

PSYD33 - Current Topics in Clinical Psychology

Summer 2020

Instructor and Course Information

Sonya Dhillon, MA., PhD Candidate

office hours: By [appointment](#) only: <https://calendly.com/dhillonpsyd33/officehours>

office location: Bb Collaborate

Course Code: PSYD33 - Lec 98

Seminar Time: Thursdays, 1:10 pm - 3pm (recorded)

Seminary Location: Bb Collaborate

Course email: dhillon.uoft@gmail.com

Welcome (and I mean that...)

This course aims to promote critical thinking, engagement and knowledge acquisition in the clinical sciences. In this course, we will explore advanced topics in clinical psychology, focusing on multiple models related to the diagnosis, assessment, and treatment of mental health disorders. Clinical applications of research will be addressed throughout.

My broad expectation for the course is for students to engage in the critical evaluation of factors related to clinical psychology, including research and practice. A particular emphasis will be placed on evidence based, empirically supported, and novel approaches to clinical science and practice. Classes will be conducted in *seminar-style* and students are expected to have read, reflected on, and come prepared to discuss the assigned material either during the live stream, or post-hoc. All readings are available electronically through the U of T library and course reserves, via Quercus.



“BUT WAIT? Aren’t we in a global pandemic right now that might be relevant to the course?” Yes. Yes, we are. As such, I am committed to 1) ensuring a culture of compassion, mutual respect, and integrity and 2) including current policies related to laws, research, and clinical practice that affect the research and practice of clinical psychology. I do expect those of you that can attend live seminars **do attend**; our class discussions will be recorded and posted for those who cannot. Please note this course is NOT lecture based: I will provide some foundational content; however, I am *most* interested in how you think and feel about the topics that we address.



“Will this be different compared to previous offerings of this course?” Yes. Yes, it will. [some examples are embedded in the syllabus]. I hope that we can collaborate to promote the best parts of seminars (e.g., critical thinking, thought provoking discussion, no exams!!!) in our virtual space. However, some aspects of a traditional seminar will be lost (thanks again, COVID). Know that I am here to support you in your learning goals related to this course.

Prerequisites: PSYB32H3 and [PSYB07H3 or STAB22H3 or STAB23H3] and [0.5 credit at the C-level in PSY courses]

Exclusion: PSY440H

Recommended Preparation: [PSYB01H3 or PSYB04H3 or PSYB70H3], PSYC02H3, PSYC36H3, PSYC37H3

Learning Outcomes

At the end of this course, I hope that students will be able to:

1. understand and apply psychometric principles related to psychological assessment and diagnosis
2. understand the underlying models and techniques of evidence-based interventions for mental health disorders
3. critically evaluate traditional and novel techniques approaches to clinical research and practice
4. communicate scientific findings through oral and written forums that mirror the experience of a junior graduate student
5. engage in experiential-based learning exercises through discussion and virtual exercises
6. critically examine existing clinical practice through engagement in discussion and reflection exercises

Student Evaluation Criteria

1. Class Engagement (45%)

Class engagement is composed of three main components: proactive preparation, participation, and reflection. Students must demonstrate engagement across three components. A comprehensive review of expectations will be detailed in lecture one and discussed throughout the term.

- **Proactive Preparation (15%)**

- Students are required to submit discussion questions related to readings each week indicated on the syllabus
- Weekly discussion questions are due each Tuesday by 11:59 pm EST before each seminar, as indicated on Quercus

- **Active Participation (10%)**

- Active in class participation that demonstrates knowledge, synthesis, and critical thinking related to course content, including the topic and the readings
 - ◆ active participation does not merely include making comments, summarizing the research, but reflect meaningful contributions related to the topic and/or broader context of clinical research, assessment, diagnosis and treatment, demonstrating critical thinking and engagement in organic discussion.
 - ◆ Students are also expected to demonstrate respectful active listening and responding to peer comments, thoughtfully, displaying meaningful contribution to content and discussion



Students that are not able to attend live stream due to illness, time zone restrictions, scheduling conflicts, etc., will be required to respond to a question posted by Ms. Dhillon related to the live seminar; please note, seminar recording will be removed after the deadline

- **Reflection (20%)**

- Students must submit four (4) reflection papers* over the course of the term
 - 2 papers must be submitted before reading week, and 2 must be submitted after reading week.
 - ◆ Students are required to reflect course readings, seminar, and class discussion from the seminar and provide a 1-page, double spaced, written reflection on this discussion. Students may choose to reflect on the readings, topic, class discussion, or broader context of the topic

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(e.g., applications in mental health, cultural considerations, ethical issues, issues with the research, etc.).

- ◆ Papers must include a critical appraisal of the topic and incorporate the readings – summaries are not appropriate. This might include pointing out a flaw in the logic or structure of the presented topic or reading, finding new applications for the topic or argument, or hypothesizing new questions or frontiers for the topic.
- ◆ Reflection papers are due **Wednesdays at 11:59 pm** following the lecture, on Quercus.

2. Gimme 5 Presentation (15%)

→ 10%: Presentation

- ◆ GIMME 5 is modelled after the Canadian Psychological Association's conference format. The GIMME-5 is a method for sharing information in a spoken/visual format in a succinct manner, and for creating interest. Students will be asked to provide a GIMME-5 on a peer-reviewed research paper related to the assessment, diagnosis, or treatment of any clinical phenomena. Students may select a study that touches on validity, reliability, utility, cultural sensitivity, mechanisms, treatment outcomes, etc. Students are expected to present for a total of **5-minutes** and present the following: *brief background, rationale for the study, hypotheses, research methods, results, and discussion*. To be effective, a GIMME-5 presentation needs to focus on what is critical, and it needs to be delivered in a stimulating and thought-provoking manner. A comprehensive rubric will be provided on Quercus.



Students must submit their recorded presentations by 5pm on Monday July 27th, by 11:59pm

→ 5%: Peer discussion questions

- ◆ Each student must engage in peer discussion via Quercus for 10 (ten) different peer presentations
 - please note, students will be required to watch peer presentations and select 10 talks that they wish to provide discussion, ask questions, and/or share their thoughts via Quercus

3. Paper 1 (20%) - Critical Analysis

Students will submit a paper evaluating two assessment/diagnosis strategies/models for one DSM-5 disorder. Students must ensure that course content is applied (e.g., evaluating empirical support, highlighting validity, reliability, utility, feasibility, etc.). For example, students may critically examine the strengths and limitations for brain imaging versus self-report in the assessment of major depressive disorder, and then make a case for strategies on how to improve the assessment/diagnosis following the use of these techniques.

- The topic must be approved by Ms. Dhillon. Students will submit their topic and three citations of empirical papers they have found for approval
- The paper is restricted to a minimum of five pages and a maximum of seven pages, double spaced, excluding title page and reference list, 12 pt font. Students must follow APA 7th edition formatting. A comprehensive rubric will be provided on Quercus.
- *Students will have the opportunity to submit an outline of their topic for brief feedback, using an outline template form provided and submitted via Quercus.*

4. Paper 2 (20%) - Research Proposal

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Students will submit a research proposal for a novel study to investigate topic related to clinical psychology of their choice in the context of COVID-19. Students will be required to provide relevant background for the study, a rationale, specific hypothesis, a research design, and potential implications of anticipated results for clinical science and practice.

- The topic must be approved by Ms. Dhillon. Students will submit their topic and relevant research questions for approval.
- The research proposal is restricted to a minimum of five pages and a maximum of seven pages, double spaced, excluding title page and reference list, 12 pt font. Students must follow APA 7th ed. formatting. A rubric will be provided on Quercus.
- *As with paper 1, students will have the opportunity to submit an outline of their topic for brief feedback, using an outline template form provided and submitted via Quercus.*

Class Schedule, Topics, and Readings

Week	Live Seminar	Topic	Reading(s)
1	Thursday, May 14, 2020	Welcome!: Course orientation and what the heck COVID?	Course Syllabus
2	Thursday, May 21, 2020	Critical Analyses of Assessment and Diagnosis: review of reliability, validity, utility, and feasibility?	Spengler, P. M. (2013). Clinical versus mechanical prediction. In J. R. Graham, J. A. Naglieri, & I. B. Weiner (Eds.), <i>Handbook of psychology: Assessment psychology</i> (p. 26–49). John Wiley & Sons, Inc.. https://opentextbc.ca/researchmethods/chapter/reliability-and-validity-of-measurement/
3	Thursday, May 28, 2020	What is(n't) psychopathology: categorical and dimensional models of mental health / psychiatric disorders	Kotov, R., Krueger, R. F., & Watson, D. (2018). A paradigm shift in psychiatric classification: the Hierarchical Taxonomy of Psychopathology (HiTOP). <i>World psychiatry: official journal of the World Psychiatric Association (WPA)</i> , 17(1), 24–25. https://doi.org/10.1002/wps.20478 Clark, L. A., Cuthbert, B., Lewis-Fernández, R., Narrow, W. E., & Reed, G. M. (2017). Three approaches to understanding and classifying mental disorders: ICD-11, DSM-5, and the National Institute of Mental Health's Research Domain Criteria (RDoC). <i>Psychological Science in the Public Interest</i> , 18(2), 72-145.

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4	Thursday, June 4, 2020	How do we measure psychopathology: the assessment of reported symptoms with interview and self-report inventories	Eaton, W. W., Neufeld, K., Chen, L. S., & Cai, G. (2000). A comparison of self-report and clinical diagnostic interviews for depression: diagnostic interview schedule and schedules for clinical assessment in neuropsychiatry in the Baltimore epidemiologic catchment area follow-up. <i>Archives of General Psychiatry</i> , 57(3), 217-222.
5	Thursday, June 11, 2020	How do we measure psychopathology: ecological momentary assessment and retrospective methods	Myin-Germeys, I., Oorschot, M., Collip, D., Lataster, J., Delespaul, P., & Van Os, J. (2009). Experience sampling research in psychopathology: opening the black box of daily life. <i>Psychological medicine</i> , 39(9), 1533-1547. aan het Rot, M., Hogenelst, K., & Schoevers, R. A. (2012). Mood disorders in everyday life: A systematic review of experience sampling and ecological momentary assessment studies. <i>Clinical psychology review</i> , 32(6), 510-523.
6	Thursday, June 18, 2020	Course and Paper Support	Rubric: Paper 1
7	Thursday, June 25, 2020	READING WEEK - NO CLASS	
8	Thursday, July 2, 2020	Critical Analysis of Interventions for Common Psychological Disorders: evidence-based practice and empirically supported treatments	Lilienfeld, S. O., Ritschel, L. A., Lynn, S. J., Cautin, R. L., & Latzman, R. D. (2014). Why ineffective psychotherapies appear to work: A taxonomy of causes of spurious therapeutic effectiveness. <i>Perspectives on Psychological Science</i> , 9, 355-387. Chambless, D. L., & Ollendick, T. H. (2001). Empirically supported psychological interventions: Controversies and evidence. <i>Annual Review of Psychology</i> , 52, 685-716.
9	Thursday, July 9, 2020	Are we good at evaluating psychotherapies?: challenges in RCT research and equivalence studies	Leichsenring, F., Abbass, A., Driessen, E., Hilsenroth, M., Luyten, P., Rabung, S., & Steinert, C. (2018). Equivalence and non-inferiority testing in psychotherapy research. <i>Psychological medicine</i> , 48(11), 1917-1919.

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			Cuijpers, P. (2016). The future of psychotherapy research: stop the waste and focus on issues that matter. <i>Epidemiology and psychiatric sciences</i> , 25(4), 291-294.
10	Thursday, July 16, 2020	Is the standard really gold?: evaluation CBT and 3rd wave treatments	Beck, A. T., & Haigh, E. A. (2014). Advances in cognitive theory and therapy: the generic cognitive model. <i>Annual Review of Clinical Psychology</i> , 10, 1-24. Goldberg, S. B., Tucker, R. P., Greene, P. A., Davidson, R. J., Wampold, B. E., Kearney, D. J., & Simpson, T. L. (2017). Mindfulness-based interventions for psychiatric disorders: A systematic review and meta-analysis. <i>Clinical Psychology Review</i> , 59, 52-60.
11	Thursday, July 23, 2020	Course and Paper Support	Rubric: Paper 2
12	Thursday, July 30, 2020	Class Presentations / Discussion	
13	Thursday, August 6, 2020	Class Presentations / Discussion	
14	Thursday, August 13, 2020	NO CLASS: Final Paper Due	

General Course Policies & Guidelines

Classroom Policies & Behaviours

Courtesy & Civility: Please be respectful of your classmates and instructors at all times and strive to make the classroom a comfortable place for everyone to learn. Respect the experience of your classmates by not engaging in distracting behaviour (e.g., off-topic chatting or texting). I encourage you to take notes if that helps you to stay engaged.

Boundaries: The relationship with your peers and your course instructors is academic in nature. Being a part of this class does not constitute a therapeutic relationship with your instructors or peers. Your instructors will be sharing with you their own clinical experience with patients, clients, etc. for teaching purposes only. Please note that if you are you need mental health support, see the **Mental Health Resources** section of the syllabus below.

Computer Use: If you are on your computer, please be mindful about engaging in practices that might distract other students; if others complain about your actions, you may be asked to leave.

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Accountability: Important announcements and information will regularly be posted on Quercus. It is each student's responsibility to check the course website frequently, and monitor their University of Toronto email addresses on a regular basis.

Sharing Personal Info in Class: Many people have experienced a mental disorder or know someone who has experienced one at some point in their lives. With this in mind, please understand that this classroom setting is not the best environment to share your detailed personal experiences with a disorder or to offer specific information about someone you know. Additionally, please take a moment to consider whether or not sharing your story will be relevant and helpful to the class and aim to be sensitive, not to sensationalize.

Emails: Please use the course email (dhillon.uoft@gmail.com) for all questions. We will try to answer your emails **within 3 business days** unless you receive an automatic reply that suggests otherwise. Please keep your emails professional, concise, and clear: start with an informative title that includes the course name and some detail on your question (i.e., "PSYD33 - question about personality assessment"). The most effective emails are short, focused on a single question, and demonstrate some effort on your part to explain your understanding of where you are stuck, and will likely be most effective. If you are not familiar with writing academic emails, you may find this resource helpful: <https://goo.gl/ik1iw7>

Enrolment Status: Attendance in class is restricted to students registered in this section of D33. Auditing is not permitted. This class usually has an extensive waitlist and is limited to students in the Mental Health Studies program, meaning that students from other programs are unlikely to be able to enrol.

Communications: When time permits, there may be a few minutes to discuss straightforward issues or simple questions after class via Bb Collaborate. However, please understand that this is not always possible or practical. For more complex or personal matters, you should always set up a meeting through **Calendly** as we have dedicated time and space to speak with students in person during office hours.

Course Materials & Audio/Video Recording: Instructional materials are made available only for the purposes of this course and should not be distributed or used for any other purpose. As outlined in the Provost's guidelines on Appropriate Use of Information and Communication Technology, for reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited unless written permission has been granted by the instructor or for students with specific accommodations to do so. Please note that some of the content covered in class may be related to clinical cases that have been de-identified.

Mental Health Resources: We will focus on mental health issues in this course. Remember, only trained mental health professionals can diagnose and treat a psychological disorder. If you feel that you need to seek help for yourself or someone you care about, you may wish to contact the Distress Centre (416-408-HELP), Good2Talk (866-925-5454) or UTSC Health & Wellness. Counselling Supports and Services at the Health & Wellness Centre have same day appointments with counsellors Monday to Friday. Students can book same day appointments in person each morning at the Health & Wellness Centre in room SL270 (Student Centre, 2nd floor). All appointments must be made by phone or in person, not via email or online.

Please bring your T-Card and Health Card. Email at health-services@utsc.utoronto.ca or call (416)287-7065 if you have any further questions.

General Test & Assignment Guidelines, Due Dates, & Missed Work

Please note that this outline is subject to change depending on the needs of the class (we may need additional time to cover a topic). Any changes to the syllabus will be announced in class one week before.

Submitting Assignments: Your written assignments for this class will be submitted via Quercus. Normally, students will be required to submit their papers 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 is described on the Turnitin.com website.

General Policy on Absences: If you know in advance of a legitimate reason for being absent or unable to attend virtual seminars with a specific class deadline (e.g., religious holiday or academic event), please contact your instructor as soon as possible. Reasonable accommodations will be made if possible, but early notice is critical for this. All unplanned absences for graded elements of the course are covered under the Psychology Missed Term Work Policy listed below.

Penalties for Lateness: A penalty of 10% per calendar day (i.e., including weekends and holidays, during which students are not able to submit term work) up to and including the end of term, will be applied by the Instructors. A No penalty will be assigned if the request for special consideration, described below, was successful. Please note, while we understand you have numerous commitments, we will not be allowing extensions for circumstances not outlined in the missed term work police below.

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/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) 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; and When you knew or ought to have known you were doing it. 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; and; when you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

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Note: You may see advertisements for services offering grammar help, essay editing and proofreading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the Code of Behaviour on Academic Matters. It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre. If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

Psychology Missed Term Work due to Medical Illness or Emergency Policy

SUMMER 2020: 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.

Submit via email to: Keely Hicks, Departmental Assistant, keely.hicks@utoronto.ca

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 **ASSIGNMENTS** or **TERM TESTS** due to **FLU-LIKE SYMPTOMS** or **SELF-ISOLATION REQUIREMENTS**:

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and
- Declare your absence on **ACORN** (Profile & Settings > Absence Declaration)

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

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca, along with the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

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

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), along with a scan/photo of the 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 ER.
- Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration # 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 accommodations required.

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

Please note that this outline is subject to change depending on the needs of the class (we may need additional time to cover a topic). Any changes to the syllabus will be announced in class one week before.

- 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 1-7 more days), email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and attach a copy of your letter. Specify how many days extension you are requesting in your email.
- 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 [ASSIGNMENTS](#) or [TERM TESTS](#) in [OTHER CIRCUMSTANCES](#):

Email the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) form to Keely (keely.hicks@utoronto.ca), along with:

- For the death of a family member/friend, provide a copy of the 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 (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 (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 determine appropriate documentation.

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

As stated above, your documents must be submitted within three (3) business days of the deadline for the missed work.

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.

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(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 within the three business day window, you must email Keely (keely.hicks@utoronto.ca) within the three business day window to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under exceptional circumstances.

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.utsc.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.utsc.utoronto.ca/registrar/missing-examination>).

Student Resources

AccessABILITY Services: 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 your instructors and/or the AccessAbility Services as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the better we can assist you in achieving your learning goals!

Writing Centre: The UTSC Writing Centre works with students at all stages of assignment development: from brainstorming and developing an outline to constructing introductions, body paragraphs and conclusions, to citation, referencing, editing and proofreading. They offer individual consultations as well as writing groups, workshops and clinics. Please see the website for more details:
<https://www.utsc.utoronto.ca/twc/one-one-tutoring>

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