

PERSONALITY DISORDERS (PSYD32H3-Y-LEC02)

COURSE SYLLABUS – FALL 2022

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

Course Delivery Method: This course section is in-person. Attendance is mandatory and will be recorded on Mondays at 3:00-5:00 PM in Science Wing, Room 316. To ensure that students who miss classes can access lecture materials, previously recorded lectures and PowerPoint presentations are available on the Quercus website using [Office 365](#) software. To view announcements and to access all course materials, including recorded lectures, please use the course's Quercus website. Please regularly monitor the course's Quercus website for important announcements and updates.

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Office Hours: Weekly office hours will take place on Mondays from 2:00–3:00 PM either in person in Humanities Wing, Room 517, or on [Microsoft Teams](#). Appointments are booked in 15-minute sessions only (please book no more than one session per week). To book your appointment (regardless of whether it is in person or online), please do so using the bookings page on [Microsoft Bookings](#). You must make your booking using your University of Toronto email address. Note that the system does not permit you to book an appointment less than 24 hours before the intended meeting day and time. When you book your appointment, you will receive a confirmation email that contains a link to join the meeting using Microsoft Teams.

Land Acknowledgement: I wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

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

Course Description: *Personality Disorders* is a seminar course designed to provide you with an in-depth understanding of current controversies and the latest research findings about a form of psychopathology that is often overlooked, understudied and highly stigmatized. When the Fifth Edition of the *Diagnostic and Statistical Manual of Mental Disorders* was published in 2013, radical changes to the classification of personality disorder were considered but ultimately not adopted in the main text of the diagnostic manual. More recently, the 11th Revision of the *International Classification of Diseases* adopts a new approach for diagnosing personality disorder. Therefore, it is a crucial time for students to understand how personality disorder is conceptualized and diagnosed, as well as to consider alternative diagnostic classifications and conceptualizations. You may find this seminar course different from a typical lecture course because you will be encouraged to engage in discussion and debate with your peers about the most valid and clinically useful ways to conceptualize personality disorder. As part of this course, you will also prepare a brief review paper that addresses an important theoretical and/or scientific question within the broader topic of personality disorder. By the end of this course, you will have acquired the skills to do the following:

1. Describe the diagnostic criteria for a personality disorder according to the *Diagnostic and Statistical Manual of Mental Disorders—Fifth Edition (DSM-5)* and *International Classification of Diseases—11th Revision (ICD-11)*;
2. Identify the key causes and most effective treatments for personality disorder based on influential theories and the latest research findings; and
3. Conduct a literature review on a topic relevant to personality disorder and prepare a concise review paper based on original, empirical research.

Course Evaluation:

10%	Attendance and Participation (in-person)
10%	Quizzes (on weekly readings)
20%	Reflection Paper (based on a social media video of a person with lived experience with a personality disorder)
20%	Paper Topic Proposal
40%	Final Term Paper

Descriptions of each of the course evaluation components, including marking schemes and rubrics, are provided below.

Weekly Topics, Due Dates and Other Important Dates

WEEK	DATE	TOPIC
1	September 12	Review of Syllabus and Learning Approaches in this Course
2	September 19	What is a Personality Disorder? A Categorical Perspective on Diagnosis
3	September 26	Dimensional Conceptualizations of Personality Psychopathology
4	October 3	Choosing a Term Paper Topic and Strategies for Writing the Term Paper; In-Class Office Hours to Discuss Term Paper Topics <i>(Note: Sample term paper topics will be presented and discussed)</i> <i><u>Due on October 3: Reflection Paper (submitted electronically on Quercus no later than 11:59PM EST)</u></i>
	October 8-14	Reading Week (no class and no office hours)
5	October 17	The Hierarchical Taxonomy of Psychopathology (HiTOP): Connecting Personality Disorder with the Broader Structure of Psychopathology <i><u>Due on October 17: Term Paper Topic Proposal (submitted electronically on Quercus no later than 11:59PM EST)</u></i>
6	October 24	Cluster A Personality Disorders: Paranoid, Schizoid and Schizotypal
7	October 31	<i>Guest Lecture:</i> Cluster B Personality Disorders: Borderline Personality Disorder
8	November 7	Cluster B Personality Disorders: Antisocial Personality Disorder
9	November 14	Cluster B Personality Disorders: Narcissistic and Histrionic Personality Disorders
10	November 21	Cluster C Personality Disorders: Avoidant, Dependent and Obsessive-Compulsive
11	November 28	Treatment of Personality Disorder
12	December 5	Advocacy for Personality Disorder and Pathways for Advanced Education and Training in the Field <i><u>Due December 5: Final Term Paper (submitted electronically on Quercus no later than 11:59PM EST). Note: You must include a title page that includes your name, title of your paper, and the total word count of your paper (word count does NOT include the abstract, references, and any tables or figures). You must also complete the Academic Integrity Assignment Checklist (see below) along with your term paper (found under the “Quizzes” tab on Quercus).</u></i>
	December 5	Last day to submit term assignments <i><u>Last day to complete and submit Quizzes on Quercus</u></i>

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

Readings [Chapters from Widiger (2012)]:

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

Week 1: [No readings]

Week 2: *Historical Developments and Current Issues*

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

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

Week 5: Kotov, R., Krueger, R. F., Watson, D., Achenbach, T. M., Althoff, R. R., Bagby, R. M., . . . Zimmerman, M. (2017). [The Hierarchical Taxonomy of Psychopathology \(HiTOP\): A dimensional alternative to traditional nosologies](#). *Journal of Abnormal Psychology*, 126(4), 454-477.

Week 6: *Paranoid and Schizoid Personality Disorders; Schizotypal Personality Disorder: An Integrative Review*

Week 7: *Borderline Personality Disorder*

Week 8: *Psychopathy*

Week 9: *Narcissistic Personality Disorder: The Diagnostic Process; The Death of Histrionic Personality Disorder*

Week 10: *Avoidant Personality Disorder, Traits, and Type; Dependent Personality Disorder; Obsessive-Compulsive Personality Disorder*

Week 11: *Cognitive Therapy for Personality Disorders; Dialectical Behavior Therapy of Borderline and Other Personality Disorders*

Week 12: [No readings]

Description of Course Evaluations:

Attendance and Participation: Attendance in this course is mandatory and will be taken on a weekly basis. Higher marks will be assigned to students who attend class sessions regularly and make weekly contributions to in-class discussions, in part by demonstrating their knowledge of assigned weekly readings.

When considering classroom participation and discussion, please bear in mind the following regarding equity, diversity, and inclusivity in this course—

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

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

Reflection Paper: Your opinions on the topics we discuss in this class are valued. One way for you to share your opinions, thoughts, or reactions about a topic is to write a reflection paper. For the reflection paper in this course, you are asked to locate a publicly available video on social media (YouTube preferred) that can be linked to and accessed by the course instructor. The video should be a minimum of three minutes in duration. Your assignment is to write a reflection paper (between 750 and 1000 words) based on a video of a person who identifies as having lived experience with a personality disorder—that is, someone who describes their own experience of having a personality disorder or having a significant other (e.g., family member) with a personality disorder. Your reflection paper can include your reactions to the person’s experiences and your thoughts on how well the video conveyed the person’s experiences. References should be provided to support any statements requiring factual support but are NOT required as part of this assignment.

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

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

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

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

Quizzes: This course relies on students’ knowledge and critical appraisal of the weekly assigned readings. To facilitate a deeper engagement with the reading materials, students will complete eight open-book quizzes. Each quiz contains 10 multiple-choice questions based on the assigned readings and the time limit on each quiz is 30 minutes. Quizzes will be available for each of the following weeks and are based on the corresponding weekly readings: 2, 3, 6, 7, 8, 9, 10 and 11. You are encouraged to complete the quizzes on a weekly basis to prepare for the corresponding

class session. However, all quizzes will be available to complete throughout the semester and must be completed by the last day to submit term work (see above).

Paper Topic Proposal Assignment: Many researchers are now of the opinion that personality disorder is “coming of age.” This is not surprising when you consider that major (and controversial) changes were proposed for this category of psychiatric illness in the *DSM-5* in 2013. Other significant events have also taken place. Dr. Marsha Linehan, the developer of dialectical behaviour therapy (a common treatment for people with borderline personality disorder), disclosed her own struggles with mental illness (see *New York Times*, June 23, 2011, “Expert on Mental Illness Reveals Her Own Fight”). Years later, two men—National Football League player, Brandon Marshall, and Saturday Night Live star, Pete Davidson—revealed their own diagnoses of borderline personality disorder, shining a new light on a diagnosis often linked to women in media portrayals. Public outcry in Canada over the need for greater public mental health services for people with personality disorder has reached a critical point as the relatively few treatment programs either have waitlists or are difficult for many people to access.

As the capstone assignment in this course, you will prepare a term paper on a topic relevant to the scientific study of personality disorder. Sample broad topic areas include (but are not limited to) the following:

- Evidence on the effectiveness of psychotherapies for borderline personality disorder
- Validity of diagnosing personality disorder in children and adolescents
- Relationship between childhood trauma and borderline personality disorder
- Neuropsychological or neuroimaging results in schizotypal, antisocial, and/or borderline personality disorder
- Reliability and validity of new questionnaire measures of the DSM-5 Alternative Model and/or ICD-11 model of pathological personality traits

In preparation for the term paper, you will begin by writing a brief proposal (250-500 words) that includes the following components:

1. A tentative title for the paper.
 - ⇒ Example: *Effects of Dialectical Behaviour Therapy on Emotion Regulation in Borderline Personality Disorder*
2. A specific statement about the purpose of the paper and the subtopics to be covered.
 - ⇒ Example: The purpose of my paper is to review evidence on the effects of dialectical behaviour therapy on emotion regulation in adults with borderline personality disorder. Studies of emotion regulation will be organized in the following three areas: (a) self-report questionnaires, (b) mood induction procedures, and (c) psychophysiological measures (e.g., respiratory sinus

arrhythmia).

3. An initial estimate of the number of original, empirical articles (*Note: this does not include review articles or meta-analyses*) that correspond to the topics/subtopics to be reviewed in the paper, as identified in a literature search. You are required to include a minimum of six original, empirical articles (more if you find additional relevant articles) in the proposal and term paper. For each subtopic, you must include at least two relevant original, empirical articles. (If you are not sure what makes an article an “original, empirical report”, please refer to the *Publication Manual of the American Psychological Association—7th Edition*).
 - ⇒ Example: Based on my search of PubMed and Google Scholar on June 1, 2019, I located 10 articles relevant to my topic that investigated changes in emotion regulation in borderline personality disorder following dialectical behaviour therapy. First, I found four articles on self-reported emotion regulation using two standardized questionnaires (CITATIONS FOR THE FOUR STUDIES). Second, I identified three articles that used videos to induce negative mood states and subsequently asked participants to regulate their mood states using specific emotion regulation strategies (CITATIONS FOR THE THREE STUDIES). Third, I located three articles examining respiratory sinus arrhythmia in response to photographs that elicit highly arousing negative emotional responses (CITATIONS FOR THE THREE STUDIES).
4. A brief summary the findings of the original, empirical reports identified in your initial literature search.
 - ⇒ Overall, the results of these studies indicate that there are changes in self-reported emotion regulation following dialectical behaviour therapy, with the most consistent findings showing an increase in acceptance of emotions and a greater perceived access to emotion regulation strategies when experiencing negative emotions. Similarly, mood induction studies suggest increases in the perceived effectiveness of implementing specific emotion regulation strategies when experiencing negative mood states. Psychophysiological assessments have produced mixed findings, with one study showing an increase and another no change in respiratory sinus arrhythmia after viewing photographs that elicit negative emotions.
5. A list of references for all of the articles cited in the proposal. While six original, empirical articles must be included in the proposal, the list of references in the term paper submitted at the end of the course need not be identical to the list provided in the proposal. The only requirement is that any additional references are relevant to the topic of the paper and are original, empirical studies. (Other article types, such as review

articles, case studies, and meta-analyses, may be also be referenced in the proposal and term paper, but they do not count toward the minimum six original, empirical articles.)
References do not count toward the word count.

⇒ Examples: *Please see the Publication Manual of the American Psychological Association—7th Edition.*

You will receive feedback from the instructor about whether your topic is approved, requires minor modification, or requires reformulation. If you require further consultation regarding your term paper topic, you are encouraged to book a meeting during the instructor’s office hours (see information above about how to book a meeting during office hours). If your topic requires reformulation, you are strongly encouraged to re-submit a substantially revised proposal to the instructor for re-review. Students requesting a re-review of the revised term paper topic proposal must do so within 2 weeks (via email to the instructor) of receiving feedback on their original proposal. This deadline is provided to ensure that students have sufficient time for the instructor to provide additional feedback on the revised proposal and for students to begin writing the term paper as early as possible. Please note that the revised proposal will not be re-marked—the re-review by the instructor is intended as an opportunity for students to receive feedback on their revised proposal before they write their term paper.

Evaluation Criterion	Marks
Is the paper topic relevant to the study of personality disorder? Does the proposed topic strike an appropriate balance between being appropriately focused (not overly broad) while also being sufficiently complex and challenging?	20
Are the subtopics clearly described? Are they appropriate (logically follow from the purpose of the paper) and do they reflect the current status of research in the chosen area of study?	20
Is the number of studies for each subtopic provided? Does each subtopic reference at least two original, empirical articles ?	10
Is the summary of the studies clear and concise? Does it provide sufficient information to determine whether the topic is feasible (e.g., enough studies with similar or related research designs to draw meaningful conclusions about a research area)?	30
Are there at least six references that are original, empirical articles, and are the references formatted according to <i>Publication Manual of the American Psychological Association—7th Edition</i> ?	20
Total	100

Term Paper: After you receive feedback from the instructor on your topic proposal, you will prepare a term paper that concisely reviews a topic of importance to the scientific study of personality disorder (see sample topics and other guidelines above). Your term paper will be in

the format of a “Mini Review”: the word count must be **no more than 3000 words (excluding the title page, abstract, and references) but no less than 2500 words**. Term papers must be formatted according to the *Publication Manual of the American Psychological Association (7th Edition)*. The paper must have a title page, abstract (250 words maximum), and a running title (five words maximum). A Methods section is not required. Tables and figures are optional and do not count toward the 3000-word limit. For examples of review articles with a 3000-word limit, please see the “Mini Review” article type in the *Frontiers* journal series (<http://journal.frontiersin.org/journal/psychiatry#article-types>). **You must also complete the Academic Integrity Assignment Checklist (see below) along with your term paper (found under the “Quizzes” tab on Quercus).**

The purpose of the term paper is to provide a detailed and balanced scientific perspective on a topic that is supported by original, empirical research studies. The term paper does not include a conventional thesis statement because your job is not necessarily to take a stance on a particular issue, but instead to present a fair, balanced, and evidence-supported review of a research area. Normally, the term paper will generally be structured as follows—

1. Introduction: Describes the aim(s) of the review, the theoretical model (if relevant) that guides the review, and a list of the topics and subtopics around which the review will be organized.
2. Main Body: Presents the topics and subtopics that logically follow from the overall aim(s) of the review. You should use headings and subheadings to organize your writing. A methods section is not required. ***The studies and their findings should be described in a manner that attempts to highlight their similarities and differences (e.g., in research design and main findings), rather than simply describing one study separately from another (without clear attempts to compare and contrast the studies).***
3. Conclusion: The Conclusion should begin with a succinct summary (usually one paragraph) that integrates the primary results of the studies discussed in your paper, which may provide a new perspective on the topic. The next paragraph should describe the major limitations of the review itself (e.g., are there certain topics that fell outside of the scope of the paper that might be informative?) and the individual studies described in the review (approximately one paragraph). Finally, potential future avenues of research should be discussed that would help to address questions that could not be fully answered by the review and the available research on the topic (approximately one paragraph).

As stated above, while a minimum of six original, empirical articles must be included in the proposal, the list of references in the term paper need not be identical to the list provided in the proposal, so long as any additional references are relevant to the topic of the paper and are original, empirical studies.

University's 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 website (<https://uoft.me/pdt-faq>).

Evaluation Criterion	Marks
Does the title page contain an appropriate title and all other required information as indicated in the APA Publication Manual?	5
Is the Abstract written clearly and concisely, and does it contain a brief summary of the contents of the paper?	5
Does the Introduction provide a clear and concise description of the aim(s) of the paper and its structure/organization? Do the topics/subtopics logically follow from the stated aim(s) of the review?	10
Does the body contain well-articulated (logical, concise, and clear) summaries of research studies?	15
Does the writing in the body of the paper provide a <i>deep analysis</i> and <i>synthesis</i> of the topics/subtopics and original, empirical studies? That is, does the writing draw logical connections between topics/subtopics and the corresponding studies? Are the studies and their findings described in a manner that attempts to highlight their similarities and differences (e.g., in research design and main findings), rather than simply describing one study separately from another (without substantial attempts to compare or contrast them)?	20
Does the Conclusion provide a complete and concise summary of the main findings of the review paper and ultimately address the aim(s) of the review and the potential implications?	10
Are the limitations of the review paper itself and the individual studies contained in the review acknowledged?	5
Are logical, feasible, and original future research directions articulated?	5
Is the paper fully formatted according to <i>APA style—7th edition</i> ?	15
Is the overall writing style clear and concise with appropriate sentence construction, grammar, headings/subheadings, and logical transitions between topics/subtopics?	10
Total	100

Academic Integrity Assignment Checklist

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

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

Academic Integrity: 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 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.

Commitment To Equity, Diversity, and Inclusion

The University of Toronto Scarborough (UTSC) 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. UTSC does not condone discrimination or harassment against any persons or communities.

Disability-Related Accommodations

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 (<http://www.utsc.utoronto.ca/ability/>) 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.uts@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

The University has a commitment concerning accommodation for religious observances. I 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 you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements. Please also see the religious accommodations section of the Department of Psychology's Missed Term Work Policy below.

Course Policy for Disagreements About Graded Materials

Any disagreement about grading on any course evaluation must be made in writing to Professor Ruocco within one week of receiving the graded materials and should detail the point of contention.

Course Policy for Penalties Due to Late Submission of Term Work

Students who submit term work after the due date and without appropriate documentation (as described above) will have 10% of the total value of the work deducted for each day late (regardless of whether it is a business day or not).

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](#).

The email address to submit missed term work accommodation requests in
PSYD32H3-Y-LEC02 is:
anthony.ruocco@utoronto.ca

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:
 - the [Request for Missed Term Work Accommodations Form](#)
AND
 - 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 Scales and Meaning of Grades

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 - 100%	A+	4.0
85 - 89%	A	4.0
80 - 84%	A-	3.7
77 - 79%	B+	3.3
73 - 76%	B	3.0
70 - 72%	B-	2.7
67 - 69%	C+	2.3
63 - 66%	C	2.0
60 - 62%	C-	1.7
57 - 59%	D+	1.3
53 - 56%	D	1.0
50 - 52%	D-	0.7
0 - 49%	F	0.0

Please note that assignment of an “A” grade in this course signifies that your work suggests that you are prepared for post-graduate work.