

PERSONALITY DISORDERS (PSYD32H3-Y-LEC01)

COURSE SYLLABUS – FALL 2020

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

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Technical Difficulties with Quercus: Please contact the [UTSC Student Helpdesk](#).

Course Delivery Method: This course is delivered entirely using online, remote methods. There is no scheduled class time: all lectures are delivered using pre-recorded PowerPoint presentations as part of the [Office 365](#) software suite. To view announcements and to access all course materials, including recorded lectures, please use the course's Quercus website. Please regularly monitor the course's Quercus website for important announcements and updates.

Freedom of Information and Protection of Privacy Act Statement: Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

Office Hours: Mondays from 1:00–2:00 PM on [Microsoft Teams](#). Appointments are booked in 15-minute sessions. To book your appointment, please visit the bookings page on [Microsoft Bookings](#). You must book using your University of Toronto email address. Note that the system does not permit you to book an appointment less than 24 hours before the intended meeting day and time. When you book your appointment, you will receive a confirmation email that contains a link to join the meeting using Microsoft Teams.

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

Course Description: *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 adopting 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 brief 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.

Course Evaluation:

5%	Discussion Board Postings
15%	Reflection Paper #1 (based on a social media video of a person with lived experience with a personality disorder)
15%	Reflection Paper #2 (based on the accurate representation of personality disorder characteristics in a social media video)
15%	Quizzes
15%	Paper Topic Proposal Assignment
35%	Term Paper

Descriptions of each of the course evaluation components, including marking schemes and rubrics, are provided further down in the syllabus.

Weekly Topics, Due Dates and Other Important Dates

WEEK	DATE	TOPIC
1	September 8	Review of Syllabus and Learning Approaches in this Course
2	September 14	What is a Personality Disorder? A Categorical Perspective on Diagnosis
3	September 21	Dimensional Conceptualizations of Personality Psychopathology <i>Due on September 30: Reflection Paper #1 (submitted electronically on Quercus no later than 11:59PM EST)</i>
4	September 28	Choosing a Term Paper Topic and Strategies for Writing the Term Paper <i>(Note: Sample term paper topics will be presented and discussed)</i>
5	October 5	The Hierarchical Taxonomy of Psychopathology (HiTOP): Connecting Personality Disorder with the Broader Structure of Psychopathology <i>Due on October 7: Term Paper Topic Proposal (submitted electronically on Quercus no later than 11:59PM EST)</i>
	October 10-16	Reading Week
6	October 19	Cluster A Personality Disorders: Paranoid, Schizoid and Schizotypal
7	October 26	Cluster B Personality Disorders: Antisocial Personality Disorder
8	November 2	Cluster B Personality Disorders: Borderline Personality Disorder <i>Due on November 4: Reflection Paper #2 (submitted electronically on Quercus no later than 11:59PM EST)</i>
9	November 9	Cluster B Personality Disorders: Narcissistic and Histrionic Personality Disorders
10	November 16	Cluster C Personality Disorders: Avoidant, Dependent and Obsessive-Compulsive
11	November 23	Treatment of Personality Disorder
12	November 30	Advocacy for Personality Disorder, and Pathways for Advanced Education and Training in the Field <i>Due December 1: Term Paper (submitted electronically on Quercus no later than 11:59PM EST). Note: You must include a title page that includes your name, title of your paper, and the total word count of your paper (word count does NOT include the abstract, references, and any tables or figures). You must also complete the Academic Integrity Assignment Checklist (see below) along with your term paper.</i>
	December 7	Last day to submit term assignments <i>Last day to complete and submit quizzes on Quercus</i>

Note: Links to view the recorded PowerPoint lecture slides can be found on Quercus

Readings [Chapters from Widiger (2012)]:

Students are expected to be familiar with the following chapters and additional readings:

Week 1: [No readings]

Week 2: *Historical Developments and Current Issues*

Week 3: *An Integration of Normal and Abnormal Personality Structure: The Five-Factor Model*

Week 4: [University of Toronto Library: Essential Research Skills](#); [University of Toronto Scarborough: The Writing Centre: The Writing Process](#)

Week 5: 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 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]

Description of Course Evaluations:

Discussion Board Postings: Students are required to make a total of **THREE** postings using the Discussion board on the course's Quercus website. There are no "right" or "wrong" answers and no minimum, maximum, or suggested word count requirements. I am interested in reading your genuine reactions to and thoughts about the topics discussed in this course. Each posting will be assigned a mark of either 0 (for incomplete/irrelevant/overly simplistic comments), 1 (for moderately thoughtful/sophisticated comments), or 2 (for highly thoughtful/sophisticated comments). Students must make **ONE posting** (which could include a response to another student's comment) **in EACH of the three Discussion topics** on Quercus:

1. What are your reactions to and thoughts on any of your weekly readings?
2. What are your thoughts on this person's lived experience with borderline personality disorder? (The YouTube video of the person's interview is linked to on Quercus.)
3. What are your reactions to the controversy described in this article about diagnosing psychiatric disorders in public figures? (The article is linked to on Quercus.)

When posting your comments on the Discussion board, please bear in mind the following statement regarding equity, diversity, and inclusivity in this course—

Members of this class represent a rich variety of backgrounds and perspectives. This course is committed to providing an atmosphere for learning that respects diversity. While working together to build this atmosphere, I ask all students to:

- *share their unique perspectives, values, and beliefs in a professional manner*
- *be open to the views of others*
- *honour the uniqueness of their peers*
- *appreciate the opportunity that we have to learn from each other in this course*
- *value each other's opinions and communicate in a respectful manner*
- *keep confidential discussions that the course instructor and students have of a personal (or professional) nature*
- *use this opportunity together to discuss ways in which we can create an inclusive environment in this course*

Reflection Papers: Your opinions on the topics we discuss in this class are valued. One way for you to share your opinion, thoughts, or reactions about a topic is to write a reflection paper. For each of the reflection paper topics below, you are asked to locate a publicly available video on social media (YouTube preferred) that can be linked to and accessed by the course instructor. The video should be a minimum of three minutes in duration. Your assignment is to write a reflection paper (between 750 and 1000 words) based on the following topics:

Reflection Paper #1: The video should be of a person who has lived experience with a personality disorder—that is, someone who describes their own experience of having a personality disorder. Your reflection paper can include your reactions to the person's experiences and your thoughts on how well the video conveyed the person's experiences.

Reflection Paper #2: The video should present information about the characteristics of a personality disorder (for example, you could search for the question, "What is histrionic personality disorder?" and use [one of the informational videos from the search results](#)). Your assignment is to evaluate the video side-by-side with the [DSM-5](#) (Section II) description of the personality disorder being discussed in the video and reflect on whether the person (or people) in the video provide an accurate representation of the [DSM-5](#) (Section II) description. You should use examples from the video to illustrate your points.

For both of the reflection papers, the personality disorder must be one of the personality disorder diagnoses included in the [DSM-5](#) (Section II). Please review the [DSM-5](#) (Section II) personality disorders to ensure that the person in the video has a diagnosis eligible for the assignment (otherwise, you will receive a mark of zero for the assignment). View this [UTSC informational guide](#) on how to write a reflection paper. Your reflection paper can draw from your course readings, as well as experiences and knowledge from outside of this course. Be sure to include the title of the video and the URL/link to the publicly available video in your reflection paper.

Each reflection paper will be assigned a mark according to these descriptive criteria:

Marks Range	Criterion
0-50	Non-Reflective: Superficial descriptive writing approach (fact reporting, vague impressions) without reflection or introspection
51-64	Thoughtful Action or Introspection: Elaborated descriptive writing approach and impressions without reflection
65-79	Reflection: Movement beyond reporting or descriptive writing to reflecting (i.e., attempting to understand, question, or analyze the information in the video)
80-100	Critical Reflection: Exploration and critique of assumptions, values, beliefs, and/or biases

Source: <https://teachingcommons.lakeheadu.ca/4-rubrics-assessing-reflective-writing>

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 eight open-book quizzes. 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, 3, 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 major (and controversial) changes were proposed for this category of psychiatric illness in the *DSM-5*. Other significant events have also taken place. 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., emotion dysregulation and/or impulsivity).
- Studies comparing the validity and/or clinical utility of categorical versus dimensional models of personality disorder.

- Evidence-based treatments for personality disorder, 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 a minimum of 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—7th 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, case studies, 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—7th Edition.*

You will receive feedback from the instructor about whether your topic is approved, requires minor modification, or requires reformulation. If you require further consultation regarding your term paper topic, you are encouraged to book a meeting during the instructor's office hours (see information above about how to book a meeting during office hours). 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 write 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 focused (not overly broad) while also being sufficiently complex and challenging?	20
Are the subtopics clearly described? Are they appropriate (logically follow	20

from the purpose of the paper) and do they reflect the current status of research in the chosen area of study?	
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—7th 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). Your term will be in the format of a “Mini Review”: the word count must be **no more than 3000 words (excluding the 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 (7th 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>). ***You must also complete the Academic Integrity Assignment Checklist (see below) along with your term paper.***

The purpose of the term paper is to provide a 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 because your job is not necessarily to take a stance on a particular issue, but instead to present a fair, balanced and evidence-supported review of a research area. Normally, the term paper will generally be structured as follows—

1. Introduction: 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.
2. Main Body: Presents the topics and subtopics that logically follow from the overall aim(s) of the review. You should use headings and subheadings to organize your writing. A methods section is not required.
3. Conclusion: Synthesizes and integrates the results of your review paper, 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.

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.

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 <i>APA style—7th edition</i> ?	15
Is the overall writing style clear and concise with appropriate sentence construction, grammar, headings/subheadings, and logical transitions	10

between topics/subtopics?	
Total	100

Academic Integrity Assignment Checklist

At the time that you submit your term paper, you are required to complete the *Academic Integrity Assignment Checklist*. The checklist asks you to confirm that the following statements are true. If you do not agree with the following statements, you will not submit your assignment and will consult the course instructor immediately.

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern, which I then corrected myself.
- This is the final version of my assignment and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's Academic Integrity policies as outlined in the [*Code of Behaviour on Academic Matters*](#).

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*](#) 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/>).

Accommodation: The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

Students with diverse learning styles and needs are welcome in this course. If you have a disability that may require accommodations, please feel free to approach me and/or the Accessibility Services office: [AccessAbility Services on the UTSC campus](#).

Grading Policy: Any disagreement 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.

Time Zone Conflicts

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in your local time, you may use the following form to request special arrangements. Note that the form is only for term work. [Final exam conflicts](#) are handled by the Registrar's Office.

The form must be submitted **at least ten (10) business days before the activity**.

Form: <https://uoft.me/PSY-TimeZone>

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

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**:

- 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 University of Toronto 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 (e.g., 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 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.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 (regardless of whether it is a business day or not).

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.