

PERSONALITY DISORDERS (PSYD32H3-Y-LEC01)

COURSE SYLLABUS – FALL 2019

Instructor: Anthony C. Ruocco, Ph.D., C.Psych

Class Time and Location: Tuesdays from 2:00–4:00PM in SW-316

Office Hours and Location: Tuesdays from 1:00–2:00 PM in SW-513

Email: anthony.ruocco@utoronto.ca

Textbook: Widiger, T. A. (Ed.) (2012). [*The Oxford handbook of personality disorders*](#). New York, NY: Oxford University Press.

Please note: Course announcements will generally be made through Quercus. Please monitor the course website regularly for important announcements and updates. Class emails will also be sent through Quercus; please make sure your listed email address is correct.

Personality Disorders is a seminar course designed to provide you with an in-depth understanding of current controversies and the latest research findings about a form of psychopathology that is often overlooked, understudied and highly stigmatized. When the fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders* was published in 2013, radical changes to the classification of personality disorder were considered but ultimately not adopted in the main text of the diagnostic manual. More recently, the 11th revision of the *International Classification of Diseases* is considering a new diagnostic approach for personality disorder. Therefore, it is a crucial time for students to understand how personality disorder is conceptualized and diagnosed, as well as to consider alternative diagnostic classifications and conceptualizations. You may find this seminar course different from a typical lecture course because you will be encouraged to engage in discussion and debate with your peers about the most valid and clinically useful ways to conceptualize personality disorder. As part of this course, you will also prepare a concise review paper that addresses an important theoretical and/or scientific question within the broader topic of personality disorder. By the end of this course, you will have acquired the skills to do the following:

1. Describe the diagnostic criteria for a personality disorder according to the *Diagnostic and Statistical Manual of Mental Disorders—Fifth Edition (DSM-5)* and *International Classification of Diseases—11th Revision (ICD-11)*;
2. Identify the key causes and most effective treatments for personality disorder based on influential theories and the latest research findings; and
3. Conduct a literature review on a topic relevant to personality disorder and prepare a concise review paper based on original, empirical research.

Weekly Topics, Due Dates and Other Important Dates

WEEK	DATE	TOPIC
1	September 3	Review of Syllabus and Learning Approaches in this Course
2	September 10	What is a Personality Disorder? A Categorical Perspective on Diagnosis
3	September 17	Strategies for Choosing a Topic and Writing a Term Paper on Personality Disorder; In-Class Consultation on Term Paper Topics
4	September 24	The Hierarchical Taxonomy of Psychopathology: Connecting Personality Disorder with the Broader Structure of Psychopathology
5	October 1	The Research Domain Criteria (RDoC) Initiative and Personality Disorder <i>Guest Lecture by Dean Carcone, M.A.</i> <i>Due: Thought Paper on the Hierarchical Taxonomy of Psychopathology (submitted electronically on Quercus no later than 11:59PM EST). Note: Please include a title page that includes the title of your paper and word count.</i>
6	October 8	Cluster A Personality Disorders: Paranoid, Schizoid and Schizotypal <i>Due: Term Paper Topic Proposal (submitted electronically on Quercus no later than 11:59PM EST).</i>
	October 15	Reading Week (no class)
7	October 22	Cluster B Personality Disorders: Antisocial Personality Disorder
8	October 29	Cluster B Personality Disorders: Borderline Personality Disorder <i>Guest Lecture by Jenna Traynor, Ph.D.</i>
9	November 5	Cluster B Personality Disorders: Narcissistic and Histrionic Personality Disorders
10	November 12	Cluster C Personality Disorders: Avoidant, Dependent and Obsessive-Compulsive
11	November 19	Treatment of Personality Disorder; In-Class Consultation on Term Paper Writing
12	November 26	Advocacy for Personality Disorder; Pathways for Advanced Education and Training in the Field of Personality Disorder <i>Due: Term Paper (submitted electronically on Quercus no later than 11:59PM EST). Note: Please include the total word count of your paper on the title page (word count does not include the abstract, references and any tables/figures).</i>
	December 2	Last day to submit term assignments <i>Last day to complete quizzes on Quercus</i>

Readings [Chapters from Widiger (2012)]:

Students are expected to be familiar with the following chapters and additional readings on a weekly basis to facilitate in-class discussions:

Week 1: [No readings]

Week 2: *Historical Developments and Current Issues*

Week 3: [University of Toronto Library: Essential Research Skills](#); [University of Toronto Scarborough: The Writing Centre: The Writing Process](#)

Week 4:

1. *An Integration of Normal and Abnormal Personality Structure: The Five-Factor Model*
2. Kotov, R., Krueger, R. F., Watson, D., Achenbach, T. M., Althoff, R. R., Bagby, R. M., . . . Zimmerman, M. (2017). [The Hierarchical Taxonomy of Psychopathology \(HiTOP\): A dimensional alternative to traditional nosologies](#). *Journal of Abnormal Psychology*, 126(4), 454-477.

Week 5:

1. Carcone, D., & Ruocco, A. C. (2017). [Six years of research on the National Institute of Mental Health's Research Domain Criteria \(RDoC\) initiative: A systematic review](#). *Frontiers in Cellular Neuroscience*, 11.
2. Koudys, J. W., Traynor, J. M., Rodrigo, A. H., Carcone, D., & Ruocco, A. C. (2019). [The NIMH Research Domain Criteria \(RDoC\) initiative and its implications for research on personality disorder](#). *Current Psychiatry Reports*, 21.

Week 6: *Paranoid and Schizoid Personality Disorders; Schizotypal Personality Disorder: An Integrative Review*

Week 7: *Psychopathy*

Week 8: *Borderline Personality Disorder*

Week 9: *Narcissistic Personality Disorder: The Diagnostic Process; The Death of Histrionic Personality Disorder*

Week 10: *Avoidant Personality Disorder, Traits, and Type; Dependent Personality Disorder; Obsessive-Compulsive Personality Disorder*

Week 11: *Cognitive Therapy for Personality Disorders; Dialectical Behavior Therapy of Borderline and Other Personality Disorders*

Week 12: [No readings]

Course Evaluation:

5%	Attendance
10%	Participation
15%	Thought Paper
15%	Quizzes
15%	Paper Topic Proposal Assignment
40%	Term Paper

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they

will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Description of Course Evaluations:

Attendance: Student attendance at weekly class sessions is mandatory. Attendance will be taken on a weekly basis using a sign-in sheet on which students in attendance are required to sign their names.

Participation: Student participation will be based on the quality and quantity of contributions to in-class discussions. Higher marks will be assigned to students who make weekly contributions to in-class discussions, in part by demonstrating their knowledge of assigned weekly readings.

Thought Paper: Your opinions on the topics we discuss in this class are important! One way for you to share your opinion about a topic and/or to convey your stance on a specific controversy is to write a thought paper. Your task is to write a thought paper (no more than 750 words) based on the topic of Week 4: The Hierarchical Taxonomy of Psychopathology.

How do you write a thought paper? Below are some basic components:

1. An introductory paragraph that includes (a) the question you will address, (b) your thesis statement (e.g., your perspective on the question), and (c) a brief outline of the arguments you will use to support your thesis statement.
2. At least one body paragraph. The body paragraph (or paragraphs) addresses each argument in turn; the arguments must be supported by a **minimum of two references** (original empirical reports, book chapters, review articles, and/or meta-analyses are acceptable). The number of arguments you include is entirely up to you—the number of arguments is less important than the logic of your arguments and the persuasiveness of the evidence you use to support your arguments.
3. A concluding paragraph that reiterates the thesis statement and discusses the potential scientific and/or theoretical implications of your line of argumentation.

Evaluation Criterion	Marks
Does the first paragraph introduce the question at hand, thesis statement, and arguments?	10
How logical and compelling are the arguments? Are there any major arguments that were overlooked (e.g., lines of reasoning and/or evidence that are more persuasive and/or relevant to the topic)?	10
Do the topics of the body paragraphs align with the arguments as stated in the introductory paragraph? Are the arguments supported <u>by a total of at least two references</u> ? Are the two references cited in the body paragraphs?	50

Are the logical/conceptual links between the arguments and supporting evidence/referenced work explained? Are the body paragraphs written clearly, concisely and accurately?	
Does the final paragraph reiterate the thesis statement and discuss the potential scientific and/or theoretical implications of the line of argumentation?	10
Is there a minimum of two references and are the references formatted according to <i>Publication Manual of the American Psychological Association—6th Edition</i> ?	10
Is the overall writing style clear and concise with appropriate sentence construction, grammar, headings/subheadings (where relevant), and logical transitions between arguments/subtopics?	10
Total	100

Quizzes: This course relies on students’ knowledge and critical appraisal of the weekly assigned readings. To facilitate a deeper engagement with the reading materials, students will complete nine open-book quizzes to be completed individually and outside of class time. Each quiz contains 10 multiple-choice questions based on the assigned readings and the time limit on each quiz is 30 minutes. Quizzes will be available for each of the following weeks and are based on the corresponding weekly readings: 2, 4, 5, 6, 7, 8, 9, 10 and 11.

Paper Topic Proposal Assignment: Many researchers are now of the opinion that personality disorder is “coming of age.” This is not surprising when you consider that radical changes were proposed for this category of psychiatric illness in the *DSM-5*. Other significant events have also taken place in the last decade. Dr. Marsha Linehan, the developer of dialectical behaviour therapy (a common treatment for people with borderline personality disorder), disclosed her own struggles with mental illness (see *New York Times*, June 23, 2011, “Expert on Mental Illness Reveals Her Own Fight”). Years later, two men—National Football League player, Brandon Marshall, and Saturday Night Live star, Pete Davidson—revealed their own diagnoses of borderline personality disorder, shining a new light on a diagnosis often associated with women. Public outcry in Canada over the need for greater access to public services for people with personality disorder has reached a critical point as treatment programs are overburdened.

As the capstone assignment in this course, you will ultimately prepare a term paper on a topic relevant to the scientific study of personality disorder. Sample broad topic areas include (but are not limited to) the following:

- Research findings on the biological and/or environmental causes of personality disorder, including as it applies to any specific personality disorder (e.g., schizotypal or antisocial personality disorder) and/or dimensions of personality psychopathology (e.g., negative affectivity or disinhibition).

- Studies comparing the validity and/or clinical utility of categorical versus dimensional conceptualizations of personality disorder.
- Evidence-based treatments for personality disorder and/or dimensions of personality psychopathology, including across the lifespan (e.g., adolescents).

In preparation for the term paper, you will begin by writing a brief proposal (250-500 words) that includes the following components:

1. A tentative title for the paper.
 ⇒ Example: *Effects of Dialectical Behaviour Therapy on Emotion Regulation in Borderline Personality Disorder*
2. A specific statement about the purpose of the paper and the subtopics to be covered.
 ⇒ Example: The purpose of my paper is to review evidence on the effects of dialectical behaviour therapy on emotion regulation in adults with borderline personality disorder. Studies of emotion regulation will be organized in the following three areas: (a) self-report questionnaires, (b) mood induction procedures, and (c) psychophysiological measures (e.g., respiratory sinus arrhythmia).
3. An initial estimate of the number of original, empirical articles (*Note: this does not include review articles or meta-analyses*) that correspond to the topics/subtopics to be reviewed in the paper, as identified in a literature search. You are required to include six original, empirical articles (more if you find additional relevant articles) in the proposal and term paper. For each subtopic, you must include at least two relevant original, empirical articles. (If you are not sure what makes an article an “original, empirical report”, please refer to the *Publication Manual of the American Psychological Association—6th Edition*).
 ⇒ Example: Based on my search of PubMed and Google Scholar on June 1, 2019, I located 10 articles relevant to my topic that investigated changes in emotion regulation in borderline personality disorder following dialectical behaviour therapy. First, I found four articles on self-reported emotion regulation using two standardized questionnaires (CITATIONS FOR THE FOUR STUDIES). Second, I identified three articles that used videos to induce negative mood states and subsequently asked participants to regulate their mood states using specific emotion regulation strategies (CITATIONS FOR THE THREE STUDIES). Third, I located three articles examining respiratory sinus arrhythmia in response to photographs that elicit highly arousing negative emotional responses (CITATIONS FOR THE THREE STUDIES).

4. A brief summary the findings of the original, empirical reports identified in your initial literature search.
 - ⇒ Overall, the results of these studies indicate that there are changes in self-reported emotion regulation following dialectical behaviour therapy, with the most consistent findings showing an increase in acceptance of emotions and a greater perceived access to emotion regulation strategies when experiencing negative emotions. Similarly, mood induction studies suggest increases in the perceived effectiveness of implementing specific emotion regulation strategies when experiencing negative mood states. Psychophysiological assessments have produced mixed findings, with one study showing an increase and another no change in respiratory sinus arrhythmia after viewing photographs that elicit negative emotions.

5. A list of references for all of the articles cited in the proposal. While six original, empirical articles must be included in the proposal, the list of references in the term paper submitted at the end of the course need not be identical to the list provided in the proposal. The only requirement is that any additional references are relevant to the topic of the paper and are original, empirical studies. (Other article types, such as review articles and meta-analyses, may be also be referenced in the proposal and term paper, but they do not count toward the minimum six original, empirical articles.) References do not count toward the word count.
 - ⇒ Examples: *Please see the Publication Manual of the American Psychological Association—6th Edition.*

You will receive feedback from the instructor about whether your topic is approved, requires minor modification, or requires reformulation. You are encouraged to attend the in-class consultation (see date above) and/or office hours to speak to the instructor in person for clarification around any suggested changes to your paper proposal. If your topic requires reformulation, you are strongly encouraged to re-submit a substantially revised proposal to the instructor for re-review. Students requesting a re-review of the revised term paper topic proposal must do so within 2 weeks (via email to the instructor) of receiving feedback on their original proposal. This deadline is provided to ensure that students have sufficient time for the instructor to provide additional feedback on the revised proposal and for students to begin writing the term paper as early as possible. Please note that the revised proposal will not be re-marked—the re-review by the instructor is intended as an opportunity for students to receive feedback on their revised proposal before they begin writing their term paper.

Evaluation Criterion	Marks
Is the paper topic relevant to the study of personality disorder? Does the proposed topic strike an appropriate balance between being appropriately	20

focused (not overly broad) while also being sufficiently complex and challenging?	
Are the subtopics clearly described? Are they appropriate (logically follow from the purpose of the paper) and do they reflect the current status of research in the chosen area of study?	20
Is the number of studies for each subtopic provided? Does each subtopic reference at least two original, empirical articles ?	10
Is the summary of the studies clear and concise? Does it provide sufficient information to determine whether the topic is feasible (e.g., enough studies with similar or related research designs to draw meaningful conclusions about a research area)?	30
Are there at least six references that are original, empirical articles, and are the references formatted according to <i>Publication Manual of the American Psychological Association—6th Edition</i> ?	20
Total 100	

Term Paper: After you receive feedback from the instructor on your topic proposal, you will prepare a term paper that concisely reviews a topic of importance to the scientific study of personality disorder (see sample topics and other guidelines above). As a “mini review”, the word count must be **no more than 3000 words (excluding title page, abstract, and references) but no less than 2500 words**. Term papers must be formatted according to the *Publication Manual of the American Psychological Association (6th Edition)*. The paper must have a title page, abstract (250 words maximum), and a running title (five words maximum). A Methods section is not required. Tables and figures are optional and do not count toward the 3000-word limit. For examples of review articles with a 3000-word limit, please see the “Mini Review” article type in the *Frontiers* journal series (<http://journal.frontiersin.org/journal/psychiatry#article-types>).

The structure of the term paper is similar to the thought papers; however, the purpose of the term paper is to provide a more detailed and balanced scientific perspective on a topic that is supported by original, empirical research studies. The term paper does not include a conventional thesis statement (such as the one in your thought papers) because your job is not necessarily to take a stance on a particular issue but instead to present a fair, balanced and empirically-supported review of a research area. Normally, the introduction of the paper describes the aim(s) of the review, the theoretical model (if relevant) that guides the review, and a list of the topics and subtopics around which the review will be organized. The main body of the paper presents a logical sequencing of topics and subtopics that logically follow from and address the overall aim(s) of the review. You should use headings and subheadings to organize your writing. A methods section is not required. The conclusion section of the paper synthesizes the results of the literature review, which may provide a new perspective on the topic. The paper should end with a brief description of the major limitations of the review itself (e.g., are there certain topics that

fell outside of the scope of the paper that might be informative?) and the individual studies described in the review. It is also important to discuss potential future avenues of research that would help to address questions that could not be fully answered by the review and the available research on the topic. As stated above, while a minimum of six original, empirical articles must be included in the proposal, the list of references in the term paper need not be identical to the list provided in the proposal, so long as any additional references are relevant to the topic of the paper and are original, empirical studies.

To learn more about how to write a *narrative* review paper, read the guidelines provided in [Baumeister and Leary \(1997\)](#) and see the *Publication Manual of the American Psychological Association (6th Edition)*.

Evaluation Criterion	Marks
Does the title page contain an appropriate title and all other required information as indicated in the APA Publication Manual?	5
Is the Abstract written clearly and concisely, and does it contain a brief summary of the contents of the paper?	5
Does the Introduction provide a clear and concise description of the aim(s) of the paper and its structure/organization? Do the topics/subtopics logically follow from the stated aim(s) of the review?	10
Does the body contain well-articulated (logical, concise, and clear) summaries of research studies?	15
Does the writing in the body of the paper provide a <i>deep analysis</i> and <i>synthesis</i> of the topics/subtopics and original, empirical studies? That is, does the writing draw logical connections between topics/subtopics and the corresponding studies? Are the studies and their findings described in a manner that attempts to highlight their similarities and differences (e.g., in research design and main findings), rather than simply describing one study separately from another (without substantial attempts to compare or contrast them)?	20
Does the Conclusion provide a complete and concise summary of the main findings of the review paper and ultimately address the aim(s) of the review and the potential implications?	10
Are the limitations of the review paper itself and the individual studies contained in the review acknowledged?	5
Are logical, feasible, and original future research directions articulated?	5
Is the paper fully formatted according to APA style—6 th edition?	15
Is the overall writing style clear and concise with appropriate sentence construction, grammar, headings/subheadings, and logical transitions between topics/subtopics?	10
Total	100

Accessibility: Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or ability@utsc.utoronto.ca.

Video and Auditory Recording: For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on Appropriate Use of Information and Communication Technology. Note, however, that these guidelines include the provision that students may obtain consent to record lectures and, "in the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld."

Academic Integrity: Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/>).

Course Policies:

Grading: Any complaint about grading on any course evaluation must be made in writing to Dr. Ruocco within one week of receiving the graded material and should detail the point of contention.

Missed Term Work due to Medical Illness or Other Emergency:

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

- (1.) A completed **Request for Missed Term Work Accommodations form** (<http://uoft.me/PSY-MTW>), and
- (2.) **Appropriate documentation** to verify your illness or emergency, as described below.

Appropriate documentation:

For missed **TERM TESTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form (uoft.me/UTSC-Verification-Of-Illness-Form) or an **original** copy of the record of visitation to a hospital emergency room. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.
- Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of two weeks. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of three business days (starting from illness start date.)

For missed **TERM TESTS** due to **ACCESSABILITY REASONS**:

- Meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed **ASSIGNMENTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 3 days), submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) and attach a copy of your letter. **Specify how many days extension you are requesting** on the request form.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" but you need more time than that) you

will need to meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed term tests or assignments in **OTHER CIRCUMSTANCES**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
- For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email (keely.hicks@utoronto.ca) **well in advance** of the missed work.
- For circumstances **outside of these guidelines**, please email Keely (keely.hicks@utoronto.ca) on or before the date of the test / assignment deadline to describe your circumstances and ask what documentation would be appropriate

Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings/personal/work commitments.

Procedure:

Submit your (1.) [request form](#) and (2.) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

Submit to: Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM. (Slide forms under door if out of office.)

After submitting your documentation, within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other documentation, then a new medical note/other appropriate documentation must also be submitted.

Importance of Three Business Day window:

If you are unable to submit your documents in-person within the three business day window, **you must email Keely** (keely.hicks@utoronto.ca) **within the three business day window** to explain when you will be able to bring your documents in person. Exceptions to the documentation deadline will only be made under **exceptional circumstances**. Attach scans of your documentation, and be prepared to bring your documents to Keely in-person as soon as you are well. Late documents may not be accepted.

NOTE: Assignments due at end of term

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office (<https://www.utoronto.ca/registrar/term-work>).

NOTE: Final Exams

This policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.utoronto.ca/registrar/missing-examination>).

Late Submission of Term Work: Students who submit term work after the due date and without appropriate documentation (as described above) will have 10% of the total value of the work deducted for each day late.

Grade Scales and Meaning of Grades

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 - 100%	A+	4.0
85 - 89%	A	4.0
80 - 84%	A-	3.7
77 - 79%	B+	3.3
73 - 76%	B	3.0
70 - 72%	B-	2.7
67 - 69%	C+	2.3
63 - 66%	C	2.0
60 - 62%	C-	1.7
57 - 59%	D+	1.3
53 - 56%	D	1.0
50 - 52%	D-	0.7
0 - 49%	F	0.0

Please note that assignment of an “A” grade in this course signifies that your work suggests that you are prepared for post-graduate work.