

PSYD20- Current Topics in Developmental Psychology

Department of Psychology, University of Toronto

Fall 2023

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I CONTACTS

Instructor

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

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

General Office Hours: Mondays from 10 am – 11 am or by Appointment

Office Location: Zoom: <https://utoronto.zoom.us/j/86336411983>

Meeting ID: 863 3641 1983

Passcode: Psychology



Instructor Bio: Hi everyone! My name is Dr. McPhee. It's so nice to meet you.

Here is a little bit about me: 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! For PSYD20, we will be focusing on examining various pathways in developmental psychology, including development for individuals who have developmental disabilities and/or physical disabilities. We will also focus on examining barriers to inclusivity for individuals with developmental disabilities and physical disabilities, to understand how these barriers influence development. One primary objective of this course is to understand that differences in development do not mean deficits in development. Through an experiential learning component of the course, students will have the opportunity to learn about practices that promote inclusivity and accessibility for individuals who have various developmental trajectories. Students will also have the opportunity to help promote practices in the community that are accessible and inclusive for all of its members. 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 class.

Experiential Learning is a teaching methodology that engages learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values and develop people's capacity to contribute to their communities. For PSYD20, the type of experiential learning that will take place are 3 'field trips' to local facilities (i.e., The N'sheemaehn Child Care Center, Holland Bloorview Kids Rehabilitation Hospital and Variety Village) that create inclusive, accessible programs for individuals of varying developmental trajectories.

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

Exclusion: PSY410H

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

Class Meeting Location: MW 223

Duration of Classes: September 5th to December 4th, 2023.

Reading Week: October 7th to 13th, 2023.

Final Exam Period: December 7th to December 20th, 2023.

Student Learning Outcomes

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

1. Describe how development differs for individuals with developmental disabilities and/or physical disabilities.
2. Understand how differences in development do not mean deficits in development.
3. Critically reflect on experiential learning opportunities by connecting prior knowledge with field experience.
4. Identify barriers (physical and social) to inclusive practices in pre/schools and recreational facilities for individuals with differing developmental trajectories.
5. Identify solutions (physical and social) to promote inclusive practices in pre/schools and recreational facilities for individuals with differing developmental trajectories, including those with developmental disabilities and/or physical disabilities.
6. Propose a strategy or strategies that community stakeholders could implement to combat adversity and promote inclusivity for individuals with varying developmental trajectories.
7. Create original public service announcements (through social media posts) to promote accessibility and inclusivity in the local community.

Course Website: Quercus

All registered students for the course have access to Quercus (<https://q.utoronto.ca>). 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** (i.e., 2-3 times per week). 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.

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 & Experiential Learning Component
Sept. 11 th Week 1	<p><i>Introduction to PSYD20: Developmental Disabilities, Inclusivity & Experiential Learning</i></p>	
	<p>Diversity in Diction, Equality in Action: A guide to the appropriate use of language. Please read pg. 1-9, and 28-36.</p>	
	<p>Learning about Disability. Please read subsections, “Disability Inclusion 101” and “For Parents and Families”. https://hollandbloorview.ca/advocacy/learn-about-disability-inclusion</p>	
	<p>University of Toronto (2017). Rethinking higher education curricula: Increasing impact through experiential, work-integrated and community-engaged learning, 1-12.</p>	
Sept. 18 th Week 2	<p><i>Models of Developmental Disabilities & The AODA</i></p>	<p>Module #1 for Experiential Learning Due on Sept. 18th by 11:59 pm</p>
	<p>Goering, S. (2015). Rethinking disability: The social model of disability and chronic disease. <i>Current Reviews in Musculoskeletal Medicine</i>, 8, 134-138.</p>	<p>Module #1 for Accessibility Due on Sept. 18th by 11:59 pm</p>
	<p>Presnell, J., & Keesler, J. (2021). Community inclusion for people with intellectual and developmental disabilities: A call to action for social work. <i>Advances in Social Work</i>, 21(4). 1229-1245.</p>	<p>In-Class Activity: Sign-Up for a Time Slot for Field Trip #1: The N’sheemaehn Child Care Center (trip to take place during the week of Sept. 25th)</p>
Sept. 25 th Week 3	<p><i>Development of Children with Autism Spectrum Disorder</i></p>	<p>Module #2 for Experiential Learning Due on Sept. 25th by 11:59 pm</p>
	<p>Cleary et al. (2023). The first six months of life: A systematic review of early markers associated with later autism. <i>Neuroscience and Biobehavioral Reviews</i>, 152, Article 105304.</p>	<p>Module #2 for Accessibility Due on Sept. 25th by 11:59 pm</p>
	<p>De Belen et al. (2023). Eye-tracking correlates of response to joint attention in preschool children with autism spectrum disorder. <i>BMC Psychiatry</i>, 23, Article 211.</p>	<p>***Outside Class Time Activity: Field Trip #1 to N’sheemaehn Child Care Centre***</p>
	<p>Kangarani-Farahani et al. (2023). Motor impairments in children with autism spectrum disorder: A systematic review and meta-analysis. <i>Journal of Autism and Developmental Disorders</i>.</p>	
Oct. 2 nd Week 4	<p><i>Development of Children with Autism Spectrum Disorder: Identifying Barriers & Solutions to Inclusion</i></p>	<p>Field Trip #1 Reflection Due on Oct. 2nd by 11:59 pm</p>
	<p>Ghanouni et al. (2019). Perceived barriers and existing challenges in participation of children with autism spectrum disorders: “He</p>	

did not understand and no one else seemed to understand him". *Journal of Autism and Developmental Disorders*, 49, 3136-3145.

Kinsella et al. (2017). Evaluating the usability of a wearable social skills training technology for children with autism spectrum disorder. *Frontiers in Robotics and AI*, 4, 1-9.

Taheri et al. (2016). Examining the social participation of children and adolescents with intellectual disabilities and autism spectrum disorder in relation to peers. *Journal of Intellectual Disability Research*, 60(5), 435-443.

Winter-Messiers, M. (2007). From tarantulas to toilet brushes: Understanding the special interest areas of children and youth with Asperger Syndrome. *Remedial and Special Education*, 28(3), 140-152.

Oct. 9 th	Reading Week	
Oct. 16 th Week 5	<p style="text-align: center;"><i>Promoting Inclusion for Individuals with Disabilities</i></p> <p>Odom et al. (2011). Inclusion for young children with disabilities: A quarter century of research perspectives. <i>Journal of Early Intervention</i>, 33(4), 344-356.</p> <p>Woodgate et al. (2019). How do peers promote social inclusion of children with disabilities? A mixed-methods systematic review. <i>Disability and Rehabilitation</i>, 42(18), 2553-2579.</p>	<p style="background-color: #00FF00;">Case Study Assignment Due on Oct. 20th by 11:59 pm</p> <p>***During Class Time: Field Trip #2 to Holland Bloorview Kids Rehabilitation Hospital***</p>
Oct. 23 rd Week 6	<p style="text-align: center;"><i>Development of Children with Physical Disabilities: Identifying Barriers & Solutions to Inclusion</i></p> <p>Fard et al. (2023). Vision-related tasks in children with visual impairment: A multi-method study. <i>Frontiers in Psychology</i>, 14, Article 1180669.</p> <p>Hernandez et al. (2023). ASL developmental trends among deaf children, ages birth to five. <i>Journal of Deaf Studies and Deaf Education</i>, 28, 7-20.</p> <p>Knibbe et al. (2017). Characterizing socially supportive environments relating to physical activity participation for young people with physical disabilities. <i>Developmental Neurorehabilitation</i>, 20(5), 294-300.</p>	<p style="background-color: #00FFFF;">Field Trip #2 Reflection In-Class Presentations. Written Assignment Due on Oct. 23rd by 11:59 pm</p>
Oct. 30 th Week 7	<p style="text-align: center;"><i>Promoting Inclusion in Physical Activity & Sports for Individuals with Disabilities</i></p> <p>King et al. (2003). A conceptual model of the factors affecting the recreation and leisure participation of children with</p>	<p>****During Class Time: Field Trip #3 to Variety Village****</p>

disabilities. *Physical & Occupational Therapy in Pediatrics*, 23(1), 63-90.

Murphy et al. (2008). Promoting the participation of children with disabilities in sports, recreation, and physical activities. *American Academy of Pediatrics*, 121(5), 1057-1061.

Nov. 6th
Week 8

Promoting Play for Children with Developmental Disabilities and/or Physical Disabilities

Field Trip #3 Reflection In-Class Presentations. Written Reflection Due on Nov. 6th by 11:59 pm

Ross et al. (2022). "Creating Inclusive Playgrounds: A Playbook of Considerations and Strategies." Holland Bloorview Kids Rehabilitation Hospital. Available at: www.hollandbloorview.ca/playgroundplaybook

*Please read Chapters 1 (entire chapter), 3.1, 4.1, 5 (entire chapter)

Nov. 13th
Week 9

In-Class Writing Workshop Held by the Writing Centre in Collaboration with PSYD20

No Readings Assigned This Week

Nov. 20th
Week 10

Public Service Announcement In-Class Presentations: Advocacy Initiatives Put into Practice

Public Service Announcement Due on Nov. 20th by 11:59 pm

No Readings Assigned This Week

Nov. 27th
Week 11

Development of Children with Cerebral Palsy: Identifying Barriers & Solutions to Inclusion

Beckung, E., & Hagberg, G. (2002). Neuroimpairments, activity limitations, and participation restrictions in children with cerebral palsy. *Developmental Medicine & Child Neurology*, 44, 309-316.

MacIntosh et al. (2017). Ability-based balancing using the Gross Motor Function Measure in Exergaming for youth with cerebral palsy. *Games Health J*, 6(6), 379-385.

Welsh et al. (2005). How might districts identify local barriers to participation for children with cerebral palsy? *Public Health*, 120, 167-175.

Dec. 4th
Week 12

Final Assignment: Inclusive Program Proposal In-Class Presentations: Advocacy Initiatives Put into Practice

Final Assignment Due on Dec. 4th by 11:59 pm

Dec. 7th – 20th

Final Exam Period

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
<u>Modules to be Completed</u> Modules for Experiential Learning: (1.25% x 2 Modules = 2.5% of final grade) Modules for Accessibility: (1.25% x 2 Modules = 2.5% of final grade)	Module #1: September 18 th Module #2: September 25 th Module #1: September 18 th Module #2: September 25 th	2.5% 2.5%
Case Study Assignment	October 20 th	25%
<u>Critical Reflections: Connecting Experiential Learning & Classroom Knowledge</u> Field Trip #1 Critical Reflection Field Trip #2 Critical Reflection & Presentation Field Trip #3 Critical Reflection & Presentation	October 2 nd October 23 rd November 6 th	10% 10% 10%
<u>Advocacy Initiatives Put into Practice</u> Field Trip #3 Public Service Announcement & Presentation Final Assignment: Inclusive Program Proposal & Presentation	November 20 th Dec. 4 th	10% 30%

Modules to be Completed (Worth 5% of Final Grade)

Modules for Experiential Learning: (Worth 2.5% of Final Grade)

In preparation for the three Field Trips, students will be required to complete two modules examining experiential learning:

- 1) Module #1: "Equity Based Reciprocal Community Engagement" through eCampusOntario (<https://h5pstudio.ecampusontario.ca/content/32828>) due by **Monday, September 18th by 11:59 pm**
- 2) Module #2: "Anti-Oppression" through eCampusOntario (<https://h5pstudio.ecampusontario.ca/content/32503#h5pbookid=32503&chapter=h5p-interactive-book-chapter-083c0086-f760-49fb-9e7a-a5261720a252§ion=0>) due by **Monday, September 25th by 11:59 pm.**

To confirm completion of the module, students will be required to take a screen shot of the completed module (i.e., of the “Summary & Submit” page) and submit it to Quercus. The assignment will be graded as completion marks. Each module will be worth 1.25% of the student’s final grade for a total of 2.5%.

Modules for Accessibility: (Worth 2.5% of Final Grade)

In preparation for the three Field Trips, students will be required to complete two modules:

- 1) Module #1: “Looking at Accessibility, Inclusion and Participation” through Holland Bloorview Kids Rehabilitation Hospital (<https://www.projectinclusion.ca/wp-content/uploads/elearning-modules/en/module-1/story.html>) due by **Monday, September 18th by 11:59 pm**
- 2) Module #2: “Promoting Accessibility and Inclusion” through Holland Bloorview Kids Rehabilitation Hospital (<https://www.projectinclusion.ca/wp-content/uploads/elearning-modules/en/module-2/story.html>) due by **Monday, September 25th by 11:59 pm.**

To confirm completion of the module, students will be required to write up to 5 sentences summarizing the main take-aways from the module and submit it to Quercus. The assignment will be graded as completion marks. Each module will be worth 1.25% of the student’s final grade for a total of 2.5%.

Case Study (Worth 25% of Final Grade)

Students will be asked to watch a documentary video and complete a case study assignment. Based upon the scenario depicted in the documentary, students will be asked to respond to a list of questions/prompts to help them reflect, describe and analyze the case study scenario. Students will be required to draw on class lectures and readings to help them formulate their ideas, and will be required to use additional scholarly research to support their claims. The case study assignment will be worth 25% of the student’s final grade and will be due to Quercus **by 11:59 pm on Friday, October 20th.**

Additional instructions, along with a rubric will be posted to Quercus. This case study connects to Learning Outcomes 1, 2, 3, 4 and 5.

Experiential Learning Component (Worth 30% of Final Grade)

Dates & Locations

The Experimental Learning component of the course will take place *mostly* during class time: Field Trip #1 will take place **on-campus outside of class hours** (see Quercus for instructions outlining how to sign-up for Field Trip #1), Field Trip #2 will take place **off-campus during class hours**, and Field Trip #3 will take place **off-campus and outside of class hours** (on Monday, October 30th from 11 am – 2 pm). The locations for each field trip are specified below. Students should allocate additional time for transportation to and from the facilities for Field Trips #2 and #3.

Field Trip Information

Information	Field Trip #1	Field Trip #2	Field Trip #3
Location	N'sheemaehn Child Care Centre	Holland Bloorview Kids Rehabilitation Hospital	Variety Village
Address	1255 Military Trail, Toronto, ON. M1C 1A3	150 Kilgour Rd., East York, ON. M4G 1R8.	3701 Danforth Ave., Scarborough, ON. M1N 2G2.
Date	Week of September 25 th , 2023.	Monday, October 16 th , 2023.	Monday, October 30 th , 2023.
Time	Sign-Up for one 30-minute time-slot. Tours to take place during the week of Sept. 25 th .	11 am – 1 pm.	11 am – 2 pm.

Assessments

In reflective activities, students express how they are processing an experience and what learning they are drawing from that experience. Students are prompted through written or oral activities to analyze and think critically about their experience. Reflection helps students connect their past and present experiences and understand their own motivations. They often develop their own narratives about the learning processes, both within the course and beyond. It is this intentional process of reflection that generates the learning from experience and leads to the achievement of particular learning objectives. All reflections will help students build the foundation upon which their final project will be built. For reflective activities, students will be assessed on how they *demonstrate their learning* from their experience.

Question Prompts to Guide Reflective Writing

- How has your experience helped you gain a better understanding of the barriers present in society for individuals who have developmental disabilities and/or physical disabilities?
- How has your experience provided insight into the role that you can play in helping create a more accessible, inclusive environment for individuals with varying developmental abilities?
- Describe your feelings about the placement activity. Was it worthwhile? Why or why not? What did you like most about it? What did you wish was different?

- What connections do you see between your experience and what you've learned previously in your courses? Concepts? Approaches?
- Did you feel a part of the community in which you are involved? Why or why not?

Field Trip #1 Reflection (Worth 10% of Final Grade)

Following Field Trip #1, students will complete a written **Photo Essay Reflection** which will be due to Quercus by **11:59 pm on Monday, October 2nd, 2023**. Students will be asked to select **3** pictures of the N'sheemaehn Child Care Centre (pictures should be taken from the website due to privacy reasons:

https://childcare.utoronto.ca/?page_id=17) to submit along with brief journal reflections of the **3** pictures. One photo should be taken from the infancy room, one from the toddler room, and one from the preschool room. Each picture should illustrate a different barrier (physical, social) to inclusive practices for individuals with differing developmental trajectories. Each picture should be accompanied by a brief (~200 word) *description* of the identified barrier and an *analysis/explanation* of why this would be a barrier for an individual with a developmental disability and/or physical disability. The total assignment length should be no longer than 600 words.

Additional instructions, along with a rubric will be posted to Quercus. This reflection connects to Learning Outcomes 3 and 4.

Field Trip #2 Reflection (Worth 10% of Final Grade)

Following Field Trip #2, students will complete a written **Three-Part Journal Reflection** which will be due to Quercus by **11:59 pm on Monday, October 23rd, 2023**. Students will be asked to submit a brief (600 word) journal reflection outlining their experience at Holland Bloorview Kids Rehabilitation Hospital (Field Trip #2 to take place on Monday, October 16th).

The first portion of the Three-Part Journal Reflection (~1/3 of the assignment; i.e., 200 words) should detail an aspect of the experiential learning experience at Holland Bloorview. In other words, students should *describe* some aspect of the experience that was particularly unique and/or meaningful to them. In the second portion of the Three-Part Journal Reflection (~1/3 of the assignment; i.e., 200 words), students should *analyze* how the course content relates to their experience outlined in the first section of the journal. In other words, students should connect 1-2 articles assigned in the course syllabus to the experience highlighted in section one of the journal reflection. In the third (and final) portion of the Three-Part Journal Reflection (~1/3 of the assignment; i.e., 200 words), students should comment on how the experience and course content can be *applied* to their personal and/or professional life.

This Three-Part Journal Reflection assignment includes a "two-minute reflection" in which the students can share with the rest of the class their journal reflections. These "two-minute reflections" will take place during class on October 23rd, 2023. Students will be graded on their written reflection (to be submitted by **11:59 pm on October**

23rd, 2023), as well as their “two-minute reflection” presentation (to be completed during class on October 23rd, 2023).

Additional instructions, along with a rubric will be posted to Quercus. This reflection connects to Learning Outcomes 2, 3, 4 and 5.

Field Trip #3 Reflection (Worth 10% of Final Grade)

Following Field Trip #3, students will complete a written and oral **Quote Reflection**. Following Field Trip #3 to Variety Village (trip to take place on Monday, October 30th, 2023), students will be provided with a list of famous quotes that are brief and inspiring. Students will be asked to pick one of these quotes that fits his/her/their feelings about the learning experience at Variety Village. Students will be asked to explain why this quote represents his/her/their feelings about the experience, and how it connects back to at least one of the assigned readings from the syllabus.

This Quote Reflection assignment includes a “two-minute reflection” in which the students can share with the rest of the class what quote they picked, why they picked that quote and how it relates to one of the assigned readings. These “two-minute reflections” will take place during class on November 6th, 2023. Students will be graded on their written reflection (to be submitted by **11:59 pm on November 6th, 2023**), as well as their “two-minute reflection” presentation (to be completed **during class on November 6th, 2023**).

Additional instructions, along with a rubric will be posted to Quercus. This reflection connects to Learning Outcomes 2, 3, 4 and 5.

Code of Conduct During Field Trips

As students from the University of Toronto, students are ambassadors of the university and should always keep this in mind during the experiential learning process. It will be the responsibility of the students to conduct themselves in a respectful manner throughout the experiential learning process, and to respect the privacy and dignity of the individuals at the facilities.

Policy for Missed Field Trips

If a student misses their experiential learning activity, the Missed Term Work form will need to be completed in accordance with the Department of Psychology’s policy outlined below. Accommodations will be discussed with the course instructor regarding the redistribution of the grade.

Statement of Risk Management

Students who are engaged in off-campus activities are insured under the University of Toronto’s insurance.

Potential participants in off-campus activities should familiarize themselves with the risks involved and assess the individual appropriateness of the activity for them. Individuals are

not required to participate in non-academic off-campus activities and their decision to participate in any such activity indicates voluntary acceptance of the risks associated with that activity. If a required academic activity is considered to be risky, a student should discuss the matter with his/her/their instructor or supervisor in order to explore risk minimization strategies and/or alternative activities which meet the learning objectives of the course or program. No student should be compelled to participate in an activity that involves risks that they are not willing to assume for their own safety. Each individual participant is responsible for assessing the risks to his/her/their safety and a decision to participate in the academic activity indicates voluntary acceptance of the risks associated with the activity.

A few friendly reminders:

- For all off-campus activities, stay connected to your supervisor.
- Report any health and safety concerns to the site and to your supervisor.
- Report any work-related accident or injury.

Transportation to/from Field Trips

Given that the Experiential Learning components for this course will take place off campus, there are funds that are available to students to offset transportation costs. Additional details outlining how to access these funds will be posted on Quercus.

Advocacy Initiatives Put into Practice (Worth 40% of Final Grade)

Field Trip #3 Public Service Announcement (Worth 10% of Final Grade)

Each student will be asked to create a public service announcement (PSA) for Variety Village. Students will be required to translate the findings from 3 scholarly peer-reviewed scientific articles to a public service announcement (video format or social media post). Students will be asked to connect the findings from the scholarly articles to their own experience at Variety Village. The PSA should promote inclusivity and accessibility for individuals of varying developmental trajectories. Assignments will be due on **Monday, November 20th by 11:59 pm**. Students will also be asked to submit a 400- to 500-word description of their PSA that includes an explanation of how the scholarly articles were incorporated into the PSA and how the articles connect to their own experience at the facility. 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.

During class on **Monday, November 20th**, students will be asked to share their PSAs with their classmates and provide a brief description of the PSA and how it connects to scholarly, peer-reviewed articles.

Additional instructions, along with a rubric will be posted to Quercus. This reflection connects to Learning Outcomes 2, 3, 4, 5 and 7.

Final Assignment: Inclusive Program Proposal & Presentation (Worth 30% of Final Grade)

As a cumulative final assignment for the course, students will be asked to design an inclusive program proposal for individuals with developmental disabilities and/or physical disabilities. Students will be asked to build upon their experiential learning experiences by selecting one of the three locations we visited and proposing an inclusive, adaptive program for a specific developmental disability and/or physical disability. The proposal should include a *description* of the specific developmental disability and/or physical disability selected, an *explanation* of an identified barrier to inclusivity, a *proposal* for an inclusive program and/or initiative, and an *explanation* of how the program will support and/or advance development for the identified age group. Students will be asked to share their proposals with the class and to provide a demonstration of the activity. Students will be required to draw on class lectures and readings to help them formulate their ideas, and will be required to use additional scholarly research to support their claims. The final assignment will be worth 30% of the student's final grade. Students will be asked to share their proposal with the class through in-class presentations to take place on **Monday, December 4th, 2023**. The final written portion of the assignment will be due to Quercus by **11:59 pm on Monday, December 4th, 2023**.

Additional instructions, along with a rubric will be posted to Quercus. This assignment connects to Learning Outcomes 1, 2, 3, 4, 5, and 6.

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**. For work missed due to extenuating circumstances please see the Missed Term Work Policy below.

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.

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 web site (<https://uoft.me/pdt-faq>).

Use of Generative Artificial Intelligence Tools

Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.

Recording of Classroom Material by Students

Recording of photographing any aspect of a university course- lecture, tutorial, seminar, lab, studio, practice session, field trip, etc.- without prior approval of all involved and with written approval from the instructor is not permitted.

VI SERVICES & SUPPORTS FOR STUDENTS

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.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.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.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

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.

Mental Wellness

Students may experience challenges that can interfere with learning, such as strained

relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect academic performance and/or reduce students' ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out.

There are resources for every situation and every level of stress. There are many helpful resources available at UTSC's Health and Wellness Centre: <https://www.utoronto.ca/hwc/>. An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

Community Crisis Response Coordinator: Khadija Uddin: k.uddin@utoronto.ca

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.

VII DEPARTMENT OF PSYCHOLOGY POLICIES

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

Procedure:

1. Complete the [Request for Missed Term Work Accommodations Form](#) ("MTW Form").
2. Email **BOTH** your MTW Form and Supporting Documentation to michelle.mcphee@mail.utoronto.ca according to the instructions specified below.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a first absence in the term	Documentation required for subsequent absences in the term	Deadline for submitting MTW form and supporting documentation
Illness or Injury	ACORN Absence Declaration	UofT Verification of Illness Form	WITHIN 2 BUSINESS DAYS of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	WITHIN 2 BUSINESS DAYS of the missed work

<p>University-sponsored athletic or artistic obligation at the varsity/provincial/national level</p>	<p>ACORN Absence Declaration</p>	<p>A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email</p>	<p><u>10 BUSINESS DAYS IN ADVANCE</u> of the missed deadline</p>
<p>Disability-related reasons for students registered with AccessAbility Services</p>	<p>For missed TERM TESTS,</p> <ul style="list-style-type: none"> - Contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. <p>For missed ASSIGNMENTS,</p> <ul style="list-style-type: none"> - 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), send your Accommodation Letter to the course email and specify 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), contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. 		<p><u>PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE</u></p>
<p>Academic Conflict (e.g. two midterms at the same time)</p>	<p>Screenshot from Quercus demonstrating the conflict.</p>	<p><u>10 BUSINESS DAYS IN ADVANCE</u></p>	
<p>Religious Conflict</p>	<p>None required</p>	<p>of the missed work</p>	

Notes:

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments
- [Missed Final Exams](#) are handled by the Registrar’s Office and should be declared on eService.

- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.
- 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](#).
- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.
- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered academic 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.

Next Steps:

After submitting your documentation, you will receive a response from your instructor or TA. The course instructor reserves the right to decide what accommodations will be made. Failure to adhere to any aspect of this policy may result in a denial of your request. **Students are responsible for checking their 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 the assignment**. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Students should complete their assignment as soon as they are able, and email it to their instructor.

If an accommodation is granted but a continued illness/emergency prevents the student from meeting its requirements, students must repeat the missed term work procedure to request additional accommodations. **Students should make it clear in the subject line that they are requesting a second accommodation**. Examples: If students were granted an extension for a paper but are still unable to meet the new deadline, or if students miss a make-up term test, students must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.

VIII GRADING SCALE

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