

Psychological Assessment

(PSYC37H3 F LEC01)

Fall 2021 Course Syllabus

Instructor: Jessica Dere, Ph.D., C. Psych.

Course delivery:

Asynchronous lecture recordings posted at the start of each week.

Synchronous class meetings held via Zoom on **Wednesdays at 1:10pm**. See details and link on Quercus and see schedule below.

Office Hours: Conducted remotely using Zoom. See details and link on Quercus.

Drop in: 3:00-4:00pm on Wednesdays

By appointment: As requested and see Quercus course calendar for appointment slots

Course Email: psyc37.utsc@gmail.com

Dr. Dere's Email: jessica.dere@utoronto.ca

Teaching Assistants: Dean Carcone, Willem Le Duc, Talia Leibovitz, Sylvia Romanowska

TA Office Hours: Conducted remotely using Zoom. See details and link on Quercus.

Please note: All dates/times listed in the syllabus are local Toronto time (Eastern time zone).

A note on email communication: All questions regarding the course, lecture recordings, readings, assignments, exams, etc. must be sent to the course email: psyc37.utsc@gmail.com. Questions that have already been answered in the course syllabus or on Quercus may not receive a response. Students are asked to email Dr. Dere directly for personal or confidential matters.

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

Prerequisite: PSYB32H3 and [(PSYB01H3) or (PSYB04H3) or PSYB70H3] and [PSYB07H3 or STAB22H3 or STAB23H3]

Required Textbook: Kaplan, R. M., & Saccuzzo, D. P. (2018). *Psychological testing: Principles, applications, and issues* (9th ed.). Boston, MA: Cengage Learning.

Additional Material: Additional readings and/or other course material may be placed on the Quercus course page over the course of the semester, and will be announced on Quercus. You will be responsible for any additional materials that are labeled as required course material.

Course description: This course deals with conceptual issues and practical problems of identification, assessment, and treatment of mental disorders and their psychological symptomatology. Students have the opportunity to familiarize themselves with the psychological tests and the normative data used in mental health assessments. Lectures and demonstrations on test administration and interpretation will be provided.

Learning objectives: At the conclusion of the course, students should be able to ...

1. *Describe* the historical origins of psychological testing, as well as recent and future trends
2. *Discuss* key statistical concepts underlying psychological testing, and *identify and describe* the characteristics of valid and reliable psychological measures
3. *Describe* ethical principles and considerations involved in the practice of psychological assessment, and *apply* knowledge of these principles to hypothetical scenarios
4. *Demonstrate* understanding of key issues regarding psychological assessment in several clinical domains, including intellectual, personality, and neuropsychological testing, and *identify and describe* common assessment methods and tools in these domains
5. *Recognize* and *critically discuss* limitations of psychological testing, including sources of bias and cultural issues in assessment

Class structure

These continue to be strange and difficult times. This is the third time that I will be teaching this course online, but the first time that it includes a synchronous class component. Therefore, I will be eager for your suggestions and feedback throughout the semester and hope to work collaboratively to make the most out of our synchronous class sessions. Although we are probably all feeling somewhat used to online learning at this point, it remains challenging in a number of different ways. My sincere hope is that we are able to build a course community together to the best of our abilities, making use of various online tools throughout the term. The course TAs and I promise to do our best in these challenging circumstances and hope and expect students will do the same.

Asynchronous lecture materials: I will generally be posting course lectures on a weekly basis, with new lecture videos and accompanying slides being posted on Mondays. There are a couple of planned exceptions to this schedule, please see the course schedule below. There will generally be a couple of videos posted each week, to help break up the content into more manageable chunks. These lecture videos will be directly connected to the given week's required readings and will generally serve to supplement the readings rather than simply duplicate their contents. I strongly recommend that you do the relevant readings before watching the associated videos; this is likely to make the learning experience more productive and successful. I will also incorporate external videos and other materials into my lectures and will provide relevant links on the slides. For the exams, you will be responsible for **all** material covered in the required readings and lecture materials.

Please note: Most of the lecture videos were recorded during the 2020-21 year. My apologies if there are any stray references that seem out of place.

Synchronous class meetings: We will have synchronous class meetings via Zoom on Wednesdays starting at 1:10pm. Although our class time is from 1 to 3pm, we will *generally* make use of approximately one hour of this time. Our synchronous meetings will focus on the application, critical analysis, and discussion of course material. These meetings will build upon and extend the material covered in the lecture recordings. We will discuss relevant real-world examples, engage in breakout room activities, and work through material from case studies or research papers. This will be a valuable opportunity to engage both with me and with your

classmates, and to work through any questions that you may have about course material. Attendance at these sessions is highly recommended and I expect will be associated with greater success in the course. I will not be reiterating the lecture content in our meetings; it will be expected that you will already be familiar with the given week's content. Ideally, you will have completed the required readings and watched the relevant lecture recording(s) prior to our class meetings. However, please attend our synchronous sessions even if you haven't yet completed all of the relevant material. These synchronous meetings **will be recorded** and then posted to the course page. However, I expect that live attendance will offer a much more engaging experience.

Key points:

- This remains a weird time for us all! We are in it together and I welcome feedback at all times.
- This course will have a combination of asynchronous lecture materials (recordings and slides) and synchronous class meetings (activities, discussions, etc.)
- *Ideally:*
 - You will read the relevant readings before watching the accompanying lecture recordings
 - You will be familiar with the readings and the lecture material before attending each week's synchronous meeting, to get the most out of our time together
- The synchronous meetings will be an opportunity to pose questions about course content, interact directly with me and with your classmates, and actively engage with course topics in a variety of ways. These meetings will be recorded so that students unable to attend can view them.

Course schedule

Date asynchronous content is posted	Date of synchronous class meeting	Lecture topic(s)	Readings	Assignment notes (see exact due dates in table below)
Sept. 7	Sept. 8	Welcome and Introduction to the course		
		1. The past and future of psychological testing 2. Ethics in assessment	Ch. 1, Ch. 21 (pp. 596-602) Ch. 21 (pp. 588-596) and APA ethics reading	
Sept. 13	Sept. 15	3. Norms and basic statistics	Ch. 2	<i>Discussion Board Activity (DBA) #1 this week</i>
Sept. 20	Sept. 22	4. Reliability and validity	Ch. 4 and Ch. 5	<i>Submit creativity questionnaire item; DBA #2 this week</i>

Sept. 27	Sept. 29	5. Test administration	Ch. 7 and Lee et al. (2003) article	<i>Complete three questionnaires</i>
Oct. 4	Oct. 6	6. Interviewing techniques	Ch. 8 and Sommers-Flanagan & Bequette (2013) article	<i>Quercus Quiz 1 held this week; DBA #3 opens</i>
READING WEEK (Oct. 9-15)				
	Oct. 20	Midterm review session		
October 27 – ONLINE MIDTERM EXAM DURING CLASS TIME				
Nov. 1	Nov. 3	7. Intelligence testing	Ch. 9 and Ch. 10	
Nov. 8	Nov. 10	8. Clinical and counseling settings – Emphasis on personality testing	Ch. 13	<i>Integrative assignment posted this week</i>
Nov. 15	Nov. 17	9. Health psychology and health care – Emphasis on neuropsychological testing	Ch. 17	<i>DBA #4 this week</i>
Nov. 22	Nov. 24	10. Test bias and cultural issues in assessment	Ch. 19 and Olson & Jacobson (2015) article	<i>Quercus Quiz 2 held this week; DBA #5 this week</i>
Nov. 29	Dec. 1	11. Communicating test results Synthesis and review	Goldfinger & Pomerantz (2014) chapter	<i>Integrative assignment due December 6th</i>

Please note: The course schedule is subject to change due to unforeseen circumstances.

Important dates

Date(s)	Why is it important?
September 8 th	First synchronous class meeting
September 13 th – 21 st	Discussion Board Activity #1: Original response due by 11:59pm September 19 th ; Comments due by 11:59pm September 21 st
September 22 nd	Creativity Questionnaire Item due by 11:59pm (or during class)
September 20 th – 28 th	Discussion Board Activity #2: Original response due by 11:59pm September 26 th ; Comments due by 11:59pm September 28 th
September 27 th – 29 th	Three questionnaires posted on Quercus. Complete by 11:59pm September 29 th (or during class)
October 7 th – 8 th	Quercus Quiz #1: 12 noon, October 7 th – 12 noon, October 8 th
October 4 th – 19 th	Discussion Board Activity #3: Original response due by 11:59pm October 17 th ; Comments due by 11:59pm October 19 th
October 9 th – 15 th	Reading week
October 27 th	Midterm exam during class time
November 8 th	Integrative assignment posted on Quercus this week
November 15 th – 23 rd	Discussion Board Activity #4: Original response due by 11:59 November 15 th ; Comments due by 11:59pm November 23 rd
November 22 nd – 30 th	Discussion Board Activity #5: Original response due by 11:59 November 28 th ; Comments due by 11:59pm November 30 th
November 25 th – 26 th	Quercus Quiz #2: 12 noon, November 25 th – 12 noon, November 26 th
December 6 th	Last day of Fall classes Last day for bonus mark submissions Integrative assignment due

Notes:

- All dates/times listed are local Toronto time
- All assignments are due by 11:59pm on the due date
- All submissions are to be made via Quercus

Evaluation

- Course participation and engagement: 15%
 - o Questionnaire participation: 3%
 - o Graded Discussion Board Activities: 12% (3% each, best 4 out of 5)
- Online quizzes via Quercus (two): 10% (5% each)
- Mid-term examination: 25%
- Integrative assignment: 20%
- Final examination: 30%
- Bonus mark opportunity: 1%
 - o “In the News” submission (see below)

Please note that there are no opportunities for extra credit to improve your grade at any time during the course or after the course is over.

Questionnaire Participation (3%): You will be asked to participate in the creation and completion of self-report questionnaires during the first part of the semester. As a class, we will create a questionnaire to measure creativity. Each student is asked to submit one item to contribute to this creativity questionnaire, for 1 participation mark. These items will then be culled and compiled into a questionnaire to be completed on Quercus, along with two versions of an established personality measure. Completion of these three questionnaires will be worth 2 participation marks. Anonymized questionnaire data will subsequently be used to help illustrate course concepts. You do not need to answer honestly if you are uncomfortable doing so; you can think of someone you know well, or a fictional character, and answer as you think that person would. When completing these tasks, you are encouraged to reflect upon the process of questionnaire creation and the experience of filling out self-report psychological measures. *Time will be set aside during the relevant synchronous class meetings to complete these tasks and then have a discussion about them.*

Due dates:

- Submit one item to include in our creativity questionnaire, by **September 22nd at 11:59pm**. Submission via Quercus.
- Complete three questionnaires on Quercus by **September 29th at 11:59pm**.
 - Complete two versions of the Big Five Inventory (BFI), a measure of personality. You must complete BOTH versions to receive 1 participation mark. No part marks.
 - Complete the creativity questionnaire for 1 participation mark.

Graded Discussion Board Activities (DBA) (12%): Students will be asked to engage with course concepts via five graded discussion board activities throughout the semester. Each activity will be worth 3% of the final grade, with the best 4 out of 5 activities being counted. For each activity, a discussion prompt will be posted at the start of the given week (i.e., early on Monday), and students will have until 11:59pm the following Sunday to post their original responses. Students are then asked to respond to two of their classmates' posts by 11:59pm on the relevant Tuesday. In other words, there are two days in which to post comments on two of your classmates' posts. Teaching assistants will grade students' posts using a rubric that will be shared on Quercus. Additional details will be provided on Quercus.

Note: There will also be general Q&A Discussion Boards on Quercus. These are **not** marked and will simply be a place for questions and discussion about course material throughout the term.

Please note: In light of the amount of time allotted for each component of the engagement mark, extensions will only be granted in exceptional circumstances.

Quizzes (10%): Students will be asked to complete two online quizzes via Quercus, worth 5% each. These are designed to encourage students to stay up-to-date with the course material and to check in on their knowledge prior to the mid-term and final exams. Each quiz will consist of approx. 25 questions with a 50-minute time limit. Further details will be provided on Quercus.

- **Quiz 1:** Will be available from 12 noon, October 7th to 12 noon, October 8th
 - Will cover Lecture Topics 1 through 6 and accompanying required readings
- **Quiz 2:** Will be available from 12 noon, November 25th to 12 noon, November 26th
 - Will cover Lectures Topics 7 through 10 and accompanying required readings

Results and tricky questions from Quiz 1 will be posted and discussed prior to the mid-term exam. Quiz 2 covers one lecture topic less than the final exam so that I can discuss results of that quiz during our final week of class (and so that you don't have a quiz right at the end of the semester!).

Please note: No extensions or make-ups will be granted for the quizzes. If you do not complete Quiz 1, the 5% will be transferred to your midterm (i.e., your midterm will be worth 30% of your final grade). If you do not complete Quiz 2, the 5% will be transferred to your final exam (i.e., your final exam will be worth 35% of your final grade). Students should **not** submit missed term work requests for the quizzes.

Mid-term examination (25%): The mid-term exam will cover all required readings and recorded lecture materials from Lecture Topic 1 to 6 (inclusive). The exam will consist of multiple-choice and short answer questions and will be conducted remotely on Quercus. Further details will be provided on Quercus.

- The mid-term exam will take place on **October 27th** during our synchronous class time.

Integrative assignment (20%): The assignment will require you to integrate course concepts through written responses to a series of structured questions about a brief case vignette. The vignette and assignment instructions will be made available to view on Quercus during the week of November 8th. Further details will be provided closer to that date.

- **Due date: Submit via Quercus no later than December 6th, 2021 at 11:59pm.** No email or hard copy submissions will be accepted. The assignment will be reviewed for plagiarism directly through Quercus. Any students with concerns regarding the plagiarism detection tool must speak with me during the first three weeks of the semester.
- **Statement regarding the plagiarism detection tool:** Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Final examination (30%): The final exam will not be cumulative. It will cover all required readings and lecture material from Lecture Topic 7 to 11 (inclusive) and will be held remotely on Quercus. The exam will consist of multiple-choice and short answer questions and will be scheduled during the University examination period.

Bonus mark – “In the News” submission (1%): Students can obtain 1 bonus mark, which will be added to their final course grade. In order to obtain this bonus mark, students must do the following: Look out for news/popular media stories that link to concepts recently covered in the course. Examples might include stories about standardized testing in schools, personality testing in the workplace, IQ testing, etc. When you spot a story that links to recent course material, email a link or pdf containing the story to the course email address (**psyc37.utsc@gmail.com**) with “IN THE NEWS” in the subject line. In your email, you must include a brief description (i.e., 4 to 5 sentences) of how you feel the story links to course material. This description should be specific

and explain why the story was selected. I will then discuss select stories during our synchronous class meetings (the student who submitted the story will remain anonymous). Each student can submit one story for the bonus mark. The final date to submit items is **Monday, December 6th, 2021**. No stories submitted after that date will be accepted.

Policies for Assignments and Examinations in this Course

Missed Mid-term Examination: A make-up mid-term exam will be held approximately two weeks following the date of the mid-term. Students will be permitted to take the make-up exam only if they were absent on the date of the mid-term exam due to a verified illness, a serious family emergency (e.g., death of a close family member), or religious observances. Students must follow the departmental policy outlined below when submitting relevant documentation. Only those students who follow this process will be considered for writing the make-up mid-term. Students who do not submit their documentation on time, whose documents are not accepted, or who do not write the make-up mid-term as scheduled, will receive a grade of zero on the mid-term exam.

Late submission of the integrative assignment: Unless you have legitimate documentation for a late assignment, 5% of the total value of the assignment will be deducted for each day that it is late. An assignment is considered late as soon as the due date and time passes (i.e., one minute past 11:59pm), so you are strongly encouraged to submit your assignments early in order to avoid any technical delays. Difficulties with the Quercus portal will not be accepted as a legitimate reason for a late assignment. If you have legitimate documentation to explain your late assignment, you must follow the departmental policy outlined below.

Please note: Late submissions will not be accepted for the bonus mark opportunity, nor for any component of the participation mark.

Psychology Department Missed Term Work Policy, FALL 2021

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: <http://www.utsc.utoronto.ca/registrar/missing-examination>
- 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>

Accommodations for Illness or Emergency:

For missed work due to ILLNESS OR EMERGENCY, complete the following **three-step** process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>)
2. **Declare your absence** on **ACORN** (Profile & Settings > Absence Declaration)
3. **Email both the Request for Missed Term Work Accommodations Form AND a screenshot of your Self-Declared Absence on ACORN** to the email address provided by your instructor on the course syllabus [psyc37.utsc@gmail.com] **WITHIN 2 BUSINESS DAYS** of the missed work. **Please include a clear subject line in your email to help us process such requests.**

Note: If you are unable to submit your documents within 2-business days, **you must still email your instructor within the 2-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: For this semester, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.

Accommodations for Academic Conflicts:

For missed term work due to an ACADEMIC CONFLICT (i.e. two midterms scheduled at the same time), please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing “Other” and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to your course instructor **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.

Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules may not necessarily be accommodated.

Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing “Other” and noting “Religious conflict” in the space provided.
2. Email the form to your course instructor **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Accommodations for 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, please complete the following process:

1. Complete the **Time Zone Conflict Form** (<https://uoft.me/PSY-TimeZone>), and
2. Email the form to your course instructor **at least two weeks (10 business days) before the date of the activity**, or as soon as possible, if it was not possible to identify the conflict earlier.

Accommodations for Students Registered with AccessAbility Services:

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

- **Contact your AccessAbility consultant** and have them email your instructor detailing accommodations required.

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

- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):
 1. Complete the **Request for Missed Term Work Accommodations Form**.
 2. Email the form and your **Accommodation Letter** to your instructor, specifying how many days extension you are requesting.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” but you need more time than that):
 1. **Contact your AccessAbility consultant** and have them email your instructor detailing the accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. 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. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for an instructor response to resume work on your assignment**. Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor.

For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a [Verification of Illness Form](#) completed by your doctor, AND this form to your instructor if you would like to request accommodations in advance of the assignment deadline or midterm date. **Declare your future absence on [ACORN](#) (absences can be declared up to 14 days in the future)**.

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. **Please make it clear in your subject line that you are requesting a second accommodation**. For example, if you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you must submit another request 'Missed Term Work Accommodations' form and declare your extended absence on ACORN. ***Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

Rights and Responsibilities

Recordings of Course Materials:

Synchronous meeting for this course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

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. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.

For questions about the recording and use of videos in which you appear, please contact your instructor.

Copyright in Instructional Settings:

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lectures, course notes/slides, or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Without consent, all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

On Equity, Diversity and Inclusion:

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

The teaching team in this course (Dr. Dere and the TAs) will work to establish an environment that is informed by principles of equity, diversity, and inclusion, where everyone feels comfortable sharing their perspectives, questions, and feedback with one another.

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.

AccessAbility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. They can be contacted by phone at 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Religious Accommodation:

The University provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences and instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times. Please reach out to me as early as possible to communicate any anticipated absences related to religious observances, and to discuss any possible related implications for course work.

Family Care Responsibilities:

The University of Toronto strives to provide a family-friendly environment. Challenges related to family responsibilities are all the more salient in the context of the COVID-19 pandemic. You may wish to inform me if you are a student with family responsibilities. If you are a student parent or have family responsibilities, you also may wish to visit the Family Care Office website at familycare.utoronto.ca.

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 in all relevant courses
- 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, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources (for example, the [University of Toronto website on Academic Integrity](#)).

Note: You may see advertisements for services offering grammar help, essay editing and proof-reading. 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 may also wish to 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.