

**Psychology 480 — Spring 2022 Virtual
Applied Theories of Behavioral and Cognitive Therapies**

Professor: Ellen Meier, Ph.D. **Office:** Science D231 **Email:** emeier@uwsp.edu

Office hours: Mondays 2-3pm ONLINE ([Meier Office Hours Link](#); Password: UWSP)
Tuesdays 1-1:30pm IN-PERSON (Science D231)

Class Meetings: Mondays 4-6pm via Zoom ([Class Link](#); Password: UWSP)

I want to be available to meet with you when you need help. Please feel free to contact me as soon as issues arise. Before/after class, during office hours, and email are the best ways to reach me. I try to respond within 1 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. 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 Information

Description: Application of behavioral and cognitive theory and research in the remediation of psychological disorders and behavior problems, including such topics as operant conditioning, cognitive restructuring, desensitization therapies, token economies and biofeedback. Practical application of behavior principles included. Available for graduate credit as [PSYC 680](#).

Credits: 3

Prerequisite: PSYC 110, PSYC 200, PSYC 351, and junior standing.

Recommended: PSYC 375

Course Goals

1. To apply behavioral and cognitive-behavioral therapies, including the study of the theories that inform treatment development and implementation.
2. Understand 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 SERVICES. If you have attended therapy, you may find that your experience is different from the information discussed in class. 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 class content brings up certain emotional or familial issues for which psychotherapy might be useful, I suggest contacting the UWSP counseling center (715-346-3553). Services are *free* for all students.

Expected Instructor Response Times

Email. I check my email daily, M-F. Most emails will receive a response from me within 24 hours (excluding weekends). I encourage general questions to be posted on the FAQ board (see below).

FAQ board. If you have general course/assignment questions, please use the FAQ discussion forum. Students are free to answer each other's posts and I will respond within 24 hours (excluding weekends).

Office Hours. My office hours are on Mondays 2-3pm **via zoom or phone**, and Tuesdays 1-1:30pm **in-person** (D231), or by appointment. I will email and post to canvas a link to the meeting. Sign-in and download software through UWSP at <https://uwsp.zoom.us>.

Grading/Feedback. Feedback on written submitted assignments (e.g., participation, exam short answers, papers), and exams will be provided within 1 week after the due date.

Required Text, Videos, and Additional Readings

1. Spiegler, M.D. & Guevremont, D.C. (2003). *Contemporary behavior therapy*. Belmont, CA: Wadsworth Thompson.
2. Additional readings, as assigned on the schedule below, available on Canvas

Electronic Resources

Canvas. All course resources will be available on canvas including links to additional readings. Visit the site early and often. These updates will also be announced in class.

Technical Requirements. Certain technical requirements and competencies may be necessary for you to participate in this course. I recommend ensuring these are setup prior to potentially going online. You will need to have regular (daily) access to a computer or tablet with (a) reliable high-speed Internet connection, (b) audio/sound, and (c) hardware and software capable of video streaming. You will need to have a browser compatible with Canvas and the ability to navigate Canvas and other common websites (like YouTube). Students are also expected to have access to software either freely available or through the UWSP Software Distribution Center including Adobe Acrobat Reader and Microsoft Word and PowerPoint.

If you encounter issues with Canvas, please contact Canvas Support directly by clicking the Help Button (question mark inside a circle) located at the bottom of the left navigation bar in Canvas.

Course Technology Requirements

- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to the following tools to participate in this course.
 - webcam
 - microphone
 - a stable internet connection (don't rely on cellular)

Course Learning Outcomes

Students will be able to:

1. implement theoretical and applied cognitive-behavioral techniques
2. summarize the cognitive-behavioral explanations for psychopathology and their interventions.
3. demonstrate evidenced-based clinical decision-making behaviors.

My Expectations for Students

- ✓ Prepare for the weekly synchronous Zoom meeting in advanced in a flipped-classroom model.
- ✓ Complete weekly readings and view the lecture videos prior to the class meeting, so that you will have adequate knowledge of the content to participate in synchronous learning activities with your classmates
- ✓ Complete the concept check quiz
- ✓ Attend weekly virtual zoom class
- ✓ Complete portfolio assignments focused on developing skills
- ✓ Complete a peer-teach project integrating knowledge and skills from the entire semester.
- ✓ 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.

- ✓ To do well in the course, you must complete all assigned readings. At a minimum, read each chapter by the completion of their discussion in class. *Do not wait until the week before the test to read 3 chapters.* Research shows that this is an INEFFECTIVE way to learn and retain information.
- ✓ On discussion boards and in emails:
 - Give other students the opportunity to join in the discussion.
 - Do not use offensive language. Present ideas appropriately.
 - Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
 - Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
 - Never make fun of someone's ability to read or write.
 - Share tips with other students. Help each other out ☺
 - Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions must be respected.
 - Think and edit before you push the "Send" button.
 - Do not hesitate to ask for feedback.

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. *Journal of Online Learning and Teaching*, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

Course Structure

This course will be delivered online through the course management system Canvas and via weekly virtual meetings via Zoom. You will use your UWSP account to login to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

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 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.

Attendance

Attendance is mandatory. *If you choose to not attend class due to an unexcused reason, I will not provide you with notes, handouts, announcements, or any other materials that you missed because you did not attend.* You should get these materials from a classmate instead. Also, if you are late to class, you are responsible for getting the information you missed from a classmate and online. Participation points 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.

If you miss class due to illness, including covid-19, **you must email me within 2 hours of class starting.** Alternative participation activities for points will be assigned when advanced notice for sickness is provided. This policy is similar, if not more lenient, than would be expected at a job, particularly in human services (i.e., patients need advanced notice of cancellations from their therapist).

Grading Breakdown (500 points possible)

Exams (210 points) – 3 exams worth 70 points each

There are 3 exams, worth 70 points, not including the final “mini-exam.” Exams will consist of 25-30 multiple choice questions (worth 2 points each), 3-5 short answer or fill in the blank (worth 3 points each), 1-2 essay/applied questions (eg., 1-3 paragraphs, 3-5 sentence long; **setting up a treatment plan; worth 5 points each**). Quizzes (see below) and assignments will provide good examples of what exam questions will look like. 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 will spend approximately 15-20 minutes reviewing on the class period before each exam. Review guides will be posted at the beginning of a unit.

You will have 60 minutes to complete the exam. If you are unable to take the exam during the open times due to a university excused reason, please notify me at least 1 week before the exam for accommodations.

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 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. Ask questions soon and often
7. Re-watch lecture videos posted online
8. Use the review guide throughout the unit and while studying for the exam

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 25% 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.

Mini Exam 4 (20 points)

This mini exam will be a similar, but shorter, format as previous exams. This exam will consist of 7-10 multiple choice questions (worth 2 points each), 2-4 short answer or fill in the blank (worth 3 points each), and 1 essay/applied question (e.g., 1-3 paragraphs, 3-5 sentence long; worth 5 points each). The mini exam will cover content discussed during the final unit. You will be given 45 minutes to complete the mini-exam.

Peer Teaching (100 points)

In groups of 2-3 students, you will prepare a teaching and therapy presentation of a treatment manual of your choice. Your group will learn the material in your treatment, teach it to your classmates in a 10-15 minute teaching presentation, and role-play at least one treatment skill/activity in a group “therapy session.” More details/guidelines will follow in class. You will be graded on your presentation skills, content of your peer teach, and quality of your therapy session.

Portfolio (80 points: 4 Assignments worth 20 points each)

The portfolio is made of 4 small-medium assignments worth 20 points each. You will complete assignments to practice behavioral and cognitive-behavioral techniques both as a therapist and what a patient/client might experience (e.g., treatment plans, mindfulness activities). 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. Portfolio Assignments will be do before class on canvas.

Quizzes (50 points possible – 5 worth 10 points each)

We will have 5 quizzes assessing knowledge involving straightforward multiple-choice questions from the reading and lectures. Each quiz is worth 10 points (5 questions, 2 points each). Students who watch videos, keep up with readings, engage in discussions and participation, do very well on these quizzes.

Concept Checks (25 points possible – 5 worth 5 points each)

We will have several multiple-choice concepts checks testing your knowledge from the material you are to reading and watch in preparation for virtual lectures. Watch the Recorded Lecture and read the assigned chapter for the week (listed on the task list). Complete the multiple-choice quiz as many times as needed to earn 100%. One extra credit point is assigned if you complete this assignment before that week's class.

Participation Activities (15 points: 3 Activities worth 5 points each)

To measure your learning and understanding of the material early in each unit, we will do various short (1-15 minutes) activities testing your knowledge of what we have covered. This will help me as an instructor, understand what materials students are comprehending, and which we need to go back and review. This will *help you as a student*, by giving 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 non-graded review questions, muddiest point, watch a video and answer questions, and one sentence summary/take home messages.

Calculation of Final Course Grade		
Item	Total Points	% of total grade
Exams (total of 3 @ 70 points each)	210	42%
Mini Exam 4 (1 @ 20 points)	20	4%
Peer Teaching (1 @ 100 points)	100	20%
Portfolio Assignments (4 @ 20 points each)	80	16%
Quizzes (5 @ 10 points each)	50	10%
Concept Checks (5 @ 5 points each)	25	5%
Participation Activities (3 @ 5 points each)	15	3%
Total	500	100%

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.

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

Summary of Course Meetings

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

Date	Topic	Read	Assignments Due
Week 1 Jan 24-30	Introduction to the course	Ch 1	
Week 2 Jan 31-Feb 6	Behavioral Model & Targeting Behaviors <i>Practice Goal Setting</i>	Ch 3-4	Participation 1 – in class
			Concept Check 1 due Friday
			Quiz 1 open Mon – Wed
Week 3 Feb 7 – 13	Behavioral Assessment <i>Practice F.A. Review</i>	Ch 6	Quiz 2 open Mon – Wed
			PA1: Recorded Goal Setting due to canvas before class
Week 4 Feb 14-20	Exam 1 open Mon – Tues No Class. Feel free to use this time to take exam.		
Week 5 Feb 21-27	Accelerating Behaviors	Ch 7	PA 2: Recorded Functional Analysis due to canvas before class
Week 6 Feb28-Mar6	Decelerating Behaviors	Ch 8	Participation 2: ABA – in class
			Concept Check 2 due Friday
Week 7 Mar 7-13	Reinforcement + Punishment <i>Review</i>	Ch 9	Quiz 3 open Mon - Wed
			PA3: Treatment plan
Week 8 Mar 14-20	Exam 2 open Mon – Tues No Class. Feel free to use this time to take exam.		
Mar 21-27 ***Spring Break***			
Week 9 Mar 28-Apr3	Exposure Therapy: Brief/Graduated	Ch 10	Concept Check 3 due Friday
Week 10 Apr 4-10	Prolonged Exposure <i>Discuss Peer Teaching</i>	Ch 11	Quiz 4 open Mon - Wed
			PA 4: App Infographic due before class
Week 11 Apr 11-17	Cognitive Restructuring	Ch 13	Concept Check 4 due Friday
			Quiz 5 open Mon - Wed
Week 12 Apr 18-24	Exam 3 open Mon – Tues No Class. Feel free to use this time to take exam.		
Week 13 Apr 25-May1	Third Wave Behavior Therapies	Ch 15	Concept Check 5 due Friday
	<i>Project Progress: Select Group and Peer Teaching Topics</i>		
Week 14 May 2-8	Third Wave Behavior Therapies	Ch 15	
	<i>Project Progress: Supervision meeting with Dr. Meier - PowerPoint Outline and Therapy Session – PARTICIPATION 3</i>		

Week 15 May 9-15	Peer Teach Project Due on Canvas Monday at Midnight <i>Answer final questions regarding project</i> <i>Review for exam</i>
Finals Week	Mini Exam 4 Open Mon-Tues

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

SYLLABUS SUPPLEMENT

Dropping UWSP Courses

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Make up work for Legitimate Excuses:

Planned absences: Class deadlines are a pre-arranged commitment. Deciding/scheduling to attend another engagement is a choice (eg., wisdom teeth surgery, hunting, family reunion, etc.). If you decide to schedule a non-immediate event during an exam/quiz time, you will not be able to makeup missed points or take quizzes/exams early. University excused pre-planned absences must be discussed with Professor Meier at least **one week** prior to planned absence (eg., sports events). 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/need surgery/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 withdrawal deadline, contact Enrollment Services at 715-346-3300.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Policy on Late Work: Assignments should be turned in on time to Canvas. Late work is typically not accepted. Any accepted late work will be docked 25% for each day it is late, including the date it was due. 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 Canvas for all 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/dos/Documents/UWS%2014-1.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>

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

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>

Lecture materials and recordings for this class are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWSP Chapters 14 and 17, governing student academic and non-academic misconduct.

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/hr/Pages/Affirmative%20Action/prevention.aspx>). 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 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: 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. The office is open from 8:00-4:30, Mon-Fri; Tele: 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	Safety and General Support	Mental and Physical Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646