

**Special Topics in Applied Psychology:
Science & Pseudoscience in Clinical Psychology
PSYC 4423 – Winter Term 2021
Acadia University**

Note: You are responsible for knowing the contents of this syllabus

Instructor: Kathryn M. Bell, PhD
 Office: Horton Hall 310
 Office phone: (902) 585-1408
 e-mail: kathryn.bell@acadiau.ca (preferred means of contact)
 Office hours: Tuesdays 12:30 – 2:30 p.m. AST; Wednesdays 1 – 3 p.m. AST
 (held virtually – students can email instructor with questions or request individual meeting via Microsoft Teams)
 Class Time: Mon/Wed. 5:30 – 7 p.m. AST
 Class Location: Mondays - Patterson 213; Wednesdays – Microsoft Teams



Catalog Description and Prerequisites

The focus and instructor will vary as determined by the department. The topic matter will be of particular interest to students in the Applied Option, and course credit will be granted towards the Applied Option; however, the course is open to any interested students with appropriate background. *Prerequisite(s): Restricted to third or fourth year students with backgrounds appropriate to the particular subject matter, as determined by the course instructor.*

Learning Outcomes

Course Learning Outcomes	What Students Do in the Class to Achieve These Outcomes	How Students are Evaluated on the Outcomes
Students will be able to: <ul style="list-style-type: none"> • Distinguish between science and pseudoscience in clinical psychology • Be familiar with the potential harms of using pseudoscientific, questionable, and untested clinical practices • Evaluate media and internet scientific claims, RCTs, meta-analyses, and self-help materials • Identify and describe efficacious and non-efficacious interventions for specific clinical disorders • Identify logical fallacies and cognitive bias • Apply critical thinking skills to evaluate claims related to the clinical psychology field • Be familiar with resources to critically evaluate scientific claims and identify effective or promising clinical interventions • Be familiar with psychology’s replication crisis in clinical science and identify potential open science solutions to address this problem 	Readings Class Lectures & Discussions Audio-Visual Material Class Activities Presentation Learning Modules	Reading Leader Discussion Questions Exams Presentation Module Completion CR Achievements

Required Reading and Podcasts

Liliendfeld, S.O., Lynn, S.J., & Lohr, J.M. (Eds.) (2015). *Science and pseudoscience in clinical psychology* (2nd ed.). New York: The Guilford Press. ISBN: 978-1-4625-1789-3

Additional primary readings and podcasts will also be assigned. **THIS IS A READING INTENSIVE COURSE.** It is expected that you will read/listen to each assignment prior to attending the class in which the topic will be covered. This will allow you to ask for clarification on what you have read and to engage in the class discussions more actively.

COURSE STRUCTURE

MONDAY IN-PERSON CLASS SESSIONS – Patterson 213; virtual option through Microsoft Teams

On Mondays, we will meet for in-person class sessions within the assigned classroom. These class sessions will be lecture and discussion based. Students unable to attend these class sessions in-person (e.g. living outside of province, COVID-19 related health restriction preventing in-person class attendance) should attend the class session virtually via Microsoft Teams.

WEDNESDAY CLASS SESSIONS AND END OF TERM PRESENTATIONS – Microsoft Teams

You have been assigned to a small group (i.e. team) of students from within this course. Your team will work together on completing weekly class activities and a class presentation. However, you and your teammates are encouraged to utilize each other beyond structured class assignments (i.e. class activities, class presentation) to support your learning of course material throughout the term. This might include creating informal team study sessions, communicating through e-mail, phone, or your team's private channel within Microsoft Teams about course material, and supporting each other when encountering challenges during the term. ***Your team should not be used to assist with or complete independent work in this course, including online Cochrane modules and the final exam – doing so would be a violation of the department's and university's academic integrity policy (see below for policy and potential sanctions for policy violations).***

At the beginning of the term, each team will select a team captain. The team captain is responsible for attending all Wednesday class activity sessions – if the person has to miss a class activity session, then the team captain is responsible for finding a team member to take on role of team captain during the person's absence. Team captains are also responsible for initiating meetings in team breakout room, assigning roles for each student, communicating with the professor via Microsoft Teams and e-mail about questions that team members have about course/class assignments/etc., and providing team direction and leadership.

Where Can I Find Additional Answers to My Questions

Technical Support - For all technical support questions related to using Microsoft Teams and Acorn, please contact Acadia's IT HelpDesk at <https://ts.acadiau.ca/home.html> or by calling 902-585-HELP (4357). Please utilize these resources first before coming to me with technical support problems, as they will be more likely to know how to assist you in addressing these problems.

If Microsoft Teams fails during a live class session, please try the following:

If you have problems on your end. Unfortunately, I can't provide technical support during class. I can give a few tips up front:

1. Download and use the Teams app rather than going through a web browser.

2. Make sure you are using the most recent version of Teams. Quit and restart the app once per week, at least, to keep it updated.
3. Check Teams device settings (is it picking up the right device?) and select the “New Meeting Experience”.
4. Turn off video if you don’t have a strong internet connection.
5. If something is glitchy, try leaving and rejoining the meeting (this does work sometimes!)
6. If you want to ask a question but can’t unmute or type into the chat, email it to the professor or text a friend in the class to ask for you.
7. Don’t panic! Remember that class sessions are being recorded so you can always catch up on what you missed.
8. If you are experiencing persistent problems, contact Technology Services: <https://hub.acadiau.ca> and check out Technical Success with Teams (<https://hub.acadiau.ca/TDClient/KB/ArticleDet?ID=952>)

If I have problems on my end. If I can explain what is happening, either via audio or in the chat, I will. **It is possible that I will have to leave the meeting to solve the problem, possibly without explanation or warning.** If that happens:

1. **Wait for two minutes.** The first thing I will try is quitting and rejoining the meeting. That will take less than two minutes.
2. If I don't reappear after two minutes, **take a 5-minute break.** Class will resume (if possible) seven minutes after I dropped off.
3. If I'm not back by the end of the 5-minute break, the remainder of the class will be cancelled. I will send an email as soon as possible afterwards to explain how we will proceed/catch up.

Course Specific Questions – There are several students registered for this course. I anticipate that the majority of students will have questions that arise during this course, and similar questions are likely to be raised by many of you. If everyone emails me with their questions, I will likely be overwhelmed and unable to respond to these questions in a timely manner. Therefore, I ask you to **PLEASE** follow the guidelines below when seeking answers to your questions.

Before directing a question to the course’s teaching assistants or myself, please see if you can find the answer to your question by doing the following:

- Check the course outline
- Check Acorn, including the Announcements posted
- See if you can find the answer within Microsoft Teams
- Review the recorded class sessions
- Ask one of your classmates to see if they know the answer to your question
- If it is a technical support question, contact Acadia’s HelpDesk (see above)

If you have exhausted all of these options and still do not know the answer to your question, please do one of the following:

- Attend and ask your question during a weekly in-person or virtual class session.
- Post your question in the General channel within Microsoft Teams.
- If you have a private question that you need to ask me (i.e. a question that you do not feel comfortable asking your team captain or posting via the General Microsoft Teams channel), please e-mail me directly at kathryn.bell@acadiau.ca

Due to the volume of questions I anticipate receiving this term, please be patient in receiving a response. I will attempt to provide a response to your question within 2 business days. Please be advised that I do not typically respond to questions after hours, including weeknights and weekends. I thank you in advance for your patience.

COURSE ASSIGNMENTS

Weekly Reading/Podcast Reflection

Students are expected and are strongly encouraged to come prepared, attend, and actively participate in each class. To help facilitate this, students are required to complete weekly reading/podcast reflections via Acorn and engage in either in-person or virtual discussion of the assigned readings and podcasts. Weekly reading/podcast reflections should include thoughtful, well-constructed, complete responses to ALL of the writing prompts. Writing prompts will ask students to (1) identify at least two distinct concepts or points made in the readings/podcasts that were important or interesting to you and explain why each concept or point was interesting or important; (2) craft two discussion questions about the assigned readings/podcasts that can be used to facilitate discussion of the assigned topic with your instructor and classmates. Responses to the writing prompts should be critically thoughtful, demonstrate your reading/listening of the assigned material, and have the potential to offer a significant intellectual contribution to the class discussion.

Students can earn up to 2 points per reading/podcast reflection according to the following criteria:

2 Points – Written responses offer critical, thoughtful reflection of all assigned readings/podcasts **AND** clearly demonstrate reading/listening and comprehension of assigned material. Written responses are fully expressed and well-articulated (i.e. ideas are clearly and fully expressed in writing).

1 Point – Written responses are modestly thoughtful and mostly reflective of most assigned readings/podcasts **AND** partially demonstrate reading/listening and comprehension of assigned material. Written responses are generally well-articulated but may be incompletely expressed (i.e. ideas are fairly well-expressed in writing, but ideas may not be fully expressed).

0 Points – Written responses are poorly developed, incomplete, and/or not clearly connected to assigned readings/podcasts **AND/OR** reveal little to no demonstration of reading/listening/comprehension of assigned material. Written ideas expressed are poorly or incompletely expressed. A mark of 0 will be applied if no reading/podcast reflection is submitted via Acorn.

There will be **NO** make-ups given for missed reading/podcast reflections. ***Students will be able to drop their two lowest reading/podcast reflections at the end of the term.*** Engagement in weekly reading/podcast reflections is worth a substantial portion of your overall course grade and performing well in this area is essential to doing well in this course. At the end of the term, total points earned will be converted to an overall reading/podcast reflection worth 10% of the final course grade.

Weekly Reading/Podcast Discussion

Class discussion of weekly assigned readings/podcasts is an essential part of this course. As such, students are expected to actively participate during each class discussion. *Students will have the option to engage in these class discussions virtually via discussion boards administered through Acorn or in-person during Monday evening class sessions.* Contributions to class discussions should go above and beyond the thoughts provided in your written reading/podcast reflections – this can include expanding upon points raised in your reflections, asking new questions, and/or identifying new concepts or points of interest/importance.

Special note on virtual class discussions: Virtual discussion boards will close for participation by the end of class on Monday evenings.

Students can earn up to 2 points per class discussion based on the quality of their participation in virtual discussion boards or in-person class discussions. Participation in weekly discussions is worth a substantial portion of your overall course grade and performing well in this area is essential to doing well in this course.

Students can earn up to 2 points per class discussion according to the following criteria:

2 Points – Student meaningfully contributes at least once during in-person class discussion OR makes at least two posts (either comments or questions) in the discussion board that meaningfully contributes to the virtual class discussion. Comments and/or questions raised during class discussion clearly demonstrate reading/listening and comprehension of assigned material and help to facilitate further class discussion. Contributions to class discussions clearly go above and beyond the thoughts provided in written reading/podcast reflections. *Additional criteria specific to in-person class discussions: student appeared fully engaged in discussion and was free from distraction (i.e. not using electronic devices for non-class purposes or engaging in work unrelated to class).*

1 Point – Student contributes at least once during class discussion OR makes at least one post (either comments or questions) in the discussion board that contributes to the virtual class discussion. Comments and/or questions raised during class discussion partially demonstrate reading/listening and comprehension of assigned material and attempt to facilitate class discussion. Contributions to class discussion go above and beyond the thoughts expressed in written reading/podcast reflections. *Additional criteria specific to in-person class discussions: student mostly appeared engaged in discussion and was generally free from distraction (i.e. not using electronic devices for non-class purposes or engaging in work unrelated to class).*

0 Points – Minimal to no participation during class discussion. Comments and/or questions raised during class participation reveal little to no demonstration of reading/listening/comprehension of assigned material. Contributions closely resemble ideas expressed in written reading/podcast reflections. *Additional criteria specific to in-person class discussions: student appeared disengaged and/or distracted (e.g. engaged in activities unrelated to class).* Students who do not participate in either the in-person or virtual class discussion will receive a 0 for the assignment.

There will be **NO** make-ups given for missed class discussions. ***Students will be able to drop their two lowest class discussions at the end of term.*** Participation in class discussions is worth a substantial portion of your overall course grade and performing well in this area is essential to doing well in this course. Total points earned at the end of term will be converted to an overall class discussion mark worth 10% of the final course grade.

Class Activities

Throughout the term, class activities will occur during Wednesday virtual class sessions. These team-based class activities will provide students with an opportunity to apply what they have been learning through their readings and class lectures. There will be **NO** make-ups given for missed class activities. ***Students will be able to miss one class activity without penalty to their grade.*** Peer evaluations and instructor observations will be used to assess individual effort during class activities. As such, students are strongly encouraged to participate actively and contribute meaningfully to all class activities. At the end of the term, total points earned on class activities will be converted to an overall class activity mark worth 10% of the final course grade.

Cochrane Crowd Learning Zone Training Modules

In this course, students will become familiar with using the Cochrane Collaboration to evaluate clinical interventions, learn more about evidence-based medicine and strategies to make informed health choices, and increase knowledge of randomized control trials (RCTs) and systematic reviews as it pertains to the evaluation of

clinical interventions. The Cochrane Collaboration offers four online training modules for healthcare consumers on evidence-based medicine, RCTs, and systematic reviews. The modules can be accessed at: <https://training.cochrane.org/essentials>. Students must register online for free through the Cochrane Collaboration to complete the training modules. Each module takes 30-45 minutes to complete. Students will complete each training module according to the schedule in this course outline (see below). Students will earn 10 points for each module completed by the course deadline. At the end of the term, total points earned on completed modules will be converted to an overall Cochrane module mark worth 10% of the final course grade.

Cochrane Crowd Assignment

Through this activity, students will learn more about how to identify RCTs and contribute directly to Cochrane's efforts to review healthcare evidence in order to help consumers make more informed healthcare decisions. As a Cochrane citizen scientist, students will complete online training and then assist in classifying healthcare abstracts that will be considered in Cochrane reviews of healthcare evidence. A brief overview of this can be found at: <https://youtu.be/jD6IE8GvnOA>. Students can access the Cochrane Crowd website by going to: <http://crowd.cochrane.org/index.html>. In order to receive credit for this assignment, students must complete the training and earn at least a Bronze badge in one domain by the deadline specified in this course outline. In the event that no Cochrane Crowd assignments are available for students to complete prior to the project due date, an alternative assignment will be arranged by this instructor for the student to complete. Students are encouraged to begin their Cochrane Crowd assignment as soon as possible in order to have sufficient time to complete this assignment by the due date. This assignment is worth 5% of the final course grade.

Science & Pseudoscience Presentation

Students will work in teams to evaluate the science and pseudoscientific claims related to an area of clinical psychology not covered in the Lilienfeld et al. book. A list of potential topics are included in the back of this course outline. Additional topics will be considered by the instructor on a case by case basis. Students will be expected to use the Cochrane Library and peer-reviewed scientific literature to identify and critically evaluate efficacious and non-efficacious/harmful/undocumented interventions specific to their topic. At the end of the term, each student team will be required to give a 20-minute professional, in-depth oral presentation of their findings. Presentation content should be organized similar to material presented within the chapters of Parts 3 and 4 of the Lilienfeld et al. book. Further details regarding this presentation, including grading criteria, will be provided to students separately. This assignment is worth 20% of the final course grade.

Final Exam

A final take-home exam will be administered at the end of the term. The exam will cover both in class material and assigned readings and require the student to apply concepts learned during the course of the term. The final exam is worth 35% of your final course grade.

Make-up examinations will not be given for the Final Exam except under EXTREME circumstances (e.g. death in family, illness) and ONLY at my discretion. In addition, I may reserve the right to request and obtain written documentation verifying the reported circumstance. Students who must miss an examination due to an extreme circumstance must contact me at least one hour prior to the onset of class in order to be considered for a make-up exam. Make-up exams may be in a different format than the original exam (e.g., essay exam versus multiple choice).

EVALUATION

Final course grade will be based on the following:

ASSIGNMENTS**TOTAL PERCENTAGE OF FINAL COURSE GRADE**

Cochrane Crowd Assignment	5% of final course grade
4 CR Training Modules	10% of final course grade
Reading/Podcast Reflections	10% of final course grade
Participation/Discussion	10% of final course grade
Class Activities	10% of final course grade
Presentation	20% of final course grade
Final Exam	35% of final course grade

ACADIA UNIVERSITY GRADING SCALE

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

COURSE POLICIES AND EXPECTATIONS***COVID-19 Course Policies***

In light of the ongoing pandemic, students should plan for the possibility of having to “pivot” to online delivery of classes, and modifications to course assignments, topics covered and assignment deadlines. At the instructor’s discretion, the course format may shift from in-person to online delivery if pandemic restrictions change, the instructor or instructor’s loved one experiences COVID-19 health concerns, or if the face-to-face learning environment is no longer conducive to student learning (e.g. consistently low student attendance during in-person class sessions). Students will be notified via Acorn about any modifications to this course.

Students are expected to follow provincial public health guidelines and Acadia University COVID-19 protocols (e.g. mandatory mask wearing, physical distancing) in this course. Students unable to attend an in-person class session due to COVID-19 health concerns (e.g. experiencing symptoms, caring for loved one with COVID-19 symptoms, quarantining in accordance with university, provincial, or federal recommendations) should notify the instructor at least 30 minutes prior to the start of class in order to make arrangements to attend the class session virtually. Students who do not follow provincial and university COVID-19 directives may be asked to leave the in-person class session.

Course Expectations

Student learning is the primary focus of the psychology department. Learning occurs both inside class and outside of class. Students are expected to attend all classes, read assigned material prior to attending class, and be prepared to discuss readings in class. Each student will be responsible for the material covered in both readings and class lectures/discussions. **THE FINAL EXAM WILL COVER BOTH READING AND CLASS MATERIAL.** This course will require that you have access to a computer with an internet connection in order to connect to Acorn, Microsoft Teams, and other internet sites. Acorn and Microsoft Teams will be used for any course documents (e.g., syllabus, course readings), grade posting, updates/announcements, etc.

Attendance & Participation Policy

Students are expected and are strongly encouraged to attend, either virtually or in-person, and actively participate in each class meeting. You are a vital part of the class and you learn from each other. Class meetings will involve small group activities that will require you to apply class material, which will help deepen your understanding of

course content. If you miss a class meeting, you are responsible for getting the notes from one of your teammates. Class discussions, both virtually through the Acorn discussion boards and in-person, provide another opportunity to deepen your understanding of course material through conversations with the instructor and your peers. Consistently low participation in class discussions, either in-person or through the Acorn discussion boards, could lead to a significant drop in your overall course grade.

Policy Regarding Recording and Sharing of Recorded Class Sessions

Students may not create audio or video recordings of classes, including breakout sessions, with the exception of those students requiring an accommodation for a disability, who should speak to the instructor prior to beginning to record lectures. Students creating unauthorized audio or video recording of class sessions violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions.

To support access to course content by all students, recordings of online class sessions held within the context of this course will be archived and a link posted to the course's Microsoft Teams. Video recordings will primarily capture the instructor and onscreen content. Students will not be visible on video recordings unless their webcam is enabled. If the webcam is enabled, you can disable your video showing only your initials or profile picture. Your voice, however, may be captured as an audio recording if you ask a question or make a comment in class. The same would hold true for questions or comments posted in the chat tool. If you have any concern about your voice or text being recorded, please speak to me to determine an alternative means of participating.

Course videos may not be reproduced or posted or shared anywhere other than the official course ACORN site or Microsoft Teams course site and should only be used by students currently registered in the course. Recordings may be saved to students' laptop for personal use.

Because recordings will be provided for all lectures, students may not create additional audio or video recordings without written permission from the instructor. Permission for such recordings will not be withheld for students with accommodation needs.

It is a violation of this policy, and the student Code of Conduct, to download approved or unapproved recordings of lectures, breakout sessions, meetings, or conversations to a computer, upload them to the internet, or otherwise share, transmit or publish such recordings without the prior written consent of all participants, including the instructor.

Academic Integrity and Professionalism

Plagiarism and cheating will not be tolerated. It is the student's responsibility to know what plagiarism and cheating are, so please read carefully the section on academic integrity within the university calendar. It includes definitions of plagiarism and cheating. Plagiarism consists of presenting another person's ideas as if they were your own. If you are quoting directly from a source, you must place the extract in quotation marks, and give a precise reference to the source, including a page number. Direct quotes should be used only sparingly. If you get an idea or some information from an external source, but then present those ideas in your own words, you must still provide a reference to the book, article, or website from which the information originally came. A specific page number is not normally required if you are using your own words. Note that you cannot just change a word or two here and there; you must literally use your own words. The Library also has a tutorial on how to avoid plagiarism. It is highly recommended that you complete this tutorial: <http://library.acadiau.ca/tutorials/plagiarism/>. When you do the tutorial, choose to be Emma (the science student). Please also read carefully the departmental policy below.

In accordance with the *Senate Procedures Concerning Infractions of Academic Integrity*, when the Head determines a violation of academic integrity has occurred the following procedures/penalties shall be applied.

The Psychology Department Policy on Cheating is as follows:

- a first offence will result in a grade of zero on the assignment or exam involved.
- an incident of cheating in a psychology course that is determined through consultation with the Registrar to be the second offence committed by the student, will result in a grade of zero for the psychology course.
- more than two offences will result the Head forwarding documentary evidence to the Dean for the determination of an appropriate sanction.

The Psychology Department Policy on Plagiarism is as follows:

For students in their 1st or 2nd year of study

- a first offence will result in the requirement to redo the assignment and submit a 1-page paper describing what plagiarism is and how to avoid it.
- an incident of plagiarism in a psychology course that is determined through consultation with the Registrar to be the second offence committed by the student, will result in a grade of zero for the assignment.
- more than two offences will result the Head forwarding documentary evidence to the Dean for the determination of an appropriate sanction.

For students in their 3rd year of study or beyond:

- a first offence will result in a grade of zero on the assignment involved.
- an incident of plagiarism in a psychology course that is determined through consultation with the Registrar to be the second offence committed by the student, will result in a grade of zero for the psychology course.
- more than two offences will result the Head forwarding documentary evidence to the Dean for the determination of an appropriate sanction.

All incidents of plagiarism and cheating will be reported to the office of the Vice President (Academic) and the Registrar's Office, and records of all offences will be kept in the Psychology Department.

Severe Weather Policy

In the event that Acadia University classes are canceled due to weather, activities (including exams) for the canceled class will be covered in the next class session.

Academic Integrity and Freedom

Every attempt will be made to use respectful and inclusive language; however, clinical psychology has a long and difficult history fraught with stigma and untruths. A goal of this course is to make students aware of questionable therapeutic practices that have been used in the treatment of psychological disorders. I am aware that many students have direct and/or indirect experiences with mental illness and as such may find some of the content discussed difficult to engage with or even in some cases offensive; students may find the content provocative. You are being asked to make a sincere effort to understand the context within which ideas, beliefs, values, and practices different from your own were formed. I urge you to remember we are approaching the content on an

academic level with the purpose of developing knowledge as a way for you to begin to critically evaluate psychological practices and other health claims. Please feel free to bring any difficulties you are experiencing with the content to my attention. Please do not hesitate to contact the Counselling Centre on campus if you need additional support in coping with the content presented in this course.

Social Justice Statement & Equity, Diversity and Inclusion (EDI) Office

I am committed to providing a safe and nurturing learning environment based upon open communication, mutual respect, and non-discrimination. I will strive to cultivate a sense of inclusiveness and cultural sensitivity with respect to linguistic or national origin, race, ethnicity, social class, cultural background, sex, gender, sexual and gender orientation, age, (dis)ability, and religion/spirituality. Any suggestions as to how to further foster a positive and open climate in this class will be appreciated and given serious consideration.

The Equity, Diversity and Inclusion Officer is available to **students, staff, and faculty**. The fundamental objective of the Equity Office is to **prevent discrimination, sexual harassment, and personal harassment** from occurring. For more information, as well as for resources for students who believe they may have experienced or witnessed discrimination, sexual harassment, or personal harassment please contact Acadia's Equity, Diversity and Inclusion Officer at equity@ACADIAU.CA, and check out the [website](#).

Course Conduct Policy

As your instructor, I am very enthusiastic about teaching this course. It is my goal to instruct a course that allows for students who wish to learn about and critically consider psychological interventions. In order to achieve this, I feel it is important to create an environment that is both professional and comfortable for everyone. This includes:

- attending in-person classes or logging into virtual class meetings on time and prepared
- turning off or silencing your cellular phones and other electronic devices, closing e-mail and web browsers unrelated to course activities
- not engaging in off-task activities or technology use (i.e. watching Netflix, using social media, typing papers for other classes)
- respectfully communicating (both electronically and directly) with the instructor and classmates. Feedback (both positive and negative) is strongly encouraged throughout this course – however, this feedback should be shared with the instructor in a respectful manner
- directing questions/comments to the instructor and other students in a manner that reflects respect for personal disagreements and differences of opinions or beliefs

Violations of this policy may result in a request to leave the class meeting for that class period. If you are asked to leave the class meeting due to a violation of this course policy, you will receive a zero for any class activity administered that day.

EDUCATIONAL & STUDENT SUPPORT RESOURCES

Accessible Learning Services

If you are a student with documentation for accommodations or if you anticipate needing supports or accommodations, please contact Ian Ford, Accessibility Resource Facilitator at 902-585-1520, disability.access@acadiu.ca or Marissa McIsaac, Manager, disability.access@acadiu.ca. Accessible Learning Services is located in Rhodes Hall, rooms 111-115.

Academic Support

The Writing Centre offers free help to all students wishing to improve their writing skills. You can sign up online.

- To book a one-to-one appointment with a trained writing tutor, go to: writingcentre.acadiu.ca/writing-tutorials.html
- To see which helpful presentations and workshops you can attend this year, go to: writingcentre.acadiu.ca/workshops-and-presentations.html

IF YOU ARE HAVING DIFFICULTY WITH THE COURSE MATERIAL, PLEASE SEE ME RIGHT AWAY. DO NOT WAIT UNTIL THE END OF THE TERM WHEN IT WILL BE LESS LIKELY THAT I CAN REALLY HELP AT THAT POINT. STUDENTS WHO ARE PROACTIVE IN SEEKING HELP ARE MORE LIKELY TO DO WELL IN THIS CLASS.

Additional University Student Support Resources

- Acadia Counselling Centre
 - Phone: 902-585-1246; Email: counselling@acadiu.ca
 - Website: <https://www2.acadiu.ca/student-life/health-wellness/mental-health.html>
 - Facebook: <https://www.facebook.com/AcadiaUniversityStudentResourceCentre/>
 - Location: 30 Highland Ave. (downstairs in The Old SUB – entrance up hill from SUB)
- Student Advisor – Adam Detienne, 902-585-1252, studentsupport@acadiu.ca
- Indigenous Affairs Coordinator – Zabrina Whitman, indigenous@acadiu.ca, <https://www2.acadiu.ca/student-life/indigenous-students.html>
- Black Student Advisor – Paulo Santana
- Residence Life – 902-585-1417; residencelife@acadiu.ca
- University Chaplain – Rev. Dr. Marjorie Lewis; 902-585-1203; marjorie.lewis@acadiu.ca
- International Student Support – 902-585-1690; international@acadiu.ca

Nova Scotia & National Support Resources

- NS Mental Health Crisis Line – 1-888-429-8167
- NS Mental Health Resources - <https://novascotia.cmha.ca/mental-health/find-help/>
- First Nations and Inuit Hope for Wellness Help Line: 1-855-242-3310
- Healthy Minds NS - <https://healthymindsns.ca/>
- APNS Find a Psychologist - <https://apns.ca/find-a-psychologist/>
- Anxiety Canada - <https://www.anxietycanada.com/>
- Canada Suicide Prevention Service – 1-833-456-4566; text 45645 (4 p.m. – 12 a.m. EST)

One Final Note...

These are challenging times for all of us as we adjust to a constantly evolving pandemic situation. I recognize that many of us, myself included, are new to online and hybrid courses and are adjusting to this new format (and all the technological struggles it brings with it). Along with the stress of adapting to our new virtual world, I'm also aware that many of us may be dealing with additional personal stressors due to COVID-19. I ask for your patience with me this term as I face these challenges and, in turn, I will do all I can to support your needs and provide the best possible educational experience that I can during this difficult period in our history. Thank you in advance for your patience and understanding. Please do not hesitate to reach out to me during in-person classes, via e-mail or through Microsoft Teams if you need my assistance or support in this course.

Tentative schedule of topics, readings/assignments, and exams (subject to change at instructor's discretion)**

Topic	Date	Class Activities & Location	Readings & Podcasts	Assignments Due
Defining Pseudoscience; Pseudoscience in Clinical Psychology	January 18	<i>Course Introduction; Defining our Subject Matter</i> – In Person, Classroom	Textbook – Forward; Need for Critical Thinking in Clinical Practice, Gambrill, 2012	
	January 20	<i>Small Group Discussion</i> – Online, MS Teams		
Identifying Pseudoscience; Sources of Evidence	January 25	<i>Identifying Pseudoscience; Sources of Evidence</i> – In Person, Classroom	Textbook – Ch. 1; Different Views of Knowledge, Gambrill, 2012	
	January 27	<i>Identifying Sources of Knowledge</i> – Online, MS Teams		
Logical Fallacies, Cognitive Bias, & Conspiracy Theories	February 1	<i>Logical Fallacies and Bias</i> – In Person, Classroom	Textbook – Ch. 2; Lilienfeld et al., 2014; Bowes et al., 2020; Conspiratorial Thinking podcast	
	February 3	<i>Identifying Logical Fallacies</i> – Online, MS Teams		
The Replication Crisis	February 8	<i>The Replication Crisis</i> – In Person, Classroom	The Replication Crisis; Tackett et al., 2017; How to Read a Scientific Paper; The Replication Crisis podcast	Cochrane Module 1 Due
	February 10	<i>How to Read a Scientific Paper</i> – Online, MS Teams		
Break – February 15 and 16 – NO CLASS				
Fraud & Questionable Research Practices	February 17	<i>Fraud and QRP; Class Activity no Retraction Watch & Predatory Journals</i> – Online, MS Teams	Fraud, Ritchie, 2020; John et al., 2012; Science Fictions podcast	Reading Reflection Due on Wednesday
Science of Psychotherapy	February 22	<i>RCTs, Evidence-Based Practice, and Empirically Supported Treatments</i> – In Person, Classroom	Textbook – Ch. 6; I've Got Nothing to Lose; Sakaluk et al., 2019; EBP – CPA Task Force, pp. 1-10, 69-74	Cochrane Module 2 Due
	February 24	<i>Psychotherapy Research Activity</i> – Online, MS Teams		
Fake Checking; Evaluating Media Claims; Unsupported Tx	March 1	<i>Evaluating Media Claims</i> – In Person, Classroom	Textbook – Ch. 7; Search engine bias podcast; The psychology of false beliefs podcast	
	March 3	<i>Fact Checking Activity</i> – Online, MS Teams		
Evaluating Research; Meta-Analyses; Cochrane Reviews; Memory Fallibility	March 8	<i>Memory Fallibility; Evaluating Research; Importance of Meta-Analyses</i> – In Person, Classroom	Textbook – Ch. 8; Critical Appraisal of Practice- and Policy-Related Research; Rough Guide to Spotting Bad Science	Cochrane Module 3 Due
	March 10	<i>Evaluating Research Activity</i> – Online, MS Teams		
Misleading Statistics; Trauma Tx	March 15	<i>Misleading Statistics</i> – In Person, Classroom	Textbook – Ch. 10; Making Sense of Statistics; The Importance of Social Statistics/Thinking about Social Statistics	Cochrane Module 4 Due
	March 17	<i>Misleading Statistics Activity</i> – Online, MS Teams		
Placebo and Nocebo Effects; Meta-Analyses; Antidepressant Tx	March 22	<i>Placebo/Nocebo Effects; Evaluating Meta-Analyses</i> – In Person, Classroom	Textbook – Ch. 12; Swan et al., 2015; Meta-Analysis Checklist in “Critical Appraisal...” ; Placebo effect podcast	
	March 24	<i>Meta-Analysis Activity</i> – Online, MS Teams		

Harm in Psychotherapy; Antisocial Behaviour Tx	March 29	<i>Harm in Psychotherapy</i> – In Person, Classroom	Textbook – Ch. 16; Dimidjian & Hollon, 2010; Barlow, 2010	
	March 31	<i>Evaluating Science Headlines</i> – Online, MS Teams		
Open Science Movement; ASD Tx; Presentations	April 5	<i>Remedies; Open Science</i> – In Person, Classroom	Textbook – Ch. 14 & 17; Tackett et al., in press; Munafò et al., 2017; The Replication...Dilemma podcast	Cochrane Crowd Badge Due
	April 7	Class presentations – Online, MS Teams		
Presentations	April 12	Class presentations – Online, MS Teams		
Winter Term Exams April 16th – April 24th				

**Additional required readings and podcasts may be assigned throughout the course. Also, adjustments to the virtual and in-person class discussion format may change at the instructor’s discretion of the structure of this assignment is ineffective in facilitating class discussion over assigned material.

Potential Presentation Topics*

- Anxiety Disorder Treatments
- Interventions for Bipolar Disorder
- Treatments for Psychotic Disorders
- Sleep Training Interventions for Infants
- Picky Eating Interventions
- Bedwetting/Toilet Training Interventions
- Insomnia Treatments
- Opioid Addiction Interventions
- Animal-Assisted Therapies
- Disordered Eating Interventions
- Separation Anxiety Treatments

*Additional presentation topics may be allowable with instructor permission.