student concerns

### For Students

- Attendance and participation
- Keeping up with deadlines (late policy)
- Technology use
- Class preparation
- Course community engagement
- Academic integrity (creation and sharing of original ideas)
- Communication and interaction

Throughout this course, there will be opportunities for you to interact with your instructor, your teaching team, and your classmates. Students will interact with their peers and have opportunities to learn from their colleagues during learning activities that include debates and discussions. You are expected to always behave with integrity both in face-to-face interactions and when engaging with each other online. See the netiquette and discussion guidelines below which you are expected to adhere to when interacting with one another whether in person or online.

### Required Course Materials

**Textbook** (*available at the Campus Bookstore*): Dozois, DJA. Perspectives in Psychopathology. Seventh Edition.

**Note that this is a new edition of the textbook that has been used in previous years.** You must use this new version for this course.

**Additional Readings:** The articles are easily downloadable from [Google Scholar](#) (just copy, paste, search, and voila!), or from google docs, but will also be made available through course reserves OnQ.

**For Jan 11<sup>th</sup> lecture on theory and science of clinical psychology:**

1. Cole, E. R. (2009). Intersectionality and research in psychology. *American Psychologist*, 64(3), 170.
2. Vargas, S. M., Huey, S. J., Jr., & Miranda, J. (2020). A critical review of current evidence on multiple types of discrimination and mental health. *American Journal of Orthopsychiatry*, 90(3), 374–390. <https://doi.org/10.1037/ort0000441>

**For the March 19<sup>th</sup> lecture on gender dysphoria:**

1. van Anders, S. M., Galupo, M. P., Irwin, J., Twist, M. L. C., Reynolds, C. J., Easterbrook, R. B. C., & Hoskin R. A. (2019). Talking about transgender experiences, identities, and existences. To access go to link: <https://docs.google.com/document/d/1iHodSA16oP0itTjZPkB5tslBjMHOiMdy9lt9zmTPKPs/edit?usp=sharing>
2. Austin, A., Craig, S. L., & Alessi, E. J. (2017). Affirmative cognitive behavior therapy with transgender and gender nonconforming adults. *Psychiatric Clinics*, 40(1), 141-156.

**Course Notes**

Copies of lecture slides will be made available via onQ immediately before lectures.

Note: that some slides may change, and some images and slides are presented for academic purposes but due to copyright are not shared in the distributed lecture slides.

**Course Outline**

*Note*: The following schedule is subject to change. Students will be notified via OnQ and in class of scheduling changes.

Week	Date	Topic	Textbook Chapter
1	Jan 9	Theory and science of clinical psychology	1-4

	Jan 11	Theory and science of clinical psychology	Additional reading
2	Jan 16	Anxiety, obsessive-compulsive, and trauma-related disorders	5
	Jan 18	Anxiety, obsessive-compulsive, and trauma-related disorders	5
3	Jan 23	Psychological factors affecting medical conditions	6, 7
	Jan 25	Mood disorders and suicide	8
4	Jan 30	Mood disorders and suicide	8
	Feb 1	In-class Discussion; Section 1 Review	1-8, Additional reading
5	Feb 6	Section 1 Exam	
<b>Section 2</b>			
5	Feb 8	Eating disorders	10
6	Feb 13	Personality disorders	12
	Feb 15	Personality disorders	12
7	Feb 27	Substance-related and addictive disorders	11
	Feb 29	Schizophrenia spectrum and other psychotic disorders	9
8	Mar 5	Schizophrenia spectrum and other psychotic disorders	9
	Mar 7	In-class discussion; Section 2 Review	9-12
9	Mar 12	Section 2 Exam	
<b>Section 3</b>			
9	Mar 14	Neurodevelopmental disorders	14
10	Mar 19	Gender dysphoria	Chapter 13 & Additional Reading

	Mar 21	Sexual dysfunctions and paraphilic disorders	Chapter 13, up to p. 367; pp. 372-383.
11	Mar 26	Behaviour and emotional disorders of childhood and adolescence	15
	Mar 28	Therapies/In Class Discussion	17
12	Apr 2	Aging and mental health	16
	Apr 4	Review	13-17, Additional reading

### Course Evaluations A. Examinations (80% of final grade)

- In-class exams will be worth 50% of the final grade and will each consist of 30 multiple choice questions and 2 long answer questions. They will take place during class hours and will last approximately 80 minutes. These will be non-cumulative.
- The final exam will be worth 30% of the final grade and will consist of 50 multiple choice questions and 2 long answer questions. This will take approximately 2 hours. It will focus heavily on the last third of the term, however, some questions from the first two thirds should be expected. This will take place during the exam season.
- Dates:
  - **Exam 1:** Feb 6 during class, 25% of final grade
  - **Exam 2:** March 12 during class, 25% of final grade
  - **Exam 3:** TBD during April exams, 30% of the final grade

### Content

Students are responsible for all material in the textbook **from indicated chapters and additional readings**, even if it is not directly covered in class. Likewise, students are responsible for all material covered in class, even if it is not addressed in the textbook.

### Deferrals

Students receiving permission to write a deferred April exam will be expected to write their exam during the Faculty of Arts and Science centralized deferred exam period: May 11th-14th 2023. Requests for individualized deferred exam dates will not be accommodated. The deferred exam is considered an official exam to which all the exam regulations apply. The Exams Office will set a conflict-free schedule for each student.

## **B. Assignments: Reflection Questions (20% of final grade)**

Students will complete at least **two** reflection assignments. These submissions must be no more than 300 words. If you write more than 300 words, the TAs will only grade the first 300 words. These reflection topics will be first discussed with your peers in class. Then from the information you have gathered you will be required to summarize your opinion with scientific research to support it. Due dates and instructions will be shared on OnQ. Each post will be worth 10% of your final grade. You will have the opportunity to complete **three** assignments and your top two will count toward your final grade. Alternatively, you can do two of the three assignments: choose your adventure!

The objective of the writing assignments is to give you the opportunity to think outside the box and articulate your opinion on a current and important topic related to mental health, supported by scientific research.

### Grading Rubric:

- 0 points: Not completed, writing unrelated to the topic, or very minimal effort.
- 1 point: Provides an unclear understanding of the topic. Does not use external sources; does not provide a clear opinion on the topic.
- 2 points: Reflects minimal thought on a topic or simply restates the content from class/textbook. Writing does not show original thinking and is not accurately supported with cited scientific research and textbook/in-class content.
- 3 points: Adequately addresses the topic. Writing shows some original thinking and has some scientific support.
- 4 points: Provides clear understanding of the topic. Clear opinion with scientific support. Appropriate connections made to in-class discussion/textbook content where necessary.
- 5 points: Writing suggests an understanding of the issue and an idea for exploring the topic with more depth than what was presented in class or text, with a clear opinion, link between the motivation to address the issue, information gained, and future directions to explore.

### **Grace Period**

Each assignment will have a three-day grace period. That is, your assignments are due on the due date posted, but will be accepted, without penalty, up to 72 hours afterwards. Assignment submission folders will close 72 hours after the assignment deadline and assignments not submitted by that time will receive a 0. Short term academic consideration is therefore built into all assignment due dates and will not be extended past this 3-day grace period.

## **Class Attendance**

Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. I expect that you attend class regularly, participate in class conversations and learning activities. These types of activities provide active engagement, promote a deeper understanding of the course content, and contribute to your success in this course.

### **Course Questions and Announcements Content Questions**

Throughout this course, you may come upon some general questions about the course and any assignments. If you think that your question may benefit other students, you are invited to post your question on the OnQ forums. The **Content Discussion Board** will be used for students to **post questions about course content**. Any questions unrelated to content should be posted on the **Administration Discussion Board**. Both discussion boards will be monitored by your teaching team on a regular basis. If the TAs cannot answer the question, they will inform the instructor. Any other questions that you would prefer to share privately, please contact the course email listed at the top of this syllabus.

## **Announcements**

Throughout the course, the teaching team will routinely post course news in the Announcements section of the course homepage. You are encouraged to actively check the course onQ main page for course announcements throughout the semester for reminders and additional course information or learning opportunities.

## **Netiquette**

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safe, respectful place for learners by promoting the following guidelines:

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on other people's lives and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's alright to disagree with ideas, but do not make personal attacks.



7. Be open to being challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

### Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

#### ***Queen's Official Grade Conversion Scale***

<b>Grade</b>	<b>Numerical Course Average (Range)</b>
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

### Participant Pool Information

Students in this course have the option of volunteering in psychological research conducted by faculty and advanced students in the Psychology Department. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 3%. If you are enrolled in more than one eligible course, you will select the course toward which your

research participation will be credited when you sign up for a study. You can complete studies toward each course. You cannot apply the same study credit to more than one course, and research credit cannot be used to improve a failing mark to a passing mark. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the [Departmental Participant Pool website](#).

Although participation is not a requirement, we do consider it to be an integral part of the course and encourage students to participate. Students gain valuable direct experience in methods of psychological investigation and contribute to research.

Each study has been reviewed in detail and cleared by the Department's Ethics Review Committee. Nevertheless, you may decline to participate, for any reason at all, in any study for which you sign up. You may also direct any ethical concerns to the researcher or Participant Pool Officer.

At the conclusion of each study in which you participate, you should be provided with information about the purpose of the study and other relevant details. The idea is to ensure that your participation will benefit your education, as well as add to the fund of knowledge in psychology. You are encouraged to ask questions about the research in order that you understand fully why the study is being conducted, and what your role is, as a participant.

### **How to sign up for studies**

We use the website [Sona](#) for the participant pool. All students will be activated in the participant pool in the 3<sup>rd</sup> week of classes. If you have previously used the participant pool, you will use the same userid and password that you used previously. If you are new to the participant pool, you will receive an email with your login information during the 3<sup>rd</sup> week of class.

During the first week of the semester, you will be emailed a link to an online prescreening questionnaire. If you complete the larger prescreening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.

**If you are in multiple 2nd year Psychology courses that use the participant pool, you must assign your credits to a particular course.** For example, if you are in PSYC 236 you can have 3 credits assigned to it. If you have 4 credits assigned to that course, the extra credit won't count unless it's applied to another course. If you have credits assigned to the incorrect courses, please contact [participant.pool@queensu.ca](mailto:participant.pool@queensu.ca). The final day you can request a credit reassignment is the final day of class.

Signing up for studies is done through the Sona site directly: [CLICK HERE](#)

### **What if I don't want to participate?**

Participation in research is entirely voluntary. If you want to earn credit but don't want to participate in a particular study, you can complete an alternative assignment instead. For the alternative assignment, researchers either will offer a walk-through of their experiment, or they will have you to read an article or blog post, listen to a short podcast, or watch a short video and then answer questions about it. To complete an alternative assignment, you must contact **the principal investigator** of a particular study (see the study's contact information on SONA for their email) before the last week of classes for the semester to complete the alternative assignment option. Although the length of studies will vary, all alternative assignments will last approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

### **Off-Campus Students**

Off-campus students: please note that you can participate in online studies and researchers who offer these studies also offer online alternative assignments.

### **What if I can't make a research appointment?**

Please note: we understand that life happens and you may be unable to attend the session you sign up for as a result of extenuating circumstances. If you are unable to attend your scheduled session due to an extenuating circumstance, please contact the researcher directly to reschedule the session and/or receive an "excused no-show" notation. An "excused no-show" is guaranteed if you contact researchers 3 or more hours in advance of your appointment.

Research is an important activity that directly impacts science and society, and that also impacts a larger system (e.g., time in lab space is very limited and can be costly—for example, booking a 1 hour session in the fMRI facility costs \$400). We thank you in advance for ensuring that you attend your scheduled sessions, and that you follow up with the researcher as soon as possible if you miss a session due to extenuating circumstances. However, if you reach 2 unexcused no-shows in a given semester, you will not be able to sign up for additional studies/alternative assignments that semester. You will be automatically granted the ability to sign up for studies to earn research credit the following academic semester.

### **Who should I contact for help?**

If you have questions about studies, please contact the researchers listed on SONA. Questions about the pool (e.g., credits) should be directed to the participant pool coordinator at

[participant.pool@queensu.ca](mailto:participant.pool@queensu.ca). **\*Note: Your course instructor is not involved in the administration of studies and alternative assignments.**

## Accommodations for Disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking **Access Ventus** button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

If you have a QSAS letter of accommodation that was provided to you by QSAS, please email it to the course email: **PSYC236@queensu.ca**. This way, your QSAS documentation is recorded within the course so that our team can most quickly assist.

If you have any questions regarding the implementation of your accommodations in this course, please contact Tara Karasewich (Accommodations Assistant) at the following e-mail: [psyc.accom@queensu.ca](mailto:psyc.accom@queensu.ca)

## Academic Considerations for Students in Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short term Physical or Mental Illness or Injury (stomach flu, anxiety/depression, mononucleosis, concussion, broken bones, surgery, medical treatments, etc.)
- Traumatic Event/Confidential (Bereavement, serious injury, illness or required treatment for a significant other/family member or a traumatic event such as divorce, sexual assault, social injustice, etc.)
- Requirements by Law or Public Health Authorities (court dates, jury duty, requirements to isolate, etc.)
- Significant Event (varsity athletic event, distinguished event, serving in the Reserve Forces, etc.)

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science's [Academic Consideration website](#). ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following contact information:

**Instructor/Course Coordinator Name:** Tara Karasewich

**Instructor/Course Coordinator email address:** [psyc.accom@queensu.ca](mailto:psyc.accom@queensu.ca)

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Professors/Course Coordinators as soon as possible once Consideration has been granted. Any delay in contact may limit the Consideration options available.

## Travel during exams

According to university regulations, students are expected to be available to write scheduled exams at any time during the official April examination periods as well as during any scheduled class times. Requests to write a makeup exam because of conflicting travel plans (e.g., flight bookings) or requests to miss an in-class exam due to other plans will not be considered except under extraordinary circumstances. Students are advised to wait until the final exam schedules are posted before making any travel arrangements.

## Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty:** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust:** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness:** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect:** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility:** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by

example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.

6. **Courage:** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate [regulations](#) concerning academic integrity, along with [Faculty or School](#) specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

### **Generative Artificial Intelligence (AI) Tools:**

Students must submit their own work and cite the work (e.g., writing, ideas) that are not theirs. Generative AI writing tools such as ChatGPT are permitted [for the reflection assignments](#), provided you cite the material that they generate. Any other use constitutes a Departure from Academic Integrity.

Queen's [Student Academic Success Services](#) (SASS) offers a self-directed, online academic integrity module which we encourage all students to take which will help with:

- Understanding the nature of the academic integrity departure
- Understanding the expectations of and role of sources in scholarly writing
- Integrating sources into your writing (paraphrasing, quoting, summarizing)
- Understanding when and how to cite your sources
- Managing your time effectively to avoid the need for shortcuts
- Taking effective notes to ensure accuracy of source material and correct attribution

### **Academic Support**

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I

encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:

- Free online or in-person [appointments](#) to get personalized support on writing and academic skills from expert staff and trained peers.
- [Workshops](#) and [drop-in programs](#). SASS' [Events Calendar lists events coming soon](#).
- [Online resources](#) that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for [English as Additional Language students](#), including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

### Copyright of Course Materials

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the instructor's intellectual property. It is a departure from academic integrity to distribute, publicly post, sell, or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution (including note sharing sites), posting, sale or other means of dissemination without the instructor's *express consent*. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

### Computer Requirements

Please note that mobile devices are not recommended for the course as they cause several known issues in onQ.

Specifications	Supported Browsers	Other
<ul style="list-style-type: none"> <li>- Windows 8.1 or newer</li> <li>- OS X 10.13 (High Sierra) or newer</li> <li>- Dual Core 2 GHz processor</li> <li>- 4 GB RAM</li> <li>- Soundcard</li> <li>- USB headset</li> </ul>	<ul style="list-style-type: none"> <li>- Chrome (preferred - latest version)</li> <li>- Firefox (latest version)</li> <li>- Safari and Edge are not recommended as they cause several known issues in onQ</li> </ul>	<ul style="list-style-type: none"> <li>- High Speed Internet/Wifi</li> <li>- Java – Latest Version</li> <li>- Media Player – HTML5 Compatible</li> <li>- Adobe Reader – Latest Version</li> </ul>



## Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence ([AI-generated text](#)). These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

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