PSYA02 LEC01
Introduction to Clinical, Developmental, Personality & Social Psychology
Department of Psychology, University of Toronto Scarborough

I   CONTACTS

Instructor
Name: Dr. Anna Michelle McPhee (she/her)
Email: psya02.utsc@utoronto.ca
Office Hours: Thursdays from 4 pm – 5 pm
Office Location: Zoom
　　　　Meeting ID: 891 4962 7297
　　　　Password: Psychology
Office Hours: These hours provide a great opportunity to ask general questions and connect with your instructor and your classmates. These office hours will begin during the second week of classes.

IMPORTANT NOTE: Dr. McPhee's office hours are for content-related questions or academic/career advice. For all administrative concerns, such as missed deadlines, assignment instructions, AccessAbility accommodations, SONA issues, etc., please email the course coordinator using the course email address.

Course Coordinators
Names: Alyssa Rai & Juliana Gomes
Email: psya02.utsc@utoronto.ca
Questions: Zoom appointments can be arranged if necessary, but most questions will be addressed over email.

IMPORTANT NOTE: The course coordinators are able to answer administrative questions (assignment instructions, deadlines, accommodations, issues with SONA, etc.). For content questions, please visit Dr. McPhee's office hours.

The course coordinators are also able to answer questions related to the Psychology, Mental Health Studies, and Neuroscience programs.

II   COURSE OVERVIEW

Course Description: This course is the second part of Introduction to Psychology. Along with PSYA01, this course provides students with an overview of the foundational aspects of psychological science. In PSYA02, we will continue covering some of the basic building blocks of psychology, such as intelligence, emotion, social psychology, and personality. We'll also spend some time discussing developmental changes across the lifespan. Finally, we'll finish the term by exploring atypical patterns in psychology, including psychological disorders and the treatment of them.

We think that there is something for everyone in this course. Even if you don't think that you have thought deeply about psychology before, we in fact are all amateur psychological scientists, constantly pondering and analyzing our own psychological states and those of others around us. We hope that you will find aspects of this course to be applicable to and enriching of your daily lives.

After you finish the PSYA01 and PSYA02 sequence of courses, you'll be prepared to dive further into psychological science at the B-level. We hope that, after this experience, you'll be motivated to do so!

IMPORTANT NOTE: Although PSYA01 and PSYA02 share a textbook and many students take them in the same year, they are entirely separate courses. You do not need to have taken PSYA01 before taking PSYA02. Many of the assignments, structures, and policies in PSYA02 are different from PSYA01, so be sure to read through the syllabus carefully.

Class Time: Asynchronous by Video
Location of Classes: Videos Posted Under the Media Gallery on Quercus
Duration of Classes: May 6th – August 7th
Reading Week: June 18th – June 22nd
Final Exam Period: August 10th – August 23rd

Learning Outcomes

At the end of this course, students should:
1. Have a basic understanding of the major concepts, findings, and theories in personality, developmental, social, health and clinical psychology.
2. Have practice applying concepts, findings and theories from psychological science to real-world scenarios.
3. Be able to think critically about competing theoretical claims in psychology.
4. Have practice critiquing peers' written work and incorporating such feedback into one's own written work.
5. Have thought deeply about what place the study of psychological science will have in one's own university career and beyond.
6. Have experience creating an original public service announcement (through a social media post) to promote knowledge translation for a general audience.

Lectures

During most weeks, there will be three one-hour lectures to review for PSYA02. Please see the course calendar for a list of lecture dates. Video recordings are posted under the Media Gallery on Quercus.

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 videos and 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   Textbook Information

Textbook and Top Hat

The textbook for PSYA02 is Introduction to Psychology: A Top Hat Interactive Text by Meaghan Altman and colleagues. The text is only accessible online. Along with the textbook, we will be using Top Hat, an interactive classroom tool designed to increase students' active learning and keep you on track throughout the semester.

Access to Top Hat and the textbook are purchased online. You may do so through the University of Toronto Bookstore (https://www.uoftbookstore.com/adoption-search-results?ccid=2823932&itemid=116679) by selecting this course (UTSC PSYA02). If you have already purchased these items last semester and your subscription is still valid, you do not need to do so again.

Once you have access to Top Hat and the textbook, you must enrol in our Top Hat course (at http://www.tophat.com) using our course code: **308468**. Note that the course code for PSYA02 is NOT the same as the course code for PSYA01.

IMPORTANT NOTE: Although the lectures will be informed by the textbook, certain aspects of the textbook will be emphasized more than others. Some information may also be introduced that may not be in the textbook. The midterm test and final exam will consist of questions from both the lecture and the textbook. It is thus essential that you watch each lecture carefully and read each chapter of the textbook (preferably at least twice). Simply reading the textbook alone or watching the lectures alone is NOT sufficient!

IV   Assessment Breakdown

Course Mark Breakdown
Due dates for each of these assignments can be found in the Course Deadlines document on Quercus. Please see further below in this document for information about missed deadlines.

Grading Scheme:
> 19% peerScholar Writing Activity
> 4% Experimental Participation (SONA)
> 7% Top Hat Textbook and Lecture Exercises
> 5% Public Service Announcement Assignment
> 30% Midterm Test (online - synchronous)
> 35% Final Exam (online - synchronous)

peerScholar Writing Activity- Worth 19% of Final Grade
peerScholar is an online tool that helps develop your critical thinking skills. There are three phases:
1) You will write a short composition. The topic of the composition will be released shortly after the term begins.
2) You will be randomly assigned to anonymously evaluate assignments submitted by approximately six of your peers. At the same time, approximately six peers will be anonymously evaluating your work.
3) You will revise your composition in light of the feedback you received, and course TAs will grade you on the final composition, the quality of the comments you gave to your peers, and the appropriateness of your revisions.

Detailed information on the dates for the peerScholar activity and how to complete it will be available on Quercus.

Experimental Participation (SONA)- Worth 4% of Final Grade
Many advanced undergraduates, graduate students and faculty conduct research aimed at better understanding psychological processes. You will read about such research throughout the course, but to make what you read more concrete, another component of the class involves you serving as a participant in ongoing research. Being a participant will give you the chance to interact directly with researchers in the context of a few specific experiments, with the hope that you will come to a better understanding of psychological research through this experience. You will earn 0.5 credits for every 30 minutes of participation, up to a maximum of 4 credits (4 hours). During Summer 2024, some studies will be conducted online and others will be conducted in person. Be sure to check the location of a study when you sign up.

To find and schedule experiments, you will use a system called SONA. New experiments will be posted regularly. You earn your credits over the term as suitable experiments (i.e., ones that you want to do and that fit your schedule) become available. Detailed information will

be posted to Quercus once SONA has been opened for the term (starting approximately the third week of class).

IMPORTANT NOTE: Again, SONA does not open until approximately the third week of classes (~end of May). Please do not email us asking when SONA is open. We will post an announcement on Quercus as soon as it opens.

Some notes:
- If you sign up for an experiment but fail to complete it, you will receive a 0.5 credit deduction from your SONA grade. If you need to cancel an appointment, you must do so using the SONA system at least 48 hours before the online study is due.
- Similarly, if a researcher needs to cancel your appointment, they must inform you 48 hours in advance.
- You must complete your experimental participation by the last day of classes for the term.
- An alternative assignment will be made available during the last few weeks of class, for those who prefer not to participate in research studies, or who did not find any suitable experiments to participate in. The due date for the alternative assignment will be the same as the last day to participate in research. Detailed information on the SONA alternative assignment will be posted to Quercus.

Top Hat Textbook and Lecture Exercises- Worth 7% of Final Grade

There are two types of Top Hat activities that you must complete throughout the semester:
1) **Interactive Textbook Activities:** These are embedded within the chapters of the textbook. You should complete these activities as you read. They will be assigned as "homework" within Top Hat, and will have due dates throughout the term to keep you on track with your readings. Textbook questions are worth ¼ point each.
2) **Lecture Activities:** You should complete these activities as you watch the lecture videos. These too will be assigned as "homework", and will have the same due dates as the textbook activities to keep you on track with watching the lectures. Lecture activity questions are worth 1 point each.

Public Service Announcement- Worth 5% of Final Grade

Students will be asked to create a public service announcement that conveys information about a psychological topic found in the textbook into a social media post appropriate for a general audience. Additional information will be posted to Quercus.

Midterm Test- Worth 30% of Final Grade

The midterm test will take place online and will most likely take place after Reading Week. The exact date and time will be scheduled by the Registrar shortly after classes begin. As such, please be prepared to write the midterm test any time after Reading Week, including in the evenings and on Saturdays.

The midterm test will consist of multiple-choice questions (with answer choices A through E). It will cover material from Modules 4, 10, 11, and 12, as well as any lectures on those chapters.

The exam covers material from both the textbook and lecture, and questions may appear on the test that only appeared in one of those two modalities.

Final Exam- Worth 35% of Final Grade

The final exam will have the exact same format as the midterm exam, and will take place online during the August exam period. The Registrar will not schedule the final exam until later in the semester, so it is essential to plan to write the exam at any point during the exam period, including evenings and weekends.

Most material on the final exam will come from Modules 13-17 of the textbook. However, there will be a few questions from Modules 4, 10, 11, and 12 as well.

V   Reading Schedule

To be successful in the course, you should watch each lecture <u>at least</u> once. You are also encouraged to read the textbook modules <u>at least</u> *twice*, once before and once after the lectures that cover a chapter. Course Schedule subject to change.

Module	Lecture #	Date	Topic
-	1	Week of May 6th	Syllabus & Intro. To Course
Module 4	2	Week of May 6th	Human Development 1
	3		Human Development 2
	4	Week of May 13th	Human Development 3
	5		Human Development 4
	6		Human Development 5
Module 10	7	Week of May 20th	Intelligence 1
	8		Intelligence 2
	9		Intelligence 3
Module 11	10	Week of May 27th	Emotion & Motivation 1
	11		Emotion & Motivation 2
	12		Emotion & Motivation 3
Module 12	13	Week of June 3rd	Personality 1
	14		Personality 2
	15		Personality 3
	16	Week of June 10th	Personality 4
Review	17	Week of June 10th	Review Session for Term Test
	18		**No Class**
Reading Week		**Week of June 17th**	**No Class- Reading Week**
Module 13	19	Week of June 24th	Social Psychology 1
	20		Social Psychology 2
	21		(combined with Social Psychology 3)
	22	Week of July 1st	Social Psychology 4
	23		Social Psychology 5
Module 14	24	Week of July 1st	Psychological Disorders 1
	25	Week of July 8th	Psychological Disorders 2
	26		Psychological Disorders 3
	27		Psychological Disorders 4
Module 15	28	Week of July 15th	Treatment of Psych Disorders 1
	29		Treatment of Psych Disorders 2
	30		Treatment of Psych Disorders 3
	31	Week of July 22nd	Treatment of Psych Disorders 4
Module 16	32	Week of July 22nd	Health & Stress 1
	33		**No Class/No Lecture to Review**
	34	Week of July 29th	Health & Stress 2
Module 17	35	Week of July 29th	Gender & Sexuality

VI   COURSE POLICIES

Email about Course Policies, Assignments, and Other Administrative Concerns

The most effective way to reach us is using email.

If you are concerned about how to address your instructional team, you can consider the following:
- Address Dr. McPhee as "Dr. McPhee" or "Professor McPhee" whichever you are most comfortable with.
- Address the course coordinator by their first name or by Mr./Ms. [Last Name].
- Address your TAs by their first name.

To contact us:
- Send an email to psya02.utsc@utoronto.ca
- Include a short, polite subject in the subject line along with the course code (PSYA02).
- Include your student number in the subject line and in the body of the email.
- Compose a concise, polite email outlining your request.
- The course coordinator will be the first person to see these emails. If necessary, they will forward it along to the Psychology undergraduate program administrator, to Dr. McPhee, or to one of the TAs.

Please note that PSYA02 is a very large course. Because of the volume of emails we receive, we can only respond to emails that adhere closely to these guidelines. If you send an email and do not receive a response within 2-3 working days, it is likely because your email did not adhere to these guidelines. Please try again while adhering to the guidelines.

Your Own Email

It is essential that you check your University of Toronto email and course announcements on a daily basis while enrolled in this course. All correspondence will be sent to that email address, including announcements posted on Quercus (provided you have this feature turned on in Quercus.) Failure to check your email will not be considered a valid excuse for missing deadlines or time sensitive information in this course. Again, make sure that it is your official U of T email address that you are checking!

When signing up for technological services related to this course (e.g., Top Hat), it is essential that you use this University of Toronto email address. You also must make sure that your email in ACORN is your official University of Toronto email address, because this is how we will match your email to your student number. Please do not use your personal, non-U of T email address, or we will not be able to trace your work to you, which may cause inaccuracies in computing your marks. **The course staff is not responsible for tracking down your work if you have used an email address other than your U of T email address, and you may receive no credit for work completed using a personal, non-University address.**

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, collaborating with peers on an exam, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

Very important note about academic integrity on exams: Every semester, a few students post answers to the exam questions online using Facebook, Google Drive, or other services. This is a contravention of the University's policy on academic integrity. Every term that this occurs, we are made aware of the files by other students. If you are found to have published or are a member in any group that has published such answers, your case will be referred to the University's Academic Integrity Office, and sanctions may be applied to your grade. Previous academic sanctions in this course have ranged from a reduction of an assignment grade, to a zero in the entire course plus suspension from 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 website (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 course assignments. 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.

Course Websites

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete

class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at https://q.utoronto.ca. Once you have logged into Quercus using your UTORid and password, you should see the link or "card" for PSYA02. You may need to scroll through other cards to find this. Click on the PSYA02 link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact the course coordinators as soon as possible if you think there is an error in any grade posted on Quercus.

Department of Psychology Position on Grade Norms

The Department of Psychology at UTSC is committed to providing fair, consistent, and uniform delivery of its courses from year to year. As part of this commitment, the Department mandates that all A-level courses' final course averages fall between 65% and 68%. That ensures that PSYA02 is not graded harshly in one term and leniently in another term. The course instructor reserves the right to modify marks across the board (for all students) to conform to these averages.

Grade Changes

Under no circumstances will the instructor of this course change a grade for an assignment, an exam, or for the course mark. There is no circumstance (e.g., a health issue, death in the family, impending graduation prevented by failing this course) that will result in a grade change. The only changes made to the course marks will be the ones provided to everyone, as detailed above in the section on Grade Norms. That is the only method that ensures fairness for everyone. Again, there are no exceptions here. You may, as always, petition the Registrar's Office if you believe that your mark has been calculated incorrectly.

VII   Department of Psychology Missed Term Work Policy

Everything described above is considered a required part of the class, unless it is explicitly noted to be optional. We believe the evaluation is most fair when all students complete all components with no special consideration being applied.

If you miss a course activity, **we do not offer make-up assignments.** However, if you can provide documentation that proves you were incapable of completing an activity for a legitimate reason (legitimacy to be determined by the professor and course coordinator) then we may be able transfer the weight of that activity to the midterm or to final exam, or make other accommodations at our discretion. Note that the midterm and final exam marks tend to be lowest of all the marks in the course, so it is not in your best interest to have weight transferred to your exams. You should avoid missing assignments if at all possible.

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 psya02.utsc@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
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	ACORN Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	10 BUSINESS DAYS IN ADVANCE of the missed deadline

Disability-related reasons for students registered with AccessAbility Services	For missed *TERM TESTS,* - **Contact your AccessAbility consultant** and have them write to the course email detailing the accommodations needed. For missed *ASSIGNMENTS,* - 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.	**PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE**
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.	**10 BUSINESS DAYS IN ADVANCE** of the missed work
Religious Conflict	None required	

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.

<u>Next Steps:</u>

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. 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.

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must <u>repeat</u> the missed term work procedure to request additional accommodations. Please make it clear in your subject line that you are requesting a second accommodation. Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a <u>make-up</u> term test, you 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.

Technical Issues

The following policies apply with regard to technical issues. If there is a system-wide issue with any of our course activities, we will post an announcement.

- You must back up your written assignments as you work on them.
    - We do not accept the excuse that one of our systems failed to save your work. If you encounter any technical issues, you must be prepared to email us the backed-up version of your work before the activity deadline.
    - You should compose your written assignments in a Google Doc before copying them into our system (peerScholar, etc.) for submission. Google Docs will auto-save your work as you go, and will show timestamps of all changes made. This allows you to prove that you completed your work before the deadline if you encounter submission problems.
- Technical issues need be reported (by email to the course account) BEFORE an activity is due.
    - Any problems reported after a deadline will not be accommodated.
    - You should submit your assignments at least an hour before they are due to avoid slow connections at the last minute, and to allow time to double check that everything submitted properly.

- If you have tried different computers/browsers are still experiencing problems, you need to prove to us that (1.) something went wrong, and (2.) the work was completed before the deadline, as follows:

To report a technical issue, email the course account (psya02.utsc@utoronto.ca) BEFORE the assignment deadline with:
- your name and student number,
- a brief description of the problem,
- a copy of your work (i.e. attach the essay or other work you are trying to submit), and
- screenshots/videos of the issue to the course email account. Screenshots/videos must show the date and time on your computer.

Invalid Excuses for Missed Work include:
- personal travel
- confusion about deadlines or instructions
- failing to check your email or course announcements
- technical issues reported *after* the deadline for an activity

Note: If you are experiencing an ongoing health issue that is affecting your ability to complete your schoolwork, you should consider visiting AccessAbility Services to explore your options.

VIII   SERVICES & SUPPORTS FOR STUDENTS

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 416-287-7560 or email ability.utsc@utoronto.ca.

The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Religious 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.utsc.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.