

Instructor/TA Info

Instructor Information

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Course Information

Description

This course provides an introduction to the work of the clinical psychologist including an overview of the underlying philosophies and orientations of the scientist practitioner, assessment methods, intervention methods, and various careers. Since clinical psychology shares many commonalities with other helping professions (e.g., psychiatry, counseling psychology, social work, marriage and family therapy, psychiatric nursing, mental health counseling, etc.), many of the general topics will be relevant to students with those interests and may help students to determine the best fit among helping professions for their situation.

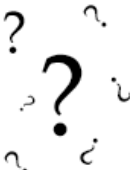
Students who have completed abnormal psychology and personality theory or other upper division courses will see a variety of overlapping topics, but this course is meant to provide a more in-depth look at the **work** of the clinical psychologist. As a result, it is more applied since we talk about and practice some basic clinical skills.

I have several assignments in this class. Most are short and straight forward and will hopefully give you a very practical look at what the day-to-day life of a clinician is really like. I have asked students if it was too much and they say to keep the assignments because of their utility. I hope you feel the same, but I also welcome your feedback.

Prerequisites

PSYCH 307, PSYCH 309, PSYCH 310; or instructor's consent.

Materials

	Item	Price (new)	Price (used)
	<u>INTRO TO CLINICAL PSYCHOLOGY 8E (POD) - Required</u> by KRAMER, G	214.00	

Grading Scale

Grades	Percent
A	93%

A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Learning Outcomes

1. Theories, practices, and critical issues

Students will identify and describe the theories, practices, and critical issues in clinical psychology.

Measurement: Multiple choice exams, quizzes.

2. Summarize and explain a current topic

Students will summarize and explain a current topic in clinical psychology to the class and/or engage in role play and interview activities.

Measurement: Class presentations, role plays.

3. Career and educational opportunities

Students will assess and evaluate personal career/educational opportunities in the field of clinical psychology.

Measurement: Short writing assignments.

4. Examine and critique current psychotherapies

Students will examine and critique current psychotherapies and describe their personal views about therapy.

Measurement: APA style paper.

5. Clinical Assessment

Students will be able to describe the basic process of psychological assessment including basic tests and their uses.

6. Interpersonal Skills

Students will be able to identify, define, and demonstrate key interpersonal skills that are valuable to a therapist including empathic listening and influencing skills.

7. Ethical Practice

Students will be able to describe the key principles of ethical practice in the clinical mental health careers and commit to conducting themselves as ethical professionals

Attendance Policy

You are not required to attend this class, but I will discuss items in class that are not included in the book on which you will be tested. In addition, we will do clinically oriented demonstrations in class that may be especially useful if you are planning to pursue a clinical profession. Students who routinely miss class are at a distinct disadvantage when it comes to exams, assignments, and learning. For example, if I provide instruction in class about how to complete the role play assignment, the assignment will be graded based on that instruction whether you were there to hear it or not.

HBLL Course Reserve Readings

HBLL Course Reserve Readings (<http://docutek.lib.byu.edu/eres/coursepage.aspx?cid=5086&page=docs>)
password is ogl348

Assignments

Assignment Description

Reading Quiz 1 - Chp 1

Sep
08

Due: Friday, Sep 08 at 8:00 am

The first reading quiz is meant to help you explore in more depth a few ideas from chapter 1 and to introduce you to two useful internet resources regarding psychology (APA website and APA Ethics Code).

Reading Quiz 2 - Chp 3

Sep
11

Due: Monday, Sep 11 at 8:00 am

The second reading quiz is meant to help you explore more deeply a few ideas in chapter 3 and to introduce you to the expansive world of assessment.

Reading Quiz 3 - Chp 4

Sep
15

Due: Friday, Sep 15 at 8:00 am

The third quiz invites additional thinking about a few topics in chapter 4.

Reading Quiz 4 - Chp 5

Sep
20

Due: Wednesday, Sep 20 at 8:00 am

This quiz is meant to focus your attention on some selected issues in Chp 5

Listening Skills - part 1

Sep
25

Due: Monday, Sep 25 at 11:59 pm

With a partner in the class (or a volunteer in your life), video tape yourself in a therapy real play where you demonstrate using the OARS - Open ended questions, Affirmations, Reflections, and Summaries. If you pair up with a classmate, do the demonstration twice with each person playing in the role of therapist. The real play need not be long it can be just a few minutes -just enough time for you to demonstrate each of the skills. When you use the response please hold up a card on the video with the name of the response so I know where you are demonstrating it.

The person in the client role should pick a real, but innocuous issue they wish they could change (e.g., drink less caffeine, exercise more, go to bed earlier, study more, etc.). Working on real issues is better practice than working on made up situations that you role play. That is why we call it a real play.

Some tips

1. You do not need to help them change - this is a listening and understanding exercise for using listening skills.
2. A fairly regular ratio of the responses when one is trying to listen and understand would be 1 affirmation, 1 summary at the end, 1-3 questions, and 7-10 reflections.
3. Try not to follow one of your statements (as therapist) immediately with another statement without having the client speak in between. For example, try to avoid a reflection then question with no client response between them. If you have this tendency then you may be using reflections kind of like yes/no questions.
4. Try to make affirmations natural and genuine so they fit the conversational flow.
5. Reflections will have more than a simple repeating of the content of what the client said. Try to reflect the emotion they are expressing and to use a synonym of the words they use to add nuance and depth to their (and your) understanding.
6. The summary need not describe what they might do in the future or what you might do in the future. You are trying to briefly give an overview of both what they said and how they feel.

7. In all therapist utterances, brief to the point is more likely to be heard and understood by the client. If you get long winded, they will forget what you are saying.

Midterm 1

Sep
29

Due: Friday, Sep 29 at 12:10 am

Midterm 1 covering chapters 1, 2, 3, 4, and 5.

Reading Quiz 5 - Chp 6

Oct
02

Due: Monday, Oct 02 at 8:00 am

Quiz to encourage reading of chapter 6 and exploration of some ideas about therapy

Intake

Oct
06

Due: Friday, Oct 06 at 11:59 pm

The case study will be accomplished in a series of short papers.

First, view video #1 intake interview.

In the first paper you will do an intake summary - as if the person just entered treatment with you. The intake template is available in the course content. This will allow you to describe the individual in terms of their background and main emotional and behavioral issues while using a form that is typical of many non-profit organizations. Watch the video and then complete the paperwork as if you were the clinician in the video. The paperwork will be graded according to the rubric.

Reading Quiz 6 - Chp 7

Oct
09

Due: Monday, Oct 09 at 8:00 am

Reading Quiz 6 - Chp 7

Treatment Plan 1

Oct
16

Due: Monday, Oct 16 at 11:59 pm

The case study will be accomplished in a series of short papers.

In the second paper, you will write a treatment plan for the individual in the video using a psychoanalytic/psychodynamic intervention theory from **chapter 7**. Using the intake video and paperwork you completed in the first paper, describe the person in terms of the theory, identify treatment goals, and describe the main interventions you plan to use in treatment using the treatment plan paperwork (see course content).

You may want to watch video 2 in preparation for this paper)

Grading will be according to the rubric.

Reading Quiz 7 - Chp 8

Oct
18

Due: Wednesday, Oct 18 at 8:00 am

Some additional thinking about behavioral and cognitive-behavioral interventions.

Midterm 2

Oct
27

Due: Friday, Oct 27 at 12:10 am

Midterm 2 covers chps 6, 7, and 8

Intake Revision

Oct
28

Due: Saturday, Oct 28 at 11:59 pm

Progress Note 1

Oct
30

Due: Monday, Oct 30 at 11:59 pm

The case study will be accomplished in a series of short papers.

In the third paper, you will write a progress note based on the brief therapy session depicted in Video #2. This note will take the form of the typical clinician working in a non-profit treatment facility. You will write the note using the STIARP approach (Signs and Symptoms, Topics, Interventions and client response, Assessment, Red Flags, and Progress on goals and plan). The STIARP template provides guidelines for writing a STIARP note - see content. Watch the video and then write a note using the template **while considering both the intake and treatment plan that you completed in paper #1 and paper #2 using the Supportive/Expressive psychodynamic formulation from Chp 7.**

Grading will be based on the rubric.

Reading Quiz 8 - Chp 10

Nov
01

Due: Wednesday, Nov 01 at 8:00 am

To get you thinking about therapy research

Treatment Plan #1 Revision

Nov
04

Due: Saturday, Nov 04 at 11:59 pm

Reading Quiz 9 - Chp 9, 11

Nov
06

Due: Monday, Nov 06 at 8:00 am

Quiz to encourage reading of Chps 9 and 11

Listening Skills - part II

Nov
08

Due: Wednesday, Nov 08 at 11:59 pm

With a partner, do a real play using primarily the OARS skills but add these 6 specific skills:

1. EPE - elicit-provide-elicited for information sharing or feedback.
2. Confidence Ruler
3. Reviewing past successes.

4. Amplified Reflection (for sustain talk)
5. Double-sided reflection (for sustain talk)
6. Reframing (either for sustain talk or building hope and confidence).

If your partner is a member of the class, do the real play twice with each person taking a turn as the helper.

The video need not be long - it may only be a few minutes - just enough to demonstrate using each of the advanced skills one time each. *When you use the skill please hold up a card on the video with the name of the skill so I know where you are demonstrating it.*

Some Tips:

1. In the typical therapy session, you may listen quite awhile using OARS skills before moving into a advanced mode. In this demonstration, start the video as if you just had 10 minutes of listening with regard to an issue presented by the client and then keep going.
2. Insert some reflections in between the advanced skills, it will help the tape to flow better.
3. In typical therapy, these advanced skills are not used equally - some are frequent and some are more rare. You only need to demonstrate each skill once so the video may seem not to flow well and that is ok.

Midterm 3

Nov
17

Due: Friday, Nov 17 at 12:00 am

Midterm 3 covers Chps 9 (Group, Couples, Integration only), 10, 11

Treatment Plan 2

Nov
20

Due: Monday, Nov 20 at 11:59 pm

The case study will be accomplished in a series of short papers.

In the fourth paper, you will write a treatment plan for the individual using the CBT theory from chapter

8. Describe the person in terms of the theory, identify treatment goals, and describe the main interventions you plan to use. You may want to watch video 3 in preparation for this paper.

Grading based on the rubric.

Progress Note 2

Nov
27

Due: Monday, Nov 27 at 11:59 pm

The case study will be accomplished in a series of short papers.

In the fifth paper, you will write a progress note as if the client had a session with you using the approach from chp. 8 (CBT). Watch video #3 and then write the note as if you were the clinician using the the STIARP approach (Signs and Symptoms, Topics, Interventions and client response, Assessment, Red Flags, and Progress on goals and plan). The STIARP template (see course content) provides guidelines for writing a STIARP note. You should write the note assuming the intake is for the client and the second treatment plan (from Chp 8) is guiding your intervention.

Grading based on the rubric

Reading Quiz 10 - Multicultural Competence

Dec
01

Due: Friday, Dec 01 at 8:00 am

Quiz for Multi-cultural competence reading

Interview

Dec
08

Due: Friday, Dec 08 at 11:59 pm

Identify someone who currently works as a licensed professional in one of the helping professions (social worker, licensed counselor, drug and alcohol counselor, psychologist, psychiatrist, marriage and family therapist, psychiatric nurse, etc.). Interview them using the interview template below and write a brief paper about what you learned in terms of career preparation and how the interview changed or confirmed your thinking about working in the helping professions..

1. What is your current profession/occupation? And how long have you been working in this field?
2. What educational background was required in order to work in your field? And where did you do your training?
3. Any advice about the educational preparation for the field?
4. What are the things you enjoy most about your current work?
5. What are the things you enjoy least in your current work?
6. What advice do you have for young people who may be interested in similar careers?
7. Would you choose this career again if given the opportunity? Why or why not?
8. What are the most important skills to learn in order to work in this field? How important are critical thinking? Writing? Oral communication? Working in teams?
9. Student selected question
10. Student selected question

Reading Quiz 11 - Chp 15

Dec
11

Due: Monday, Dec 11 at 8:00 am

Reading Quiz to encourage exploration of topics in Chp 15

Case Study Comparison

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

The case study will be accomplished in a series of short papers.

In the sixth paper, you will write a brief personal response to the first five papers in which you discuss what you learned about writing in the helping professions, how the theory influenced your intervention choices, and making the case for your preferred theory and interventions with the case. This is an opportunity for you to reflect on which theory would work best in this case and why and what you learned from writing about the case using a common format used by clinicians in practice.

3 paragraphs - What you learned about writing in the helping professions (15 pts)

Here discuss how this exercise of writing an intake summary, two treatment plans and two progress notes helped you to learn about writing in the helping professions. Discuss what you learned about (1) writing in general, (2) writing about people in clinical situations, and (3) writing in the context of a psychological theory and its connected intervention strategies.

Pick a treatment theory and intervention (40 pts total)

You viewed two sessions - 1 CBT and 1 interpersonal. Make the case for your preferred theory and interventions for this case. Which theory with its associated interventions was the best fit for this case and why?

First, pick the theory you think fits best with the client (20 pts) 1) briefly describe the theory, 2) describe the client (similar to the case conceptualization in the treatment plan), 3) tell why this theory fits best with this client, and 4) why it is better than the other theory.

Second, do the same thing with interventions (20 pts). Why do the interventions connected with this theory fit best with this particular client? Describe the associated interventions, tell why they fit best with this client, and why they are preferable for this client.

Third, describe how the theory and interventions with this client might be different if the clinician includes God rather than relying exclusively on the secular intervention principles and practices (10 pts)

5 points for persuasiveness

5 points for thoroughness.

See the book pages 42-44 to see an example of a case and brief descriptions of different approaches (especially the table on page 43). This may help inform your comparison of the two approaches you selected.

Final Exam

Dec
19

Due: Tuesday, Dec 19 at 11:05 pm

Comprehensive Final Exam

Schedule

Date	Course Topic Schedule	Readings	Assignment and Exam Due Dates
Week 1			
T Sep 05 Tuesday	First day of Fall Semester Classes		Reading Quiz 1 - Chp 1 Opens
W Sep 06 Wednesday	Review Syllabus, Introduction to the course, Learning Outcomes	Chp 1 - What is clinical psychology?	
F Sep 08 Friday	Introduction to Role Play 1 - Listening Skills - OARS <ul style="list-style-type: none">• Open ended question,• Affirmation,• Reflection,• Summary statement	Chp 2 - Brief Historical Review of Clinical Psychology	Reading Quiz 1 - Chp 1 Closes Reading Quiz 2 - Chp 3 Opens
Week 2			
M Sep 11 Monday	Psychological Assessment	Chp 3 - Introduction to Psychological Assessment	Reading Quiz 2 - Chp 3 Closes Reading Quiz 3 - Chp 4 Opens
W Sep 13 Wednesday	Interviews Intake assignment instruction	Listen Up Web Article (see course content)	
F Sep 15 Friday	Observation/Behavioral Rating	Chp. 4 - Interviewing and Observation	Reading Quiz 3 - Chp 4 Closes Reading Quiz 4 - Chp 5 Opens
Week 3			
M Sep 18 Monday	Objective psychopathology/personality assessment		

W Sep 20 Wednesday	Intelligence Testing	Chp. 5 - Testing	Reading Quiz 4 - Chp 5 Closes Reading Quiz 5 - Chp 6 Opens
F Sep 22 Friday	Visiting Professionals - Social Work Panel		
Week 4			
M Sep 25 Monday	Projective psychopathology/personality assessment		Listening Skills - part 1
W Sep 27 Wednesday	The integration of test data and report writing		
F Sep 29 Friday	Midterm 1 Chps 1, 2, 3, 4, 5		Midterm 1
Week 5			
M Oct 02 Monday	Therapy!	Chp. 6 - Clinical Interventions	Reading Quiz 5 - Chp 6 Closes Reading Quiz 6 - Chp 7 Opens
W Oct 04 Wednesday	Listening Skills Part II		
F Oct 06 Friday	Clinical Interventions		Intake
Week 6			
M Oct 09 Monday	Psychodynamic interventions	Chp. 7 - Psychodynamic and Humanistic	Reading Quiz 6 - Chp 7 Closes Reading Quiz 7 - Chp 8 Opens
W Oct 11 Wednesday	Treatment Plan and Progress Note		
F Oct 13 Friday	Existential/Humanistic		
Week 7			
M Oct 16 Monday	Cognitive Behavioral		Treatment Plan 1
W Oct 18 Wednesday	Guest Speaker - Psychologist Lynn Eyestone	Ch. 8 Cognitive and Behavioral	Reading Quiz 7 - Chp 8 Closes Reading Quiz 8 - Chp 10 Opens
F Oct 20 Friday	Behavioral Interventions		
Week 8			
M Oct 23 Monday	Behavioral		
W Oct 25 Wednesday	Cognitive Interventions		

F Oct 27 Friday	Midterm 2 Chps 6, 7, 8		Midterm 2
Week 9			
M Oct 30 Monday	Therapy Research - Outcome and Process	Chp. 10 - Therapy Research - Outcome	Progress Note 1
W Nov 01 Wednesday	Therapy Research - Integration/eclecticism/contextual model		Reading Quiz 8 - Chp 10 Closes Reading Quiz 9 - Chp 9, 11 Opens
F Nov 03 Friday	Guest lecture MFT		
Week 10			
M Nov 06 Monday	Group Therapy	Chp 9 Other Modes of Clinical Intervention	Reading Quiz 9 - Chp 9, 11 Closes Reading Quiz 10 - Multicultural Competence Opens
W Nov 08 Wednesday	Couples		Listening Skills - part II
F Nov 10 Friday	Family - MST		
Week 11			
M Nov 13 Monday	Child - Part I	Chp. 11 - Child	
W Nov 15 Wednesday	Child - Part II		
F Nov 17 Friday	Midterm 3 Chps 9 (portion), 10, 11		Midterm 3
Week 12			
M Nov 20 Monday	Chp. 16 - Graduate School Panel MFT, MSW, Counseling PhD, Clinical PhD		Treatment Plan 2
T Nov 21 Tuesday	Friday Instruction Case Study Consultation		
W Nov 22 Wednesday	No Classes		
Th Nov 23 Thursday	Thanksgiving		
F Nov 24 Friday	Thanksgiving Holiday		
Week 13			
M Nov 27 Monday	Health - interventions	Chp. 12 - Health - models	Progress Note 2

W Nov 29 Wednesday	Including God in the theory and practice of clinical psychology	Slife Article - See electronic course reserve materials in library resources	
F Dec 01 Friday	Multicultural Competence	Multicultural Competence Article - See electronic course reserve materials in library resources	Reading Quiz 10 - Multicultural Competence Closes Reading Quiz 11 - Chp 15 Opens
Week 14			
M Dec 04 Monday	CBT - Robert Freeman		
W Dec 06 Wednesday	Guest Lecture - Neuropsychology		
F Dec 08 Friday	Forensic Clinical Psychology	Chp. 14 - Forensic	Interview
Week 15			
M Dec 11 Monday	Professional Issues and Ethics	Chp. 15 - Professional Issues	Reading Quiz 11 - Chp 15 Closes
W Dec 13 Wednesday	Sport psychology Review for Final		
Th Dec 14 Thursday			Case Study Comparison
F Dec 15 Friday	Fall Exam Preparation (12/15/2017 - 12/15/2017)		
Week 16			
T Dec 19 Tuesday	Final Exam: 230 SWKT 7:00am - 10:00am		Final Exam

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism

involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Late Work

If you plan to work as a clinician in one of the helping professions, the ability to meet deadlines will be important. Frequently, you will have deadlines for reports, treatment paperwork, or other assignments. Class assignment deadlines then give you an opportunity to prepare for the working world. Use this opportunity to learn what you need to do to be ready for your profession of choice.

Having given this bit of advice, I do accept late work. I will calculate the grade as if it was turned in on time and then subtract 10% of the total possible from your graded score. So it is better to turn it in late than to not turn it in at all.