



PSYD20- Current Topics in Developmental Psychology

Department of Psychology, University of Toronto

Fall 2022

I CONTACTS

Instructor

Name: Dr. Anna Michelle McPhee (she/her), PhD

Course Email: michelle.mcphee@mail.utoronto.ca

General Office Hours: Tuesdays from 9 am – 10 am or by Appointment

Office Location: Zoom

<https://utoronto.zoom.us/j/81655142509>

Passcode: Psychology



Instructor Bio: I completed my PhD in developmental psychology at the University of Toronto. My research focuses on how young children start to understand different types of social affiliations. Specifically, I am interested in investigating the different types of social cues that are used by children to detect and infer kinship relationships between a mother and child, as well as the developmental trajectory of this ability.

II COURSE OVERVIEW

Course Description: Welcome to PSYD20- Current Topics in Developmental Psychology! This course will be broken down into two modules: 1) Examining the Impact of COVID-19 on Child Development (Weeks 1-6), and 2) Understanding and Addressing the Replication Crisis in Developmental Psychology (Weeks 7-12). Classes will be conducted in a seminar style. Students will be expected to have read the assigned material *prior* to class and to actively participate in the weekly discussions. All readings can be located electronically through the U of T library and/or course reserves.

Prerequisites: PSYB20H3 and [(PSYB01H3) or (PSYB04H3) or PSYB70H3] and [PSYB07H3 or STAB22H3 or STAB23H3] and [0.5 credit at the C-level in PSY courses]

Exclusion: PSY410H

Class Meeting Times: Tuesdays 11:00 am- 1:00 pm

Class Meeting Location: HL B106

Duration of Classes: September 6th to December 5th

Reading Week: October 8th to 14th

Final Exam Period: December 8th to 20th

Privacy Statement: Given the delivery of the course material, there will be no recording of class materials or discussions.

Student Learning Outcomes

By the end of this course, students should be able to:

1. Describe current topics in developmental psychology by reflecting on multiple, and sometimes opposing arguments and viewpoints.
2. Critically evaluate the reliability of data presented on social media posts compared to scholarly peer-reviewed articles.
3. Apply findings from peer-reviewed scholarly research to theoretical case studies.
4. Create a public service announcement to convey findings from scientific articles to the general public.
5. Critically examine replication issues in developmental psychology and the current methods being used to resolve these dilemmas.
6. Identify discrepancies in the field of developmental psychology and propose a novel research question to advance the field forward.
7. Give a conference poster presentation to convey new ideas in the field.
8. Become proficient in searching for and citing recent developmental literature using APA (7th edition) format.

Course Website: Quercus

All registered students for the course have access to Quercus. This will serve as the class website, where all lecture slides and course materials will be posted. This will also be the site where the assignments will be submitted, and marks will be made available. Students are expected to check this website **regularly**. Important announcements will be made here. Use of the website's Discussion Board is strongly encouraged for non-private inquiries (e.g., questions about course content and the running of this course, but **not** emails reporting illness or other private matters). Students are also encouraged to answer peer questions on the discussion board, which is a great learning opportunity for everyone.

Assigned Readings

Please see the Course Schedule below for the assigned readings for the course. There is no assigned textbook. Students will be asked to read current scholarly peer-reviewed articles in developmental psychology. These articles can be accessed through the University of Toronto's library and/or through Google Scholar.

Lectures

Course videos and materials belong to the course instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. In this course, students are permitted to download session materials for their own academic use, but they should **not** copy, share, or use them for any other purpose without the explicit permission of the instructor.

III COURSE SCHEDULE & READINGS

Date & Week #	Topic & Assigned Readings	Evaluation
Sept. 6 th Week 1 Module 1	<p><i>Introduction to Module 1: Technology & Public Service Announcements to Promote Healthy Development During & Following the COVID-19 Pandemic</i></p> <p>Drouin, M., McDaniel, B. T., Pater, J., & Toscos, T. (2020). How parents and their children use social media and technology at the beginning of the COVID-19 pandemic and associations with anxiety. <i>Cyberpsychology, Behavior, and Social Networking</i>, 23(1). https://doi.org/10.1089/cyber.2020.0284</p> <p>Weaver, M. S., & Wiener, L. (2020). Applying palliative care principles to communicate with children about COVID-19. <i>Journal of Pain and Symptom Management</i>, 60(1), e8-e11. https://doi.org/10.1016/j.jpainsymman.2020.03.020</p> <p>Wright, T., Einhorn, K., Labin, D., Perez, S., DiSalvo, J., & Truglio, R. (2021). Sesame workshop’s international response to COVID-19. <i>Journal of Children and Media</i>, 15(1), 60-64. https://doi.org/10.1080/17482798.2020.1860100</p>	-
Sept. 13 th Week 2 Module 1	<p><i>Examining the Impact of COVID-19 on Mother-Infant Bonding</i></p> <p>Liu, C. H., Hyun, S., Mittal, L., & Erdei, C. (2022). Psychological risks to mother-infant bonding during the COVID-19 pandemic. <i>Pediatric Research</i>, 91, 853-861. https://doi.org/10.1038/s41390-021-01751-9</p> <p>Fernandes, D. V., Canavarro, M. C., & Moreira, H. (2021). Postpartum during COVID-19 pandemic: Portuguese mothers’ mental health, mindful parenting, and mother-infant bonding. <i>Journal of Clinical Psychology</i>, 77, 1997-2010. https://doi.org/10.1002/jclp.23130</p>	Participation
Sept. 20 th Week 3 Module 1	<p><i>Examining the Impact of COVID-19 & Maternal Stress on Infant Temperament</i></p> <p>Bianco, C., Sania, A., Kyle, M. H., Beebe, B., Barbosa, J., Bence, M., ...& Amso, D. (2022). Pandemic beyond the virus: Maternal COVID-related postnatal stress is associated with infant temperament. <i>Pediatric Research</i>, 1-7. https://doi.org/10.1038/s41390-022-02071-2</p> <p>Provenzi, L., Grumi, S., Altieri, L., Bensi, G., Bertazzoli, E., Biasucci, G.,...& MOM-COPE Study Group. (2021). Prenatal maternal stress during the COVID-19 pandemic and infant regulatory capacity at 3 months: A longitudinal study. <i>Development and Psychopathology</i>, 1-9. https://doi.org/10.1017/S0954579421000766</p>	Participation
Sept. 27 th Week 4 Module 1	<p><i>Examining the Effects of Adult Mask-Wearing on Children’s Language Comprehension & Emotion Recognition</i></p> <p>Ruba, A. L., Pollak, S. D. (2020). Children’s emotion inferences from masked faces: Implications for social interactions during COVID-19. <i>PLoS ONE</i>, 15(12), e0243708. https://doi.org/10.1371/journal.pone.0243708</p> <p>Singh, L., Tan, A., & Quinn, P. C. (2021). Infants recognize words spoken through opaque masks but not through clear masks. <i>Developmental Science</i>, 24, Article e13117. https://doi.org/10.1111/desc.13117</p>	Participation
Oct. 4 th Week 5 Module 1	<p><i>Examining the Impact of COVID-19 on Children’s Mental Health & Physical Activity Levels</i></p> <p>de Miranda, D. M., da Silva Athanasio, B., de Sena Oliveira, A. C., & Silva, A. C. S. (2020). How is COVID-19 pandemic impacting mental health of children</p>	Participation Case Study Available

and adolescents? *International Journal of Disaster Risk Reduction*, 51.

<https://doi.org/10.1016/j.ijdrr.2020.101845>

Moore, S. A., Faulkner, G., Rhodes, R. E., Brussoni, M., Chulak-Bozzer, T., Ferguson, L. J., ... & Tremblay, M. S. (2020). Impact of the COVID-19 virus outbreak on movement and play behaviours of Canadian children and youth: A national survey. *International Journal of Behavioral Nutrition and Physical Activity*, 17(85). <https://doi.org/10.1186/s12966-020-00987-8>

Oct. 11 th	Reading Week	
Oct. 18 th Week 6 Module 1	<i>Public Service Announcement Presentations</i>	<p>Seminar Presentation: Public Service Announcement Due</p> <p>Sign-Up for Seminar Presentation for Module 2: Guided Lesson</p> <p>Sign-Up for Poster Presentation Dates for 'Mock Conference'</p>
Oct. 25 th Week 7 Module 2	<p><i>Introduction to ManyBabies: Replication Issues in Developmental Psychology</i> Frank, M. C., Bergelson, E., Bergmann, C., Cristia, A., Floccia, C., Gervain, J., ... & Yurovsky, D. (2017). A collaborative approach to infant research: Promoting reproducibility, best practices, and theory-building. <i>Infancy</i>, 22(4), 421-435. https://doi.org/10.1111/inf.12182</p> <p>Visser, I., Bergmann, C., Byers-Heinlein, K., Dal Ben, R., Duch, W., Forbes, S., ... & Zettersten, M. (in press). Improving the generalizability of infant psychology research: The ManyBabies model. <i>Behavioral and Brain Sciences</i>.</p>	<p>Participation</p> <p>Cumulative Assignment: Case Study Due</p>
Nov. 1 st Week 8 Module 2	<p><i>ManyBabies 1: Infant-Directed Speech Preference</i> Byers-Heinlein, K., Bergmann, C., Davies, C., Frank, M. C., Hamlin, J. K., Kline, M., ... & Soderstrom, M. (2020). Building a collaborative psychological science: Lessons learned from ManyBabies 1. <i>Canadian Psychology/Psychologie Canadienne</i>, 61(4), 349-363. https://doi.org/10.1037/cap0000216</p> <p>The ManyBabies Consortium (2020). Quantifying sources of variability in infancy research using the infant-directed-speech preference. <i>Advances in Methods and Practices in Psychological Science</i>, 3(1), 24–52. https://doi.org/10.1177/2515245919900809</p> <p><i>ManyBabies 2: Infant Theory of Mind</i> Baillargeon, R., Buttelmann, D., & Southgate, V. (2018). Invited commentary: Interpreting failed replications of early false-belief findings: Methodological and theoretical considerations. <i>Cognitive Development</i>, 46, 112-124. https://doi.org/10.1016/j.cogdev.2018.06.001</p> <p>Kulke, L., Johannesen, J., & Rakoczy, H. (2019). Why can some implicit Theory of Mind tasks be replicated and others cannot? A test of mentalizing versus submentalizing accounts. <i>PloS One</i>, 14(3), e0213772. https://doi.org/10.1371/journal.pone.0213772</p>	<p>Participation</p> <p>Seminar Presentation: Guided Lesson- ManyBabies 1 & 2</p>

<p>Nov. 8th Week 9 Module 2</p>	<p style="text-align: center;"><i>ManyBabies 3: Rule Learning</i></p> <p>Marcus, G. F., Fernandes, K. J., & Johnson, S. P. (2007). Infant rule learning facilitated by speech. <i>Psychological Science</i>, 18(5), 387-391. https://doi.org/10.1111/j.1467-9280.2007.01910.x</p> <p>Rabagliati, H., Ferguson, B., & Lew-Williams, C. (2019). The profile of abstract rule learning in infancy: Meta-analytic and experimental evidence. <i>Developmental Science</i>, 22, e12704. https://doi.org/10.1111/desc.12704</p> <p>Saffran, J. R., Pollak, S. D., Siebel, R.L., & Shkolnik, A. (2007). Dog is a dog is a dog: Infant rule learning is not specific to language. <i>Cognition</i>, 105, 669-680. https://doi.org/10.1016/j.cognition.2006.11.004</p>	<p style="text-align: center;">Participation</p> <p style="text-align: center;">Seminar Presentation: Guided Lesson- ManyBabies 3</p>
<p>Nov. 15th Week 10 Module 2</p>	<p style="text-align: center;"><i>ManyBabies 4: Social Evaluation</i></p> <p>Hamlin, J. K., Wynn, K. & Bloom, P. Social evaluation by preverbal infants. <i>Nature</i> 450, 557–559 (2007). https://doi.org/10.1038/nature06288</p> <p>Scarf D., Imuta, K., Colombo, M., & Hayne, H. (2012). Social evaluation or simple association? Simple associations may explain moral reasoning in infants. <i>PLoS ONE</i>, 7(8): e42698. https://doi.org/10.1371/journal.pone.0042698</p> <p style="text-align: center;"><i>ManyBabies 5: The Hunter & Ames Model of Infant Looking Preferences</i></p> <p>Houston-Prince, C., & Nakai, S. (2004). Distinguishing novelty and familiarity effects in infant preference procedures. <i>Infant and Child Development</i>, 13, 341-348. https://doi.org/10.1002/icd.364</p> <p>Oakes, L. M. (2017). Sample size, statistical power, and false conclusions in infant looking-time research. <i>Infancy</i>, 22(4), 436-469. https://doi.org/10.1111/infa.12186</p>	<p style="text-align: center;">Participation</p> <p style="text-align: center;">Seminar Presentation: Guided Lesson- ManyBabies 4 & 5</p> <p>Posters for Mock Conference- Group I Need to be Submitted for Printing</p>
<p>Nov. 22nd Week 11 Module 2</p>	<p style="text-align: center;"><i>Mock Conference- Group I Poster Presentations</i></p>	<p style="text-align: center;">Cumulative Assignment: Mock Conference Presentations- Group I</p> <p>Posters for Mock Conference- Group II Need to be Submitted for Printing</p>
<p>Nov. 29th Week 12 Module 2</p>	<p style="text-align: center;"><i>Mock Conference- Group II Poster Presentations</i></p>	<p style="text-align: center;">Cumulative Assignment: Mock Conference Presentations- Group II</p> <p style="text-align: center;">Conference Reflections for Mock Conference- Group II Due</p>
<p>Dec. 5th</p>		<p style="text-align: center;">Conference Reflections for Mock Conference- Group I Due</p>

***Please note: The class schedule is subject to change due to unforeseen circumstances

IV EVALUATION/GRADING SCHEME

Student Evaluation at a Glance

	Evaluation	Due Date	Weight
Module 1	Participation- Social Media Posts	Sept. 13 th , 20 th , 27 th , Oct. 4 th	5%
	Seminar Presentation- Public Service Announcements	October 18 th	20%
	Cumulative Assignment- Case Study	October 25 th	25%
Module 2	Participation- Proposed Research Question	Oct. 25 th , Nov. 1 st , 8 th , 15 th	5%
	Seminar Presentation- Guided Lesson	Nov. 1 st , 8 th <u>or</u> 15 th	20%
	Cumulative Assignment- Mock Conference Presentation	Nov. 22 nd <u>or</u> Nov. 29 th	20%
	Cumulative Assignment- Mock Conference Reflection	Nov. 29 th <u>or</u> Dec. 5 th	5%

Participation (1.25 % x 8 Weeks = 10%)

Throughout the semester (**Module 1: Sept. 13th, 20th, 27th and Oct. 4th** and **Module 2: Oct. 25th, Nov. 1st, 8th and 15th**), students will be asked to actively participate by completing a brief activity related to the topic discussed that week (1.25% x 8 weeks = 10%). Students will be asked to complete participation activities **8 times** throughout the semester. The exact time the participation assignments are due varies between Modules 1 and 2. Additional information can be found below.

Module 1: Social Media Posts (Participation Dates: Sept. 13th, 20th, 27th, and Oct. 4th)

Students will be asked to find a social media post related to the topic assigned that week. Social media posts can be found from any appropriate outlet, including but not limited to Facebook, Instagram, TikTok, Reddit, Twitter, New York Times, Toronto Star, etc. A copy of the social media post (or a link) should be uploaded to Quercus by **11:00 am on Tuesday** (before the start of seminar each week). Students will be asked to include 2-3 sentences briefly describing the connection between the social media post and the seminar topic. These social media posts will be used to facilitate the weekly seminar discussion. The post should appropriately relate to the assigned readings for that week. A detailed rubric will be posted to Quercus. Collaboration is strictly prohibited.

Module 2: Proposed Research Question (Participation Dates: Oct. 25th, Nov. 1st, 8th and 15th)

Students will be asked to submit one question that proposes a novel research question related to the assigned readings for the week. The objective of these participation assignments is to think about what would be a good follow-up study to conduct based on the assigned readings. The question will be submitted to Quercus and will be due by 11:59 pm Tuesday (after seminar each week). A detailed rubric will be posted to Quercus. Collaboration is strictly prohibited.

Seminar Presentations (2 Presentations x 20% = 40%)

Module 1: Public Service Announcement (20%)

Each student will be asked to create a public service announcement (PSA) related to one of the topics discussed in Module 1. Students will be required to translate the findings from 3 scholarly peer-reviewed scientific articles (articles cannot be from the assigned readings) to a public service announcement (video format or social media post). Students will also be required to apply the findings from the articles to a real-world scenario and incorporate this advice throughout the PSA. Assignments will be due on Tuesday, October 18th by 11:00 am (Week 6); presentations will take place during class time on Tuesday, October 18th (Week 6). Presentations should be approximately 3-5 minutes in length. Students will also be asked to submit a 400- to 500-word description of their PSA and the anticipated impact it will have on the target audience. References must be included and cited using APA 7th edition format. A detailed rubric will be posted to Quercus. The requirements for each type of PSA (video format versus social media post) will be specifically outlined. Collaboration is strictly prohibited.

Module 2: Guided Lesson (20%)

On Tuesday, October 18th (Week 6), students will have the opportunity to sign-up for one seminar topic they would like to lead for Module 2 (with presentations beginning on Tuesday, November 1st- Week 8). In groups of 4 to 5, students will be responsible for leading the seminar discussion for one of the ManyBabies topics. Each group will be responsible for presenting two articles that are related to the assigned topic for that week. The articles **cannot** be one of the assigned readings but should clearly relate to the ManyBabies replication issue (see <https://manybabies.github.io>) being discussed. Students will be expected to discuss the research question, methodology and findings of their articles, as well as how they connect to the assigned readings for that week. PowerPoint presentations are required. Students will also need to develop a class activity for their peers to complete to help them learn about the ManyBabies project. On the day of the presentation, students will have 45 minutes to present their article and activity to the class. A detailed rubric will be posted on Quercus.

Cumulative Assignments (2 Assignments x 25% = 50%)

Module 1: Case Study (25%)

Students will be required to analyze a theoretical case study due by **11:59 pm on Tuesday, October 25th (Week 7)**. Students will be presented with theoretical scenario(s) and will be asked to incorporate scholarly information and material reviewed during previous classes to respond to the case studies. In-text citations and a reference list formatted using APA 7th edition are required. Students will have **3** weeks to complete the case study (the case study will be posted on **Week 5: Tuesday, October 4th**). Collaboration on case studies is strictly prohibited. A detailed rubric will be posted on Quercus.

Module 2: Mock Conference (25%)

Students will be required to create a brief research proposal that will expand the ManyBabies project. The purpose of the research proposal will be to critically examine a topic in developmental psychology where there is opposing research, and will be to propose the 'next steps' for moving this field forward (just like what developmental psychologists have been doing to contribute to the ManyBabies project!). See breakdown of grade below.

Mock Conference Poster & Presentation (20%)

By conducting a literature review of a current topic in developmental psychology, students will be required to identify an area in which there are opposing viewpoints/ discrepancies in the literature. Students will be asked to propose a research question that will help to resolve these discrepancies! The research proposal will be delivered in a poster format and presented at a 'Mock Conference' on **November 22nd or 29th**. The poster will require a title, a literature review, research question, hypotheses and significance sections. A reference section in APA (7th Ed.) format should also be included on the poster. The research proposal should include at least 5 scholarly references. At the 'Mock Conference' students will be required to give a 7- to 10-minute presentation on their poster. The poster should include visuals. The poster needs to be submitted to Quercus **1 week prior to the presentation date for printing**. All work should be original and align with U of T academic policy. A detailed rubric will be posted on Quercus. Collaboration is strictly prohibited.

Mock Conference Reflection (5%)

On the week that you are **not** presenting at the 'Mock Conference', students will be asked to listen to their peers' poster presentations and ask follow-up questions. One week following the 'Mock Conference' (in which the student did **not** present), students will be required to submit a 600- to 700-word reflection on their peers' assignments (**due either on Tuesday Nov. 29th or Monday Dec. 5th**). The Mock Conference Reflection should include information from at least **5** presentations. Collaboration is strictly prohibited. A detailed rubric will be posted on Quercus.

V COURSE POLICIES

Email Policy

Students are encouraged to email the course instructor regarding questions or concerns about course content or to set-up a virtual meeting. Students are encouraged to make a virtual appointment or to attend office hours for more complicated matters. Emails should originate from students' designated UToronto email account. Emails will be responded to within 48 hours, excluding weekends/holidays. Emails should include "PSYD20" in the subject line.

Remarking Policy: Timeline & Protocol

Students have 2 weeks from when the work was returned to submit a request for remarking and to bring concerns about the assignment to the instructor's attention.

Late Policy

There will be a **10% late penalty for every day an assignment is late**. Students will be provided with **2** 'late tickets'. One 'late ticket' will allow for one 24-hour extension to an assignment without penalty. In other words, one ticket is equal to an extension of one day. Students may apply the 'late tickets' to their Participation, Case Study, or Mock Conference Reflection. 'Late tickets' may **not** be applied to the seminar presentations for Module 1 (PSA) **nor** for Module 2 (Guided Lesson) **nor** for the Mock Conference Presentation. Students may apply their 'late tickets' to one assignment or to multiple assignments.

Please use this link: https://utorontopsych.az1.qualtrics.com/jfe/form/SV_b7n3QJ3e74BJL5c and code: **PSYD20** to request the use of a 'late ticket'. It is important to note that students must complete the Qualtrics form to request the use of a 'late ticket' **in advance of the due date** of an assignment. Completing the form after the deadline for an assignment will **not** be accepted. For work missed due to extenuating circumstances please see the Missed Term Work Policy below.

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include, but are not limited to: using someone else's ideas or words without appropriate acknowledgement, submitting one's own work in more than one course without the permission of the instructor in all courses, making up sources or facts, obtaining or providing unauthorized assistance on any assignment, etc. 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.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the *Code of Behaviour on Academic Matters*. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to the course instructor. Note that students are expected to seek out additional information on academic integrity from the course instructor or from other institutional resources (for example, the University of Toronto website on Academic Integrity: <https://www.academicintegrity.utoronto.ca>).

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>).

Accommodations

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 students have a disability/health consideration that may require accommodations, students are free to approach the course instructor and/or the Accessibility Services <https://www.utsc.utoronto.ca/ability/> office as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please contact 416-287-7560 (tel/TTY) or email ability.utsc@utoronto.ca for more information. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Religious Accommodations

As a student at the University of Toronto, students are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. The course instructor will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if students anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let the course instructor know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that alternate arrangements can be made with the student.

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.

Centre for Teaching and Learning

The Centre for Teaching and Learning (CTL) is available to support students in their writing, English language, math and stats, and professional development needs. It offers online tutoring and consultations and has a variety of helpful online resources. For more information, please visit CTL's Academic Learning Support site at <http://uoft.me/AcademicLearningSupport>.

Mental Wellness

It is not uncommon for university students to experience a range of health and mental health issues that may result in barriers to achieving their academic goals. The University of Toronto offers a wide range of services that may be of assistance. Students are encouraged to seek out these resources early and often.

Student Mental Health Resource: <https://mentalhealth.utoronto.ca>

On Campus: Students' college Registrar's Office, and/or Dean of Students' Office
Student Life - <http://www.studentlife.utoronto.ca>

Health and Wellness Centre: <http://www.studentlife.utoronto.ca/hwc>

Campus Police: (416) 978-2222

Off-Campus: Good2Talk - a post-secondary (24/7) helpline (1-866-925-5454).

Masks in the Classroom

While the mask mandate has been paused as of 1 July 2022, the use of medical masks continues to be strongly encouraged at U of T Scarborough in indoor settings where physical distancing is not possible. We ask everyone to respect each other's decisions, comfort levels, and health needs. Masks are available at all building entrances at U of T Scarborough and in all classrooms.

Department of Psychology Missed Term Work Policy

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

Note:

- 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.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office [petition process](#).

To submit missed term work accommodation requests in PSYD20, please use this link: https://utorontopsych.az1.qualtrics.com/jfe/form/SV_9XoaYKhn24xEbYy and code: PSYD20

ILLNESS OR EMERGENCY accommodations:

For missed work due to ILLNESS OR EMERGENCY, complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Declare your absence on [ACORN](#) (Profile & Settings > Absence Declaration)
3. Email **both** of the following items to the course email **WITHIN 2 BUSINESS DAYS** of the missed work:
 - a. the [Request for Missed Term Work Accommodations Form](#)
 - *AND***
 - b. a screenshot of your Self-Declared Absence on ACORN

Note:

- *If you are unable to submit your request within 2 business days, you must still email your instructor within the 2 business day window to explain the nature of the delay. Exceptions to the 2 business day deadline will only be made under exceptional circumstances.*
- *If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.*

ACADEMIC CONFLICT accommodations:

For missed term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same time):

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Take screenshots of your course Quercus pages that demonstrate the conflict.
3. Email the form and screenshots to the course email **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. Requests sent after the activity deadline may not be accommodated.

Note:

- *Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*
- *Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are conflicts.*
- *Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.*

RELIGIOUS CONFLICT accommodations:

For missed term work due to a RELIGIOUS CONFLICT:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Email the form to the course email **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. Requests sent after the activity deadline may not be accommodated.

ACCESSABILITY SERVICES accommodations:

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

- **Contact your AccessAbility consultant** and have them email the course email 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 the course email 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 the course email 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. **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 the instructor’s response to resume work on your assignment**. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you’re able, and email it to your instructor.

For an **anticipated absence** (e.g. a scheduled surgery or an illness with a prolonged recovery period), if you would like to request accommodations in advance, submit a [Verification of Illness Form](#) completed by your doctor AND the [Request for Missed Term Work Accommodations Form](#) to the course email. Absences can be declared up to 14 days into the future on ACORN.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, 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**. E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test, you must submit *another* [Request for 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 necessarily be provided.

Grade Scale

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