

**Psychology 480 —Fall 2018**  
**Applied Theories of Behavioral and Cognitive Therapies**

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Email: [emeier@uwsp.edu](mailto:emeier@uwsp.edu)      **Office hours:** Thursdays 12-2 or by appointment  
Meeting times: M, W at 3:30-4:45 in D232  
Final Exam: Tuesday 12/18 at 8-10am (D232)

I want to be available to meet with you when you need help. Please feel free to contact me as soon as issues or problems arise. Before/after class, during office hours, and through email is the best way to reach me. I will usually respond within one day of receiving your email, Monday-Friday. I do not answer emails on Saturdays.

***Note:** It may be necessary to change parts of this syllabus to adapt to class circumstances. In order to allow necessary flexibility, Professor Meier reserves the right to change this syllabus as she deems necessary. Notice of such changes will be given in class or through email.*

**Course Goals**

To examine and apply behavioral and cognitive-behavioral therapies, including the study of the theories that inform treatment development and implementation. We will cover topics such as relaxation and mindfulness, exposure with and without response prevention, behavioral activation, emotion regulation, dialectical interpersonal skills, and cognitive restructuring.

Note: THIS CLASS IS NOT A SUBSTITUTE FOR PROFESSIONAL PSYCHOLOGICAL DIAGNOSIS OR PSYCHOTHERAPY. If you have attended therapy you may find that your experience is different from the information and case material discussed in class. It is also important to know that this course is not a substitute for therapy—we will be applying techniques for the purpose of learning for college course credit, not for treatment of any psychological disorder. I am acting only in the capacity of a college professor, and will not enter a treatment provider relationship with any student. If you find that the class content brings up certain emotional or familial issues for which psychotherapy might be useful, I suggest contacting the UWSP counseling center for help (715-346-3553) for which services are free for all students.

**Required Text, Videos, and Additional Readings**

1. Spiegler, M.D. & Guevremont, D.C. (2003). *Contemporary behavior therapy*. Belmont, CA: Wadsworth Thompson.
2. Van Dijk, S. (2012). *DBT made simple*. Oakland, CA: New Harbinger Publications, Inc.
3. Additional readings, as assigned on the schedule below, available on D2L

**Student Learning Goals**

1. Apply principles and procedures of behavioral and cognitive-behavioral therapies.
2. Synthesize theoretical foundations of applied therapeutic techniques.
3. Identify the techniques that are empirically supported for different mental health diagnoses.
4. Construct treatment plans for hypothetical clients that are appropriate for presenting issues.

### **My Expectations for Students**

- ✓ Come to class on time and be prepared to actively participate in the class.
- ✓ Be respectful of, and open to, others' values, beliefs, and learning style.
- ✓ Turn in assignments on time and take exams on time.
- ✓ Work hard and put forth an honest effort.
- ✓ Ask questions when you have them; ask for help when you need it.
- ✓ Thoroughly skim readings before class (**unless a reading is specifically assigned for that day in class**) and **complete all readings fully by the end of each chapter's coverage in class**. It is understandable that not every student learns in the same way. Some may learn better by reading chapters prior to in-class discussion of that material, while others learn best by reading chapters after an instructor has given them a firm basis for the content. At minimum, scan each chapter prior to its discussion in class to have an understanding of general principles. In order to do well in the course, you must complete all assigned readings. It is required that you have each chapter read at the completion of their discussion in class. *Do not wait until the week before the test to finish 3 chapters of reading.* We know from research that this is NOT an effective way to learn and retain information.

### **What Students Can Expect from Me**

- ✓ I will come to class prepared, begin on time, and end on time.
- ✓ I will not lecture for the entire class period. Rather, I will take breaks to facilitate discussions, to illustrate concepts, show videos that demonstrate concepts, and structure activities in which students can learn from each other.
- ✓ I will not force students to participate in front of the larger group (unless noted as an assignment on the syllabus), but I will encourage students to share ideas in small groups.
- ✓ I will create a classroom environment that is respectful; I will not tolerate disrespect.
- ✓ I will take all questions, concerns, and comments seriously and respond in a timely manner.
- ✓ I will provide helpful feedback on all assignments that are earnestly submitted. I reserve the right to *not* grade or comment on assignments that were only partially completed or otherwise show lack of effort.
- ✓ **No electronic devices during class other than laptops. You wouldn't disrespect a client by texting during therapy, so please don't text or use mobile devices during class.** This is very distracting to both me and your classmates. If you use a computer to take notes, please do not engage in non-class related activities like Facebook, twitter, etc. If laptops become a distraction in class, this privilege will be removed for everyone. Don't ruin it for your classmates. Research shows that humans are bad multi-taskers and by engaging in facebook/texts/web searching, you are not able to learn in class as well. Also important, research shows that peers are distracted by others' non-class related electronic device use and it negatively affects their learning. *Take home message: using technology in class for non-class related things hurts you and others.*

### **Attendance**

Attendance is mandatory, and I expect you to be on time. Participate as actively as you are comfortable. Quizzes will be taken at the beginning of class (see quizzes section). If you come late, you will not be able to retake a quiz. Additionally, participation points and video exercises will be earned through various small activities completed in class at various time points during

the class hour. Missing these activities due to coming late or leaving early will also result in loss of points.

### **Grading Breakdown (500 points possible)**

#### **Exams (195 points) – 3 exams worth 65 points each**

There are 3 unit exams, including the final. Each will be worth 65 points (each worth 13% of final grade). Exams will consist of 12-15 multiple choice questions (worth 1 point each), 12-15 short answer or fill in the blank (worth 2 points each), 3-5 essay/applied questions (eg., 1-3 paragraphs, 3-5 sentence longs; setting up a treatment plan; all worth 5 points each). In-class quizzes (see below) and assignments will provide good examples of what exam questions will look like. Exams will be taken in class without books or notes. Exam questions will be drawn from the text, lectures, and discussions and will be in the form of definitions, comparisons, identifying findings, and application of concepts. We spend approximately 30-45 minutes reviewing on the class period before each exam. For review days, you will be expected to come prepared with questions and/or brief examples of material you would like me to review. Review guides will be posted at the beginning of a unit and updated at least 1 week before the exam.

#### Tips for doing well on the exam

1. Attend all classes and actively participate
2. Review notes before and after class for a minimum of 10 minutes
3. Read chapters prior to covering the content in class and pay particular attention to concepts that overlap with the study guide
4. Re-read chapters after class and add details from the readings to your lecture notes
5. Take detailed lecture notes. If you print lecture slides ahead of time, make sure to add new comments to the slides during the lecture
6. Complete in and out of class activities
7. Ask questions soon and often
8. Re-watch lecture videos posted online
9. Use the review guide throughout the unit and while studying for the exam
10. Review in-class quizzes

You are expected to take the exams at the assigned time and any exceptions must be discussed and agreed upon *before the exam begins*. Missing an exam for an excused reason without making previous arrangements can result in a 15% penalty for each day you fail to notify me about your situation. Missing an exam for an unexcused reason can result in a zero for the exam.

**Exam Redo:** If you earn less than 70% on an exam you may re-take the exam and earn up to 70% on the retake (i.e., the highest grade you could earn for that exam is a 70% after the retake).

Students can only retake one exam. You will have an opportunity to review your original answers; however, you will not be able to take the exam home. When you retake the exam, you will be given your old exam. You will only retake questions that you answered incorrectly the first time (thus your previously answered correct questions will count). For the questions you answered incorrectly, you will be asked to provide your original rationale for answering + why your new response is correct. This retake policy does not apply to the final exam (i.e., exam 3). The deadline to retake any exam is November 29<sup>th</sup>.

**Practica Portfolio (120 points: 10 Assignments worth 10-20 points each)**

The practica portfolio is made of 10 small-medium assignments worth 10-20 points each (depending on their difficulty/time needed). You will complete assignments to practice behavioral and cognitive-behavioral techniques both as a therapist and what a patient/client might experience (eg., treatment plans, mindfulness activities). These assignments will take place in-class (i.e., we get started and answer questions in class, and you finish out of class) or will be assigned as homework for the next class-period. Be sure to be in class the day the assignment is explained to ensure you have the materials to earn full credit. I will grade assignments and return them to students throughout the semester; however, some assignments will build on each other. *Therefore, for this assignment, keep all graded and ungraded assignments together in a folder/binder.* This means, you will be turning in graded assignments with new ungraded assignments when they are due. By the end of the semester, you will have an excellent portfolio of exercises you completed that hopefully will be of use to you in the future. This portfolio will also be of use when you complete your end of the semester reflection.

**In Class Participation Activities (50 points: 10 Activities worth 5 points each)**

To measure your learning and understanding of the material early in each unit, we will do various in class activities. These will take 1-10 minutes of in-class time. This will help me as an instructor, by showing me what materials students are understanding, and which we need further review. This will help you as a student, because it will give you an idea of what material needs more attention when you study and review between classes. I will provide feedback/correct answers; however, your participation points will be based on completeness and effort, not correctness. Examples of these activities include, but are not limited to:

1. Non-graded review questions
2. Muddiest point
3. One sentence summary/Take home messages

**In-class quizzes (30 points possible – 6 worth 5 points each)**

We will have 8 unannounced quizzes, which will involve straightforward multiple-choice and short answer questions from the reading and lectures. The best of 6 quizzes will be tallied for your scores. Each quiz is worth 5 points. Eight will be taken, so you can miss two with no penalty or throw out your two lowest scores. The quizzes make up 6% of your overall grade. Students who attend class and spend 5-10 minutes/class period reviewing the notes from previous lectures, tend to do very well on these quizzes. This will also help keep material fresh as exam time approaches. *If you miss class or come to class late, you cannot make up a quiz.* Quizzes will be taken at the **beginning** of class periods.

**DBT Peer Teaching (50 points possible - 1 mini-lecture)**

In a small groups of 3-5, you will prepare a teaching presentation for an assigned chapter(s) in *DBT Made Simple*. We will take a few minutes in class for your group to sign up for your 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> choice topics. For this peer teach, you will learn the material in your chapter and teach it to your classmates in a 20-minute teaching presentation with at least one activity/demonstration. More details/guidelines will follow in class and on D2L. You will be graded on your presentation skills and the content of your peer teach. You will turn in a PowerPoint, presentation notes, and suggested exam questions drawing from your taught material.

**End of Semester Reflection (30 points – 1 worth 30 points)**

You will be asked to complete a reflection on the topics covered in class and practica assignments completed. Research continually demonstrates that a significant trait in successful students is their ability to monitor their own learning. This reflection is a focused, organized approach to that process. You will have specific questions to answer for this assignment. Take the time to review your practica portfolio when completing this paper. **This assignment will be due on D2L December 12<sup>th</sup> on D2L at midnight.**

**Calculation of Final Course Grade**

| <u>Item</u>   | <u>Points</u> | <u>%</u>   |
|---|---------------|------------|
| Examinations (total of 3 @ 70 points each)              | 210           | 42%        |
| Practica Portfolio Assignments (10 @ 10-20 points each) | 130           | 26%        |
| DBT Peer Teaching (1 @ 50 points)                       | 50            | 10%        |
| In Class Participation Activities (10 @ 5 points each)  | 50            | 10%        |
| In Class Quizzes (best of 6 @ 5 points each)            | 30            | 6%         |
| End of semester Reflection (1 @ 30 points)              | 30            | 6%         |
| <b>Total:</b>   | <b>500</b>    | <b>100</b> |

**Extra Credit**

Any extra credit opportunity will be discussed in class, and will be available to the entire class – no extra credit opportunities will be provided on an individual basis.

**Grading**

I grade using typical percentages; i.e. 93% and above of the total points is an A.

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>A = 93%-100%</b>   | <b>A- = 90%-92.9%</b> | <b>B+ = 88%-89.9%</b> | <b>B = 83%-87.9%</b>  |
| <b>B- = 80%-82.9%</b> | <b>C+ = 78%-79.9%</b> | <b>C = 73%-77.9%</b>  | <b>C- = 70%-72.9%</b> |
| <b>D = 65%-69.9%</b>  | <b>F = ≤64.9%</b>     |                       |                       |

**Summary of Course Meetings**

*Any changes to this schedule will be announced in class and on D2L.*

| Date    | Topic   | Read before class                        | Assignments Due       |
|---------|---|--|-----------------------|
| Sept 5  | Introduction to the course & Review of Disorders      | ---                                      |                       |
| Sept 10 | The Behavioral Model                                  | Spiegler Chs 1 & 3                       |                       |
| Sept 12 | The Behavioral Model                                  | Spiegler Chapter 3                       |                       |
| Sept 17 | Targeting Behaviors                                   | Spiegler Chapter 4                       | Practica Assignment 1 |
| Sept 19 | Targeting Behaviors                                   | Spiegler Chapter 4                       |                       |
| Sept 24 | Research on Behavior Therapy                          | Spiegler Chapter 5                       | Practica Assignment 2 |
| Sept 26 | Research on Behavior Therapy<br>Behavioral Assessment | Spiegler Chapter 5<br>Spiegler Chapter 6 |                       |
| Oct 1   | Behavioral Assessment                                 | Spiegler Chapter 6                       | Practica Assignment 3 |
| Oct 3   | Behavioral Assessment<br>Review for Exam              | Spiegler Chapter 6                       | Exam 1                |

|        |   |   |   |
|--------|---|---|---|
| Oct 8  | <b>Unit 1 Exam</b>  |   |   |
| Oct 10 | Accelerating Behaviors  | Spiegler Chapter 7                                |   |
| Oct 15 | Accelerating Behaviors<br>Decelerating Behaviors  | Spiegler Chapter 7<br>Spiegler Chapter 8          | Practica Assignment 4   |
| Oct 17 | Combining Reinforcement & Punishment  | Spiegler Chapter 9                                | Practica Assignment 5   |
| Oct 22 | Combining Reinforcement & Punishment  | Spiegler Chapter 9                                |   |
| Oct 24 | Exposure Therapy: Brief/Graduated   | Spiegler Chapter 10                               | Practica Assignment 6   |
| Oct 29 | Exposure Therapy: Brief/Graduated   | Spiegler Chapter 10                               | Practica Assignment 7   |
| Oct 31 | Exposure Therapy: Prolonged   | Spiegler Chapter 11                               |   |
| Nov 5  | Exposure Therapy: Prolonged   | Spiegler Chapter 11                               | Practica Assignment 8   |
| Nov 7  | Exposure Therapy: Prolonged   | Spiegler Chapter 11                               |   |
| Nov 12 | <b>Unit 2 Exam</b>  |   |   |
| Nov 14 | CBT: Cognitive Restructuring  | Spiegler Chapter 13                               |   |
| Nov 19 | CBT: Cognitive Restructuring<br><i>Discuss Peer Teaching &amp; Rank Topics</i>  | Spiegler Chapter 13                               | Practica Assignment 9   |
| Nov 21 | ACT & Mindfulness   | Spiegler Chapter 15                               | Online lecture with short answer questions for participation points |
| Nov 26 | ACT & Mindfulness<br>DBT Introduction   | Spiegler Chapter 15<br>DBT Made Simple<br>Pgs 1-7 | Practica Assignment 10  |
| Nov 28 | DBT – Preparing for Session<br><i>Last 10 minutes: Meet with group 1 – have a detailed outline and idea for activity ready to discuss</i> | DBT Made Simple<br>Pgs 8 - 66                     |   |
| Dec 3  | DBT – Mindfulness & Emotion Regulation<br><br><i>Group 1: “Chapter 8 Distress Tolerance Skills”</i>                                       | DBT Made Simple<br>Pgs 67-120                     |   |

|                          |   |                                 |                               |
|--------------------------|---|---------------------------------|-------------------------------|
|                          | <i>Last 15 mins: Meet with Groups 2 &amp; 3 – have a detailed outline and idea for activity ready to discuss</i>  |                                 |                               |
| Dec 5                    | <u>Peer Teaching</u><br><i>Group 2: “Chapter 9 What Clients Need to Know about Emotions”</i><br><br><i>Group 3: “Chapter 10 Reducing Painful Emotions”</i><br><br><i>Last 15 minutes: Meet with Groups 4 and 5 – have a detailed outline and idea for activity ready to discuss</i> | DBT Made Simple<br>Pgs. 121-150 |                               |
| Dec 10                   | Recap of DBT<br>Concepts/Techniques<br><br><u>Peer Teaching</u><br><i>Group 4: “Chapter 11 Increasing Positive Emotion”</i><br><br><i>Group 5: “Chapter 12 Effective in Relationships”</i>  | DBT Made Simple<br>Pgs. 151-176 |                               |
| Dec 12                   | DBT: Putting it together<br><br>Review for Exam   | DBT Made Simple<br>pgs. 177-182 | End of Semester<br>Reflection |
| <b>Dec 19<br/>8:00am</b> | <b><i>Final exam!</i></b>   |                                 |                               |

*This syllabus and schedule are subject to change. Attend class regularly so you won't miss anything!*

## SYLLABUS SUPPLEMENT

### **Make up work for Legitimate Excuses:**

**Planned absences:** Class times are a pre-arranged commitment. Deciding/scheduling to attend another engagement is a choice (eg., routine doctor's appointment, wisdom teeth surgery, hunting, family reunion, etc.). If you decide to schedule a non-immediate event during class time, you will not be able to makeup missed point or take quizzes/exams early. University excused pre-planned absences must be discussed with Professor Meier at least **two weeks** prior to planned absence (eg., sports events).

**Sick days:** All students are allowed **2 sick days** for this class. **Assignments with due dates noted on the syllabus are still due on time.**

- a) If you are too sick to come to a regular class day, please notify me via email at least 30 minutes before class. Any missed in-class assignments or in-class quizzes can be made up if I receive your email 30 minutes before class (*Don't wait to find out if we had a quiz or participation points to email me*).
- b) If you are so sick that you are unable to contact me within 30 minutes of missing class, then you must have a note from Student Health Services to make up your assignment.
- c) After using 2 sick days (without a doctor's note), students are required to obtain a doctor's note for any additional sick days if they would like to make up the work missed in class.
- d) In the event that you are sick on an exam day, a note from Student Health Services is required.

My policies are consistent, and even more lenient (eg., sick days), than what would be expected of you in a work place environment (eg., you don't want your patients to show up to their appointment to find that you are out sick). Additional information on UWSP policy for missing class can be found at <https://www.uwsp.edu/dos/Pages/MissedClassGuidelines.aspx>

**Note:** if you have a chronic illness or need surgery or treatment that makes it probable that you will repeatedly miss class, please inform both me and the Disability Service and Assistive Technology offices at 715-346-3365, in the LRC. Disability Services is a great department that can inform your professors of a prolonged illness so that you will not have to discuss your health with each of your professors. Do this early in the term. **Don't miss more than a full week of class without informing your advisor or a professor of the problem.** If you need to withdraw from a class for medical reasons after the 10<sup>th</sup> week withdrawal deadline, contact Enrollment Services at 715-346-3300.

### **Policy on Late Work:**

Assignments should be turned in on time to D2L or in person (see assignment instructions). Late work is typically not accepted. Any accepted late work will be docked 15% for each day it is late, including the date it was due, and will only be considered in emergencies cases or advanced notice. Consult with me if you anticipate needing to turn in an assignment late.

### **Incompletes**



If you are unable to complete your work in a course due to extenuating circumstances or if you need to extend your research or performance beyond the normal limits of a term, you may ask the instructor for an “incomplete” in the course. An “incomplete” should be reserved for the completion of a definable amount of work (for example, one term paper or one exam) that occurs near the end of the semester. An “incomplete” normally will not be used for making up in-class work; therefore, do not expect to sit in the class in a subsequent semester. If your request for an “incomplete” is approved, the instructor will inform you and the department chair of the work you need to complete and the due date. More information on the University’s policy can be viewed at <https://www.uwsp.edu/dos/Pages/Incompletes.aspx>.

### **Scholastic Dishonesty**

We will use D2L Dropbox for many assignments which allows me to submit all work to TurnItIn. If you (1) report another person's published work verbatim (word for word) without placing it in quotation marks and providing a full citation including page numbers, (2) loosely paraphrase another's written work, making only occasional synonym substitutions but retaining the basic grammatical structure of the original (even if you include a reference citation), (3) submit another student's writing (or a loosely paraphrased version of it) as your own work, or (4) resubmit a paper you wrote for another course or for the same assignment in your second attempt at the same course (without explicit prior consent of the instructor), then you are guilty of plagiarism and this will be identified on TurnItIn. At my discretion, you may receive a final grade of zero on the assignment (without an opportunity to revise and resubmit it for credit).

In addition to the penalty, in all cases the incident will be reported to the Academic Affairs Office which maintains a file of such cases. A second instance within the same course may result in an automatic course grade of F. Multiple instances, especially across more than one course, may make you subject to expulsion from the University (at the discretion of the Academic Dean). Breaches of academic integrity and intellectual property rights are serious infractions and will not be tolerated. Please familiarize yourself with what constitutes plagiarism. When in doubt, err on the side of caution. Own your own ideas and words and give credit where it is due. Ignorance of the rules is not an acceptable excuse for breaking them. More information on UWSP Academic Honesty Policy and Procedures can be found under UWSP 14.01 Statement of principles at

<https://www.uwsp.edu/acadaff/2015%20Monitoring%20Appendix/Appendix%20B6%20-%20DE%20Course%20Syllabus%20Template.pdf>

### **Student’s Right and Responsibilities**

Understanding your rights and responsibilities as students is an important aspect of your education here at UWSP. Your instructor expects you to understand and adhere to these rights and responsibilities in accordance with UWSP policy. Accordingly, students are encouraged to visit the Community Rights and Responsibilities document on-line at the listed URL below:

<http://www.uwsp.edu/Admin/stuaffairs/rights/rightsChap14.pdf>

### **Course Withdrawal**

Students must withdraw from class in a timely manner in accordance with published deadlines. Failure to do so could result in a failing grade or the loss of reimbursable tuition fees. The published deadlines can be found at:

<https://www.uwsp.edu/regrec/pages/calendars.aspx>  
<https://www.uwsp.edu/regrec/Pages/Withdrawals.aspx>

### **Student Conduct**

As a UWSP student, you are expected to adhere to the Board of Regents student conduct policies. The University strives for an environment that promotes academic achievement and integrity. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. More information can be found at <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

### **Sexual Harassment**

As outlined in the UWSP Sexual Harassment Policy, sexual harassment is recognized as a violation of civil rights laws, U.S. Equal Opportunity Commission Rules and by the civil law courts (<https://www.uwsp.edu/dca/LGBT/Documents/Sexual%20Harassment.pdf>). Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: 1) Submission to such conduct is made either as an implicit or explicit condition of an individual's employment, career advancement, grades, or academic achievement. 2) Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual. 3) Such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive working environment. Such behavior is unacceptable and will not be tolerated.

### **Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/About-EAA.aspx>

### **Disability Services and Accommodations**

UWSP is committed to providing students with disabilities the academic accommodations and auxiliary aids necessary to ensure access to all university services, programs and activities. In addition to the university's campus wide efforts to promote access and inclusion, students with disabilities are further accommodated based on specific individual needs. The Disability and Assistive Technology Center (DATC) is responsible for determining these accommodations. They provide services and assistance to enrolled students who are either permanently or temporarily disabled.

If you have, or think you have, a disability such as mental health, attention, learning, chronic health, sensory, or physical, please contact Disability Services. The registration process is a complex and lengthy (2-3 weeks). Start the process early by contacting Disability Services at 715-346-3365 or emailing [datctr@uwsp.edu](mailto:datctr@uwsp.edu) and/or by completing the a Request for Services found at <https://www.uwsp.edu/disability/Pages/default.aspx>

If you are registered with Disability Services and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

### **Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. UWSP has services available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <https://www.uwsp.edu/counseling/Pages/default.aspx> *Therapy and consultation services are free for registered students.* The Counseling Center is located on the 3rd Floor of Delzell Hall, 910 Fremont St. Stevens Point WI, 54481. The office is open from 8:00am to 4:30pm, Monday through Friday; Telephone: 715-346-3553. Please schedule an appointment ahead of time.

### **Academic Freedom and Responsibility**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact me (the instructor), the Department Chair (Dr. Craig Wendorf), your adviser, the associate dean of the college (Dr. Todd Good), or the Vice Provost for Faculty (Greg Summers).

*\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

### **Campus Resources**

#### **Tutoring-Learning Center**

The Tutoring-Learning Center strives to maximize every student's learning potential through a variety of services. Trained peer tutors, consultants, and discussion will do everything within their power to increase their clients' knowledge of the subject. Individual tutoring and writing help are available. This resource is highly recommended for students who have struggled with writing in the past and can be a great resource for starting, finishing, and/or proofing papers. More information can be found at <https://www.uwsp.edu/tlc/Pages/default.aspx>.