

Course Description

The experimental approach to understanding the causes, symptoms, course, and treatment of mental illness is emphasized in the analysis of disorders of affect (e.g. depression), cognition (e.g., schizophrenia), and problem behaviours (e.g., addictions).

University Operating Dates

Please visit the [Faculty of Arts and Sciences Sessional Dates website](#) for all academic deadlines.

Timeline

The Course Timeline shows all relevant course dates, including assessments, as well as links to other important course information. As dates may change, you should consult the Timeline each time you log in to the course.

Please note, some students may see an onQ Calendar for their course. However, the onQ calendar does not display all dates associated with your course assignments. For complete information on all of your assignments in this course and the start and close dates, please refer to the **Course Timeline**.

If there are discrepancies between dates in the course onQ site, the Timeline will be considered accurate.

All times are in Kingston time (Eastern Time).

Learning Outcomes

By the end of this course, you will:

1. Distinguish the diagnostic features of mental disorders to critically evaluate their overlapping and independent features
2. Identify the independent and interactive biological and environmental factors associated with mental illnesses to evaluate the possible contributing factors to the onset and course of the conditions
3. Contrast available treatment options for mental illnesses to critique the historical, present, and nascent opportunities to reduce symptoms and improve functioning
4. Critically evaluate basic research and clinical methods for classifying psychopathological conditions
5. Utilize the above information in developing case conceptualizations

Topics

WEEKS	TOPICS
Week 1	Historical perspectives on abnormality and classification
Week 2	Research methods and assessment
Week 3	Mood disorders and suicide
Week 4	Anxiety disorders

Week 5	Treatments for mood and anxiety
Week 6	Schizophrenia
Week 7	Personality disorders
Week 8	Substance abuse
Week 9	Somatic symptoms and interactions between mental and physical health
Week 10	Eating disorders
Week 11	Sex and gender identity disorders
Week 12	Mental health issues in childhood and adolescence

Course Materials

The following material is available from the [Queen's Campus Bookstore](#):

- Dozois, D.J.A. (2022). *Perspectives in Psychopathology, 7th Edition*. North York, Ontario. ISBN-13: 9780136774242. An online version can be purchased [here](#) or through Queen's [here](#)
 - ALTERNATIVELY: If you have access to a used copy of the 6th edition, this will also suffice for the course. Dozois, D.J.A. (2019). *Abnormal Psychology: Perspectives, DSM-5 update edition, 6th edition*. North York, Ontario. ISBN-10: 0134428870 ISBN-13: 9780134428871

Additional Readings

- DSM V Clinical Cases, John W. Barnhill (available full text online at the library)
- DSM-V-TR, American Psychiatric Association (available full text online at the library)

Summary

- **Course textbook:** Dozois, D.J.A. (2022). *Perspectives in Psychopathology, 7th Edition*. North York, Ontario. ISBN-13: 9780136774242.
- **Edition(s) Acceptable:** Dozois, D.J.A. (2019). *Abnormal Psychology: Perspectives, DSM-5 update edition, 6th edition*. North York, Ontario. ISBN-10: 0134428870 ISBN-13: 9780134428871
 - **Publisher:** Pearson
 - **For Purchase:** [Queen's Campus Bookstore](#) or direct form the [Pearson website](#)
 - **Cost:** \$68.99 (CAD)
 - **Available in Library:** Yes (limited availability); [click here](#) for 7th Edition, [click here](#) for 6th edition
- **Additional Reading:** Barnhill, J. W. (2023). *DSM-5-TR clinical cases*. American Psychiatric Association Publishing.
 - **Publisher:** American Psychiatric Association
 - **For Purchase:** N/A (available full text at the library)
 - **Cost:** N/A
 - **Available in Library:** Yes ([click here](#))
- **Additional Reading:** American Psychiatric Association (2022). *Diagnostic and statistical manual of mental disorders: DSM-5-TR*. American Psychiatric Association Publishing.
 - **Publisher:** American Psychiatric Association
 - **For Purchase:** N/A (available full text at the library)
 - **Cost:** N/A
 - **Available in the library:** Yes ([click here](#))

Suggested Time Commitment

Students can expect to spend approximately 10-12 hours a week in study/practice and online activity for this course.

Weighting of Assessments

Week Quizzes (best 10 of 12)	15%	Learning Outcomes 1, 2
Case Study 1: Summary and diagnosis	5%	Learning Outcomes 1, 2, 3, 4, 5
Case Study 2: Summary, diagnosis, treatment	10%	Learning Outcomes 1, 2, 3, 4, 5
Case Study 3: Case Conceptualization	17.5%	Learning Outcomes 1, 2, 3, 4, 5
Case Study 4: Case Conceptualization	17.5%	Learning Outcomes 1, 2, 3, 4, 5
Final Exam	35%	Learning Outcomes 1, 2, 3, 4

Late Assignment Submission Policy AND REGRADE REQUESTS

A late penalty of 5% per day will be applied to all assessments in this course, except quizzes. Quizzes must be submitted prior to close or cannot be accepted.

REGRADING REQUESTS

We have tried to make assignment instructions and marking criteria as transparent as possible, and the teaching team interacts frequently to maximise consistency. That said, we have a lot of assignments to mark so sometimes mistakes occur. If you feel your assignment has been marked in a way that is inconsistent with stated assignment instructions and/or rubrics, [submit a formal request for a re-grade](#) within 72 hours of receiving your grade. If you have provided a clear rationale for a re-grade based on the stated marking criteria, your assignment will be marked by a second TA blinded to original mark. If the 2nd grade is in the same grading boundary (e.g. a B- is still a B-), the grade will stay the same. If it is above or below the original grade boundary, the course instructor will read the assignment, taking both reports into account and decide which grade is more appropriate. Please note, however, that this could result in your mark being lowered or staying the same.

We will only increase marks if there has been a clear and demonstrable violation of stated grading standards. In other words, regrading requests are for cases when grades deviate from the descriptions provided in assignments or grading rubrics. There are many other reasons that students might be disappointed with marks. These might include being accustomed to getting higher marks (e.g. "I'm an A student, this is the first B I've ever received"), needing a particular grade to achieve a goal ("I need an A to get into the Honour's program"), feeling like the grade did not match the effort put in ("I worked for a long time on this, I think I earned a better mark"), or being frustratingly close to a grade cut off ("If I got an extra half point, this would be an A- instead of a B+). We understand why these can lead to disappointment and frustration, but we cannot arbitrarily raise marks for these types of reasons and maintain transparency and fairness for all students.

Assessments and Activities Description

These are brief descriptions of the various assessments in the course. For a more detailed description, go to the course timeline and select the specific assignment.

NOTE: All assignments and Quizzes in this course have a built-in 3-day grace period to account for potential extenuating circumstances that make it difficult or impossible to meet the deadlines for completion and submission (click [HERE](#) for more information). If you experience extenuating circumstances that require a grace period of more than 3 days, you will need to submit a **Request for Academic Considerations** (click [HERE](#) for more information). Any additional extensions only apply to students with specific accommodations through [Queen's Student Accessibility Services \(QSAS\)](#). See the "Academic Considerations" section of the syllabus, below.

Quizzes

There are weekly online quizzes during the term to help you assess your knowledge and understanding of course topics, as well as to keep you on track with course readings. Each quiz consists of 10 multiple-choice questions related to the textbook readings, case studies and online material. Quizzes will be released on Sunday morning at 9, and you have until Monday at midnight to complete them. You will receive 10 multiple choice questions and will have 20 minutes to complete the quiz. You will only be allowed one attempt so make sure you are prepared and have sufficient time to complete the assignment. Quizzes are open book, but you don't have sufficient time to look up all the answers, so it is strongly recommended you complete the reading prior to beginning the quiz. Your lowest two quiz scores will be dropped. Students will receive feedback on how they did, but correct answers cannot be released, as we have limited questions and have had problems with answers being passed from year to year.

Case Study Assignments

All of the information about your case study assignments can be found [here](#).

The aim of these assignments is to approximate how a Clinical Psychologist gathers and organizes information from a client, and how they use science and theory to conceptualize the patient's symptoms and come up with a treatment plan.

The assignments are cumulative in nature: In the first assignment you will write a short case summary where you will provide a preliminary diagnosis, summarizing the symptoms that led to your diagnosis (or ruled out other diagnoses) and the information that still needs to be gathered.

In the second assignment you will provide a similar case summary, but will add an empirically supported treatment plan.

In the third and fourth assignments, you will again provide a case summary and treatment plan, but will add a theoretical "case conceptualization" where you outline the theoretical orientation that you have used to understand the etiology of the patient's symptoms and develop your treatment plan.

Proctored Exams

TBA

Grading

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

Queen's Official Grade Conversion Scale

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

We will accept papers that are over the word count, but there are penalties, as follows: There will be a small penalty (2% of your final grade) for being <10% over (e.g. 20 words for a 200 word assignment, 75 for a 750 etc.). Anything >10% (e.g. >220 words for a 200 word assignment, >825 for a 750 etc.) will not be read. This could substantially affect your mark, especially if there's critical information contained in the "overage" section. So be succinct!

Participant Pool (Volunteer Research Participation)

Participant Pool Information

Students in this course have the option of volunteering in psychological research conducted by faculty and advanced students in the Psychology Department. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 2%. If you are enrolled in more than one eligible course, you will select the course toward which your research participation will be credited when you sign up for a study. You can complete studies toward each course. You cannot apply the same study credit to more than one course, and research credit cannot be used to improve a failing mark to a passing mark. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the [Departmental Participant Pool website](#).

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

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

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

How to sign up for studies

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

During the first week of the semester, you will be emailed a link to an online prescreening questionnaire that will be due by the end of the Add/Drop period (second Friday of the term). If you complete the larger prescreening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.

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

What if I don't want to participate?

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

Off-Campus Students

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

What if I can't make a research appointment?

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

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

Who should I contact for help?

*Note: Your course instructor is not involved in the administration of studies and alternative assignments. If you have questions about studies, please contact the researchers listed on SONA.

Questions about the pool (e.g., credits, prescreening) should be directed to the participant pool coordinator at participant.pool@queensu.ca.

Equity, Diversity, and Inclusivity Statement

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect and systemic discrimination exists within our institutional structures, policies and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith and socioeconomic status, among other examples. In this class I will work to promote an anti-discriminatory, anti-racist and accountable environment where everyone feels welcome. Students in this class are encouraged to participate during class discussions and to support others in their participation. Because the class will represent a diversity of individuals, beliefs, backgrounds, and experiences, every member of this class is asked to show respect for every other member.

Name/Pronoun

Knowing and applying students' names and pronouns is a crucial part of developing a productive learning environment that fosters safety, inclusion, and personal dignity. This is an important part of the inclusion work here at Queen's.

If you wish to change how your name appears in onQ and on class lists, please follow these steps. You may also use this process to add your pronouns to the appearance of your name.

1. Log into SOLUS.
2. Click on Personal Information tab.
3. Click on the Names tab
4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu
6. Enter your preferred name.
7. Click Save.

Please allow 24 to 48 hours for your preferred name to be registered within the system. If you have further questions or concerns please contact ITS at Queen's University.

Course Announcements

Throughout the course, I will post announcements to the class, including reminders of upcoming due dates, responses to frequent questions, corrections to broken links, etc. I encourage you to routinely check the Announcements section of the course homepage in onQ. To ensure that you receive these announcements promptly, I also recommend that you enable [email notifications to your Queen's email address](#).

Contacting the Teaching Team

The teaching team contact information is located on the Homepage of the course (see "[Teaching Team](#)").

Your first port of call for questions are the [Discussion Forums](#). Discussion forums are the first port of call because other students may have similar questions (or the question has already been answered there) and everyone can benefit. This also saves the teaching team from answering the same email repeatedly.

There are two different discussion forums. If you have a question about course content (e.g. material on the reading list, or questions stemming from it), post these on the “[Course Content Questions](#)” forum. If you have a question about how the course runs (e.g. the syllabus, grading etc.), post these on the “[Administrative Course Questions](#)” forum. Feel free to help answer your peers’ questions on this forum. The teaching team will monitor this discussion forum and answer questions. Most questions are answered within 24 hours. Any other questions that you would prefer to share privately, please contact me or your TA at one of the emails listed at the top of this syllabus. The teaching team contact information is located on the homepage of the course. Questions that are better suited for the Discussion Forums (i.e. not private in nature, where answers might benefit others) will be re-directed there.

Course Feedback

At various points during the course, I may ask you to take part in a variety of feedback activities, such as surveys and questionnaires. This feedback enables my teaching team and me to make any adjustments necessary to improve your learning environment. Additional feedback may be requested throughout the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

Notice of Recording

TBA

Netiquette

In any course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions, and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Assume the best of others and expect the best of them.
2. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
3. Recognize and value the experiences, abilities, and knowledge each person brings.
4. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
5. It’s ok to disagree with ideas, but do not make personal attacks.
6. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
7. Encourage others to develop and share their ideas.

This is an online course, with a high enrollment. To ensure that everyone is treated as fairly and respectfully as possible and that this course is a positive experience for everyone involved, we provide

the following guidelines.

CIVILITY

Online forums have many advantages, but one disadvantage we frequently see on social media, online chat rooms and discussion boards is that people forget they are talking to an actual person and do not communicate with the civility and respect they would normally use. The same can happen with online courses. Even though the course has high enrolment, we will do our best to treat you as more than a student number/email address. We ask you to treat the teaching team and your peers with the same respect. Prior to sending correspondence in discussion forums or via email, ask yourself if you would communicate with the person in the same way if you were speaking face to face. If you are in doubt about whether your correspondence is civil and productive, consider saving it as a draft and re-reading it the next day to decide whether it could be modified to make it more productive.

- Abusive or demeaning language will not be tolerated.

- Questioning the competence or professionalism of the teaching team will not be tolerated. This is particularly true of the TAs. Like you, TAs are completing a degree and have many competing responsibilities, both personal and professional. They are responsible for marking and providing feedback for a LOT of assignments and generally work more hours than they are paid for. Be respectful: It's better for everyone if disagreements can be resolved in a professional and productive manner.

If in doubt, here are some additional guidelines for online communication:

<https://www.queensu.ca/studentconductoffice/resources/general-conduct-resources/online-etiquette>

<https://www.memphis.edu/fcbe/students/netiquette.php>

Queen's Email

The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

Copyright

PSYC 236. PSYC 236.

Academic Accommodations

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

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

accommodations.

Our central support for accommodations is Tara Karasewich, whom you can contact at psyc.accom@queensu.ca.

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

Instructor/Coordinator Name: Tara Karasewich

Instructor/Coordinator E-mail Address: psyc.accom@queensu.ca

Academic Considerations for Students in Extenuating Circumstances

Our central support for accommodations is Tara Karasewich, whom you can contact at psyc.accom@queensu.ca.

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

Instructor/Coordinator Name: Tara Karasewich

Instructor/Coordinator E-mail Address: psyc.accom@queensu.ca

Academic Integrity

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

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

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

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

Generative Artificial Intelligence (AI) Tools

Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a departure from academic integrity. Original work, completed wholly by you, is expected to be submitted in this course. The use of an artificial intelligence tool like ChatGPT is not permitted.

Turnitin Statement

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

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

Please read Turnitin's [Privacy Policy](#), [Acceptable Use Policy](#) and [End-User License Agreement](#), which govern users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes.

For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#).

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

Portions of this document have been adapted, with permission, from the University of Toronto Centre for Teaching Support and Innovation tip sheet "[Turnitin: An Electronic Resource to Deter Plagiarism](#)".

Technology Requirements

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

Technological Requirements

Category	Requirements
Computer Specifications	<ul style="list-style-type: none"> • Windows 8.1 or newer • OS X 10.13 (High Sierra) or newer • Dual Core 2 GHz processor • 4 GB RAM • Soundcard • USB headset • Webcam
Supported Browsers	<ul style="list-style-type: none"> • Chrome (preferred - latest version) • Firefox (latest version) • <i>Safari is not recommended as it causes several known issues in onQ</i> • <i>Edge is not recommended as it causes several known issues in onQ</i>
Internet Connection	<ul style="list-style-type: none"> • Wired high speed access: Cable or better • <i>Wifi is not recommended</i> • A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended • Click here for an Internet speed test
Java	<ul style="list-style-type: none"> • Latest version
Media Player	<ul style="list-style-type: none"> • HTML5 compatible
Adobe Reader	<ul style="list-style-type: none"> • Latest Version

Students Studying or Travelling Abroad

If you plan to travel, we strongly recommend that you confirm Internet availability in your host country prior to departure. In the past, students in other countries have been blocked from accessing certain websites relevant to their courses, as well as onQ. It is the responsibility of all students to book travel around course work, as we cannot change the format or timing on assessments or assignments as a result of travel plans.