

PSYD66: Current Topics in Human Brain and Behaviour

Winter 2022

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Seminar Meetings: Tuesdays 9 – 11m

This course will investigate specific questions on the neural bases of self-representation. Nearly every waking moment of our lives is arguably characterized by the peculiar feeling of *being someone*, a fundamental sense that there is a unitary self that owns a body, engages in various decisions and actions, and is continuous across time. How does the human brain construct and represent this sense of self? We will explore emerging theories and empirical findings on this topic.

Course Objectives

It is my hope that, by the end of this course, students would be able to:

- 1) Understand current scientific debates on the neural bases of self-representation and their connection to foundational theories and findings in the field.
- 2) Learn how to read and carefully decipher primary scientific articles in the field, discerning the meaning and significance of both the core elements and finer details of the articles.
- 3) Develop critical thinking skills by identifying important weaknesses and limitations in current research (e.g., in conceptual foundations, methodology, and data analysis or interpretation) and reflecting on potential ways to improve the state of the field.
- 4) Strengthen oral communication skills by actively engaging with peers and the instructor in thoughtful class dialogue and presentations.
- 5) Learn to write more effectively by completing reflection papers on assigned readings and a two-stage APA-style research proposal.
- 6) Identify the broader relevance of the content covered in the class to other academic disciplines (e.g., the arts, political science).

Course Email

All course-related emails must be sent to the following address:

Thiruchselvam.PSYD66@gmail.com

Messages sent to other addresses (e.g., to Quercus or the instructor's individual email account) may not be answered. Please ensure that the correct email address is used in all of your course-related communications.

Course Prerequisites

To enrol in this course, please ensure that you have completed 1.0 credit from the following:

[[PSYB55H3](#) or (PSYB65H3)] and [0.5 credit at the C-level in PSY or NRO courses] and [(PSYB01H3) or (PSYB04H3) or [PSYB70H3](#)] and [[PSYB07H3](#) or [STAB22H3](#) or [STAB23H3](#)]

Course Webpage/Quercus

The website associated with this course is accessible on Quercus via <http://q.utoronto.ca>. The syllabus, relevant course documents, and announcements will be posted there. I strongly recommend that you check Quercus regularly.

Office Hours

Office hours will be announced on Quercus, and I will be available for virtual meetings by appointment. If you have questions about course content, performance in the class, or neuroscience and psychology more broadly, feel free to schedule a meeting. To do so, please email me at: Thiruchselvam.PSYD66@gmail.com

Course Evaluation/Marking Scheme

Seminar participation: 12%
Discussion questions: 8%
Article reflections: 25% (two reflections worth 12.5% each)
Student-led seminar discussion: 18%
Research proposal: 37% (12% outline and 25% final paper)

Below, I offer a high-level summary of each of the evaluation components in the course. A more detailed rubric, including the grading scheme, for each of these assessments will be shared separately as the course progresses and remains subject to change based on how the Covid-19 pandemic unfolds and impacts course delivery.

Seminar Participation (12%)

Seminar classes offer an invaluable space to interact directly with your peers and instructor – to openly ask questions, share thoughts, and to ultimately learn from each other. For seminars to be most meaningful, it is important that students actively participate by contributing to class discussions. I invite you to view seminar discussions as an ongoing opportunity to develop and refine your oral communication skills – to learn how to ask better questions, express ideas more clearly, challenge arguments and offer alternative views. In addition to bringing us towards the ideas of *other people*, seminars can also be a helpful vehicle with which to investigate

our own thinking carefully by inviting real-time feedback from peers and the instructor. To this end, we will aim to cultivate an atmosphere where respectful, non-judgmental dialogue is promoted and self-inquiry is valued. I understand that students may sometimes find it difficult to actively participate for different reasons (e.g., technical issues, shyness). If that is the case, please feel free to schedule office hours meetings with me to discuss potential solutions. Seminar participation will be graded based on regularity of attendance (you are expected to attend all classes on time) and the thoughtfulness of questions and comments raised during the class discussion.

Discussion Questions (8%)

Prior to every seminar meeting, students will submit two discussion questions for each of the two assigned articles each week, for a total of 4 discussion questions per week. In each case, you are asked to clearly describe the question and add a brief (i.e., 3-5 sentence) explanation about why you believe this specific question is interesting or important. Student discussion questions for each week's assigned readings should be submitted sometime before the day of the seminar meeting, by Monday at 8pm at the latest. The discussion questions for each week can be uploaded onto Quercus under the *Assignments* module. Where possible, I will try to integrate students' questions into the seminar discussion for that meeting.

In addition, I will be posting my own set of discussion questions for the assigned readings each week on Quercus prior to every seminar meeting. You are encouraged to reflect on these questions as you read the assigned articles, as they will help orient your attention to aspects of the readings that will become the focus of our seminar discussions.

Article Reflections (25%)

Throughout the term, students will write two reflection pieces (each worth 12.5%) on a chosen article from our set of assigned readings. Each reflection piece should be between 800-1000 words. The articles you select must come from two different weeks of the course, and they must not fall within the topic you will be presenting on for your student-led seminar discussion. The first and second seminar reflections are due on February 8th at 5pm and March 22nd at 5pm, respectively.

In the first half of the seminar reflection, you are asked to summarize the article clearly and succinctly by highlighting the core elements of the article (e.g., the central rationale, methods, and findings for empirical papers, or the key arguments advanced for theoretical papers). In the next half of the reflection piece, you are encouraged to view the article through an independent lens by *going beyond* what the article already describes (and if a seminar has been held, what we have covered in the class discussion). In other words, this latter half of the reflection piece serves as an opportunity to offer novel ideas and perspectives on the article. For instance, you can consider questions such as: *Have the authors (or we the class) failed to consider something important in their article or the discussion thereof? How do you think future research on the topic can be informed by this article? How do ideas and/or findings from this article relate to academic fields outside of neuroscience?* Article reflections will be graded for clarity, depth of understanding, insightfulness, and originality.

Student-led Seminar Discussions (18%)

Working in small groups, you will lead a class discussion for one seminar session to be held in Weeks 9-13 in the course. Each group will be asked to focus on the role of a specific brain region (e.g., the medial temporal lobe) in self-representation. Your task will be to first summarize and present to the class the assigned readings for that week on that specific brain region, and then to elicit and facilitate thoughtful seminar discussion about these readings. In so doing, you are encouraged to draw upon seminar discussions from the earlier part of the course (i.e., from weeks 1-8) to integrate and weave together ideas and findings about how this specific brain region may underlie self-representation. Group composition and topic selection will be based on a student preference survey completed within the first two weeks of the course, and it is expected that each group will consist of 3-4 students (although this may vary based on final course enrollment).

Following some introductory remarks from me about the topic, each group of students will first make a 30-minute presentation to the class summarizing each of the two assigned readings. For empirical articles, the presentation should cover the theoretical background and research strategy (e.g., the rationale for the research question, experimental methods, core findings, and broader implications). If the article being covered is theoretical, the presentation should strive to summarize the core features of the authors' arguments and reasoning clearly and succinctly. During the presentation, the content should be divided up such that each group member speaks for approximately the same amount of time. Groups should practice together to ensure that the necessary information will fit into the allotted time.

The group will then devote the next 60 minutes in the session to generate class discussion about the presented articles. Specifically, the group's goal will be to ask the class questions and elicit their thoughts and insights about important features of the articles. You are encouraged to meet as a group with me prior to the presentation date to clarify outstanding questions and to solicit feedback about strategies to promote thoughtful class discussion about your assigned readings.

Research Proposal (37% total: 12% proposal outline and 25% final paper)

One goal of the course is to generate new hypotheses for research on the neural bases of self-representation. Since the field is relatively young, the possibilities for novel research questions are vast, and you are asked to think creatively to identify new questions and predictions. You will choose a specific topic that we cover in the course, review the relevant literature on it, construct novel predictions, design a study to test these predictions, and outline expected findings. This will culminate in an APA-style research proposal.

The research proposal will have two components: a proposal outline (due February 15th at 5pm) and a final paper (due April 5th at 5pm). The purpose of the initial proposal outline is to help you receive feedback that can then be integrated into the final paper. For the proposal outline, you are asked to submit a brief (i.e., 2-3 page, double-spaced) summary of your planned proposal. This will include a justification of your research question based on a review of the literature and an overview of the research methods, including the study design and key measures. The final

research proposal (expected to be 10-12 pages in length, double-spaced) should strive to elaborate on the core elements in your outline and integrate my feedback where possible. Additional details will be provided in class.

Class Format

This online course is synchronous and we will meet Tuesdays from 9:10am – 11am on Zoom. You can use this link to log on at that time each week:

<https://utoronto.zoom.us/j/88057988347>
 Passcode: 454983

Class will begin promptly at 9:10am, so please aim to log onto Zoom sometime between 9-9:10am each morning. In general, I will begin most sessions with a brief lecture, offering context for our discussion of the assigned readings for that week. We will then open the session for class discussion, focusing on the discussion questions that I had posted online for that week. I will also aim to weave together into our discussion the questions that students have submitted prior to the seminar meeting. Please also note that as the provincial and university response to the Covid-19 pandemic continues to unfold, additional information may be provided about changes in class format (e.g., a potential transition to in-person teaching if conditions allow).

Course Outline

I have tried to make the schedule as comprehensive as possible. However, I reserve the right to make minor adjustments as necessary. I will inform you of these changes as soon as possible.

DATE	TOPIC	ASSIGNED READINGS
Week 1 January 11 th	Introduction to the course	No Readings
Week 2 January 18 th	Constructing the self: An actor behind actions	Haggard (2008); Soon et al. (2008)
Week 3 January 25 th	Constructing the self: A thread through time <i>Group assignments posted for student-led seminars</i>	Buckner & Carroll (2007); Schwabe et al. (2012)
Week 4 February 1 st	Constructing the self: Body ownership	Ehrsson et al. (2004); Salomon (2017)
Week 5 February 8 th	Constructing the self – Judging <i>me</i> and <i>you</i> <i>Article Reflection #1 Due</i>	Jenkins et al. (2008); Thornton et al. (2019)

Week 6 February 15 th	Defending the self: Positive illusions <i>Research Proposal Outline Due</i>	Hughes & Beer (2013); Sharot et al. (2007)
Week 7	Reading week – No class February 22 nd – 25 th	
Week 8 March 1 st	Losing the self: Dissolving or transcending the <i>I</i>	Carhart-Harris et al. (2012); Philippi et al. (2017)
Week 9 March 8 th	The role of specific brain regions in self-representation: The medial prefrontal cortex (MPFC) – Part 1 <i>Student-led seminar discussion</i>	Chavez & Wagner (2020); Philippi et al. (2012)
Week 10 March 15 th	The role of specific brain regions in self-representation: The medial prefrontal cortex (MPFC) – Part 2 <i>Student-led seminar discussion</i>	Courtney & Meyer (2020); Krienen et al. (2010)
Week 11 March 22 nd	The role of specific brain regions in self-representation: The temporo-parietal junction (TPJ) <i>Student-led seminar discussion</i> <i>Article Reflection #2 Due</i>	Ionta et al. (2011); Quesque & Brass (2019)
Week 12 March 29 th	The role of specific brain regions in self-representation: The ventral striatum <i>Student-led seminar discussion</i>	Dutcher et al. (2016); Tamir & Mitchell (2012)
Week 13 April 5 th	The role of specific brain regions in self-representation: The medial temporal lobe (MTL) <i>Student-led seminar discussion</i> <i>Final Research Proposal Due</i>	Andelman et al. (2010); Dede et al. (2016)

Reading Assigned Articles

A core aim in the course is to delve deeply into the theoretical and empirical literature on the neural bases of self-representation. I have done my best to select articles that are of reasonable length and complexity. However, some of these articles are dense (as they are written with current researchers in mind) and it may be helpful to read them more than once prior to class. To facilitate a deeper understanding of the assigned readings and to prepare for a thoughtful seminar discussion, please read the articles with at least the following four **general** questions in mind:

- 1) What claims are being made exactly? Are the claims supported by strong reasoning and evidence? Do you see any problems or concerns?
- 2) What assumptions are the author(s) making? Are these assumptions reasonable or can they be challenged? In this case, *assumptions* refer to ideas or beliefs that the authors seem to be relying on that are not explicitly stated.
- 3) For empirical papers: What are the specific methods (e.g., experimental design, independent & dependent variables) being used to investigate the research questions? Do these methods have weaknesses, and if so, how might you have conducted the study differently?
- 4) How do the articles' claims fit into broader themes on the topic of self-representation? How do they relate to other ideas and findings you have encountered in this course or elsewhere?

In addition to these general questions, as noted above I will also be posting **article-specific** questions for each of our readings every week on Quercus. These article-specific questions are meant to highlight important elements of the readings and orient your attention towards aspects of the papers that we will explore in seminar discussions. Please be sure to reflect on these questions as well as you read the articles. In general, both assigned articles each week should be read prior to the seminar meeting. All readings are available through UofT Libraries or Google Scholar and students are responsible for accessing and downloading them.

Assigned Readings

Week 1: Introduction to the course

No assigned readings

Week 2: Constructing the self: An actor behind actions

Haggard, P. (2008). Human volition: towards a neuroscience of will. *Nature Reviews Neuroscience*, 9(12), 934-946.

Soon, C. S., Brass, M., Heinze, H. J., & Haynes, J. D. (2008). Unconscious determinants of free decisions in the human brain. *Nature neuroscience*, 11(5), 543.

Week 3: Constructing the self: A thread through time

Buckner, R. L., & Carroll, D. C. (2007). Self-projection and the brain. *Trends in cognitive sciences*, 11(2), 49-57.

Schwabe, L., Nader, K., Wolf, O. T., Beaudry, T., & Pruessner, J. C. (2012). Neural signature of reconsolidation impairments by propranolol in humans. *Biological psychiatry*, 71(4), 380-386.

Week 4: Constructing the self: Body ownership

Ehrsson, H. H., Spence, C., & Passingham, R. E. (2004). That's my hand! Activity in premotor cortex reflects feeling of ownership of a limb. *Science*, 305(5685), 875-877.

Salomon, R. (2017). The assembly of the self from sensory and motor foundations. *Social cognition*, 35(2), 87-106.

Week 5: Constructing the self – Judging *me* and *you*

Jenkins, Adrianna C., C. Neil Macrae, and Jason P. Mitchell. Repetition Suppression of Ventromedial Prefrontal Activity During Judgments of Self and Others. *Proceedings of the National Academy of Sciences* 105, 11 (2008): 4507–4512

Thornton, Mark A., Miriam E. Weaverdyck, Judith N. Mildner, and Diana I. Tamir. People Represent Their Own Mental States More Distinctly Than Those of Others. *Nature Communications* 10, 1 (2019): 2117.

Week 6: Defending the self: Positive illusions

Hughes, B. L., & Beer, J. S. (2013). Protecting the self: The effect of social-evaluative threat on neural representations of self. *Journal of Cognitive Neuroscience*, 25(4), 613-622.

Sharot, T., Riccardi, A. M., Raio, C. M., & Phelps, E. A. (2007). Neural mechanisms mediating optimism bias. *Nature*, 450(7166), 102-105.

Week 7: Reading week – No class

Week 8: Losing the self: Dissolving or transcending the *I*

Carhart-Harris, R. L., Erritzoe, D., Williams, T., Stone, J. M., Reed, L. J., Colasanti, A., ... & Nutt, D. J. (2012). Neural correlates of the psychedelic state as determined by fMRI studies with psilocybin. *Proceedings of the National Academy of Sciences*, 109(6), 2138-2143.

Philippi, N., Roquet, D., Malek, H. B., Noblet, V., Botzung, A., Cretin, B., & Blanc, F. (2017). Henry, where have you lost your Self?. *Cortex*, 95, 37-50.

Week 9: The role of specific brain regions in self-representation: The medial prefrontal cortex (MPFC) – Part 1

Chavez, R. S., & Wagner, D. D. (2020). The neural representation of self is recapitulated in the brains of friends: A round-robin fMRI study. *Journal of personality and social psychology*, *118*(3), 407.

Philippi, C. L., Duff, M. C., Denburg, N. L., Tranel, D., & Rudrauf, D. (2012). Medial PFC damage abolishes the self-reference effect. *Journal of cognitive neuroscience*, *24*(2), 475-481.

Week 10: The role of specific brain regions in self-representation: The medial prefrontal cortex (MPFC) – Part 2

Courtney, A. L., & Meyer, M. L. (2020). Self-other representation in the social brain reflects social connection. *Journal of Neuroscience*, *40*(29), 5616-5627.

Krienen, F. M., Tu, P. C., & Buckner, R. L. (2010). Clan mentality: evidence that the medial prefrontal cortex responds to close others. *Journal of Neuroscience*, *30*(41), 13906-13915.

Week 11: The role of specific brain regions in self-representation: The temporo-parietal junction (TPJ)

Ionta, S., Heydrich, L., Lenggenhager, B., Mouthon, M., Fornari, E., Chapuis, D., ... & Blanke, O. (2011). Multisensory mechanisms in temporo-parietal cortex support self-location and first-person perspective. *Neuron*, *70*(2), 363-374.

Quesque, F., & Brass, M. (2019). The role of the temporoparietal junction in self-other distinction. *Brain topography*, *32*(6), 943-955.

Week 12: The role of specific brain regions in self-representation: The ventral striatum

Dutcher, J. M., Creswell, J. D., Pacilio, L. E., Harris, P. R., Klein, W. M., Levine, J. M., ... & Eisenberger, N. I. (2016). Self-affirmation activates the ventral striatum: a possible reward-related mechanism for self-affirmation. *Psychological Science*, *27*(4), 455-466.

Tamir, D. I., & Mitchell, J. P. (2012). Disclosing information about the self is intrinsically rewarding. *Proceedings of the National Academy of Sciences*, *109*(21), 8038-8043.

Week 13: The role of specific brain regions in self-representation: The medial temporal lobe (MTL)

Andelman, F., Hoofien, D., Goldberg, I., Aizenstein, O., & Neufeld, M. Y. (2010). Bilateral hippocampal lesion and a selective impairment of the ability for mental time travel. *Neurocase*, *16*(5), 426-435.

Dede, A. J., Wixted, J. T., Hopkins, R. O., & Squire, L. R. (2016). Autobiographical memory, future imagining, and the medial temporal lobe. *Proceedings of the National Academy of Sciences*, 113(47), 13474-13479.

Missed Term Work

Psychology Department Missed Term Work Policy, WINTER 2022

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.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.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](#)
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 Thiruchselvam.PSYD66@gmail.com WITHIN 2 BUSINESS DAYS** of the missed work.

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](#), 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 will not 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](#), 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 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.

Academic Integrity

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences in papers and assignments include 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 cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

Plagiarism Detection

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>). Please ensure that all written assignments in this course are completed independently with proper APA-style citations and attributions.

Late Assignments

To maintain fairness and consistency across the class, late assignments that are not supported with legitimate documentation are subject to a penalty of 10% per day. If there are valid reasons warranting an accommodation (e.g., a medical illness), please follow the Missed Term Work policy outlined above.

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 me and/or the AccessAbility Services as soon as possible. AccessAbility Services staff (currently 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.

You are not required to disclose specific details about your accommodations to me when notifying me that you are registered with AccessAbility. I ask you to let me know as soon as possible, as the sooner I know about your needs, the more effective I can be in helping you achieve your learning goals in this course.