Course Syllabus

✎ Edit

PSYD20- Current Topics in Developmental Psychology

Department of Psychology, University of Toronto

Fall 2024

I   CONTACTS

Instructor

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

Course Email: **michelle.mcphee@mail.utoronto.ca**
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General Office Hours: Mondays from 12 pm - 1 pm

Office Location: Online via Zoom

Meeting ID: 812 5592 4941

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, physical and/or sensory disabilities. We will also focus on examining barriers to inclusivity for individuals with 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, students will have the opportunity to participate in three types of events (i.e., a workshop with Canadian Hearing Services [to be confirmed], a guest talk from Canadian Council of the Blind Toronto Visionaries, a guest talk from Canadian National Institute for the Blind, and adapted physical activities at Variety Village).

Prerequisites: PSYB20H3 & [PSYB07H3 or STAB22H3 or STAB23H3] & PSYB70H3 & [0.5

credit at the C-level in PSY courses]

Exclusion: PSY410H

Class Meeting Times: Mondays 1 pm- 3:00 pm

Class Meeting Location: KW223

Duration of Classes: September 3rd – December 3rd

Reading Week: October 28th – November 1st

Final Exam Period: December 6th – December 23rd

Student Learning Outcomes

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

1. Describe how development differs for individuals with developmental, sensory 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 (biological, psychological, social) to inclusive practices in schools and recreational facilities for individuals with differing developmental trajectories.
5. Identify solutions (biological, psychological, social) to promote inclusive practices in schools and recreational facilities for individuals with differing developmental trajectories, including those with developmental, sensory 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. Explain how the strategy would enhance development for all participating individuals.
7. Create original public service announcements (through social media posts) to promote accessibility and inclusivity in the local community.
8. Examine how disabilities and the models of disability are represented in the media.

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/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 other purposes without explicit permission.

III   COURSE SCHEDULE & READINGS

Course Schedule

Date & Week #	Topic & Assigned Readings	Evaluation & Experiential Learning Component
Sept. 9th Week 1	*Understanding Developmental Disabilities, Inclusivity & Experiential Learning*	

	Diversity in Diction, Equality in Action: A guide to the appropriate use of language. Please read pg. 1-9, and 28-36. Learning about Disability. Please read subsections, "Disability Inclusion 101" and "For Parents and Families". **https://hollandbloorview.ca/advocacy/learn-about-disability-inclusion** ⮡ **(https://hollandbloorview.ca/advocacy/learn-about-disability-inclusion)** University of Toronto (2017). Rethinking higher education curricula: Increasing impact through experiential, work-integrated and community-engaged learning, 1-12.	
Sept. 16th Week 2	*Models of Developmental Disabilities & The AODA* Goering, S. (2015). Rethinking disability: The social model of disability and chronic disease. *Current Reviews in Musculoskeletal Medicine, 8,* 134-138. Presnell, J., & Keesler, J. (2021). Community inclusion for people with intellectual and developmental disabilities: A call to action for social work. *Advances in Social Work, 21*(4). 1229-1245.	**Module #4 for Experiential Learning Due on Sept. 16th by 11:59 pm** **Module #1 for Accessibility Due on Sept. 16th by 11:59 pm**

Sept. 23rd Week 3	*Language Development Among Deaf Children* Hall, W. C. (2017). What you don't know can hurt you: The risk of language deprivation by impairing sign language development in Deaf children. *Maternal and Child Health Journal, 21,* 961-965. Lillo-Martin et al. (2023). Family ASL: An early start to equitable education for Deaf children. *Topics in Early Childhood Special Education, 43*(2), 156-166.	**Module #2 for Experiential Learning Due on Sept. 23rd by 11:59 pm** **Module #2 for Accessibility Due on Sept. 23rd by 11:59 pm**
Sept. 30th Week 4	***During Class Time: Deaf Culture and ASL Workshop (in-class)***	
Oct. 7th Week 5	*Language Development Among Deaf Children* Delcenserie et al. (2023). Exposure to sign language prior and after cochlear implantation increases language and cognitive skills in Deaf children. *Developmental Science,*e13481.	**Field Trip Reflection #1 Due on October 7th by 11:59 pm.**

	Hernandez et al. (2023). ASL developmental trends among Deaf children, ages birth to five. *Journal of Deaf Studies and Deaf Education, 28*, 7-20.	
Oct. 14th	***Thanksgiving- No Class***	
Oct. 21st Week 6	***During Class Time: Guest Speakers Ian White & Chris Schiafone from CCB Toronto Visionaries*** *Visual Impairment & Development* Campbell et al. (2023). The role of vision in the acquisition of words: Vocabulary development in blind toddlers. *Developmental Science,* e13475. Rogge et al. (2021). Balance, gait, and navigation performance are related to physical exercise in blind and visually impaired children and adolescents. *Experimental Brain Research, 239*, 111-1123.	
Oct. 28th	**Reading Week**	
Nov. 4th Week 7	***During Class Time: Guest Speaker Laura Feltz from Canadian Nationale Institute for the Blind***	**Film Critique Assignment Due on November 4th by 11:59 pm.**

	Vervloed et al. (2020). Critical review of setback in development in young children with congenital blindness or visual impairment. *International Journal of Disability, Development and Education, 67*(3), 336-355.	
Nov. 11th Week 8	*Putting It All Together: Visual Impairment & Development* Fazzi et al. (2021). Early visual training and environmental adaptation for infants with visual impairment. *Developmental Medicine and Child Neurology, 63*(10), 1180-1193. Micheletti et al. (2023). Visual intervention in early onset visual impairment: A review. *European Journal of Neuroscience, 57,* 1998-2016.	**Field Trip Reflection #2 Due on November 11th by 11:59 pm.**
Nov. 18th Week 9	***During Class Time: Trip to Variety Village***	
Nov. 25th Week 10	*Motor Development & Developmental Disabilities* MacIntosh et al. (2017). Ability-based balancing using the Gross Motor Function Measure in	**Field Trip Reflection #3 & PSA Due on November 25th by 11:59 pm.**

	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. 2nd Week 11	*Promoting Inclusion in Physical Activity & Sports for Individuals with Disabilities* Knibbe et al. (2017). Characterizing socially supportive environments relating to physical activity participation for young people with physical disabilities. *Developmental Neurorehabilitation, 20*(5), 294-300. Woodgate et al. (2019). How do peers promote social inclusion of children with disabilities? A mixed-methods systematic review. *Disability and Rehabilitation, 42*(18), 2553-2579.	
Dec. 3rd Week 12	**Putting it all together!**	**Final Assignment Due December 3rd by 11:59 pm.**

December 6th – December 23rd	**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

Course Assessments

Evaluation	Due Date	Weight
Modules to be Completed (5% Total) Modules for Experiential Learning: (1.25% x 2 Modules = 2.5% of Final Grade)	Module #4: Sept. 16th by 11:59 pm. Module #2: Sept. 23rd by 11:59 pm.	2.5%
Modules for Accessibility: (1.25% x 2 Modules = 2.5% of Final Grade)	Module #1: Sept. 16th by 11:59 pm. Module #2: Sept. 23rd by 11:59 pm.	2.5%
Film Critique Assignment (20% Total) Film Critique Assignment		

(20% of Final Grade)	November 4th by 11:59 pm.	20%
Critical Reflections: Connecting Experiential Learning & Classroom Knowledge (45% Total) Field Trip #1 Critical Reflection & Analysis (15% of Final Grade)	October 7th by 11:59 pm.	15%
Field Trip #2 Critical Reflection & Analysis (15% of Final Grade)	November 11th by 11:59 pm.	15%
Field Trip #3 Critical Reflection & PSA (15% of Final Grade)	November 25th by 11:59 pm.	15%
Final Assignment: Inclusive Program Proposal (30% Total) Final Assignment (30% of Final Grade)	December 3rd by 11:59 pm.	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 experiential learning events, students will be required to complete two modules examining experiential learning:

- Module #4: "Equity-Based Reciprocal Community Engagement" through eCampusOntario (**https://h5pstudio.ecampusontario.ca/content/32828** ➴ **(https://h5pstudio.ecampusontario.ca/content/32828)**) due by **Monday, September 16th by 11:59 pm.**

- Module #2: "Anti-Oppression" through eCampusOntario (**https://h5pstudio.ecampusontario.ca/content/32503#h5pbookid=32503&chapt interactive-book-chapter-083c0086-f760-49fb-9e7a-a5261720a252&section=0** ➴ **(https://h5pstudio.ecampusontario.ca/content/32503#h5pbookid=32503&chapter=h5p-interactive-book-chapter-083c0086-f760-49fb-9e7a-a5261720a252&section=0)**) due by **Monday, September 23rd 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 experiential learning events, students will be required to complete two modules:

- Module #1: "The Importance of Accessibility, Inclusion, and Participation for Students" through Holland Bloorview Kids Rehabilitation Hospital (**https://www.projectinclusion.ca/wp-content/uploads/elearning-modules/en/module-1/story.html** ➴ **(https://www.projectinclusion.ca/wp-content/uploads/elearning-modules/en/module-1/story.html)**) due by **Monday, September 16th by 11:59 pm.**
- Module #2: "Promoting Inclusion" through Holland Bloorview Kids Rehabilitation Hospital (**https://www.projectinclusion.ca/wp-content/uploads/elearning-modules/en/module-2/story.html** ➴ **(https://www.projectinclusion.ca/wp-**

content/uploads/elearning-modules/en/module-2/story.html)) due by **Monday, September 23rd 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%.

Film Critique

(Worth 20% of Final Grade)

You will be asked to write a 600- to 800-word film critique on one of two films chosen by the instructor, due by **11:59 pm on Monday, November 4th**. This critique will involve watching the film and incorporating class material and additional scholarly sources to analyze it. This assignment will be worth 20% of the student's final grade. More details about this assignment will be provided, along with a detailed rubric, on Quercus.

Experiential Learning Component

(Worth 45% 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 during class hours**, Field Trip #2 will take place **on-campus during class hours**, and Field Trip #3 will take place **off-campus and mainly during class hours** (on Monday, November 18th from 1 pm – 3 pm). The locations for each field trip are specified in the chart above. Students should allocate additional time for transportation to and from the facilities for Field Trip #3.

Field Trip Information

Information	Field Trip #1	Field Trip #2- Part 1	Field Trip #2- Part 2	Field Trip #3

Location	Canadian Hearing Services Workshop	Guest Speakers Ian White & Chris Schiafone from CCB Toronto Visionaries	Guest Speaker Laura Feltz from CNIB	Adapted Physical Activities at Variety Village
Address	1255 Military Trail, Toronto, ON. M1C 1A3	In-Class: 1255 Military Trail, Toronto, ON. M1C 1A3	In-Class; 1255 Military Trail, Toronto, ON. M1C 1A3	3701 Danforth Ave., Scarborough, ON. M1N 2G2.
Date	Monday, September 30th.	Monday, October 21st.	Monday, November 4th.	Monday, November 18th.
Time	1-3 pm.	1-3 pm.	1-3 pm.	1-3 pm. Be sure to allocate time for commuting.

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.

Field Trip #1 Reflection & Analysis (Worth 15% of Final Grade)

Following Field Trip #1, students will be asked to write a reflection on their experience, as well as conduct a brief analysis to connect their experience to course content. The reflection and analysis will be worth 15% of the student's final grade, and will be due on **Monday, October 7th by 11:59 pm**. Additional details will be posted to Quercus.

Field Trip #2 Reflection & Analysis (Worth 15% of Final Grade)

Following Field Trip #2, students will be asked to write a reflection on their experience, as well as conduct a brief analysis to connect their experience to course content. The reflection will be worth 15% of the student's final grade, and will be due on **Monday, November 11th by 11:59 pm**. Additional details will be posted to Quercus.

Field Trip #3 Reflection & Public Service Announcement (Worth 15% of Final Grade)

Following Field Trip #3, students will be asked to write a reflection on their experience, as well as create a public service announcement (PSA). The reflection and PSA will be worth 15% of the student's final grade, and will be due on **Monday, November 25th by 11:59 pm**. Additional details will be posted to Quercus.

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 and/or modification of the assignment.

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.

Final Assignment: Inclusive Program Proposal

(Worth 30% of Final Grade)

As a cumulative final assignment for the course, students will be asked to propose an inclusive, integrated program or activity for individuals with a developmental, sensory and/or physical disability. Students will be asked to build upon their experiential learning experiences by selecting one period of development (e.g., infancy, early childhood, middle childhood, adolescence, or adulthood) and proposing an inclusive, adaptive, integrated program for a specific disability. This activity should be able to be easily implemented in a school or recreational environment. The proposal should include: a) a description of the selected disability, b) a description of a barrier to inclusivity for the selected disability, c) a proposal for an inclusive program and/or activity, and d) an explanation of how the program will support and/or advance development for the identified age group (both for the individual with a disability and for the individual without a disability). 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. The final written portion of the assignment will be due to Quercus by **11:59 pm on Tuesday, December 3rd, 2024**. Additional details, along with a rubric, will be posted to Quercus.

V   COURSE POLICIES

Email Policy

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

Remarking Policy: Timeline & Protocol

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

Late Policy

There will be a **10% late penalty for every day an assignment is late**. 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 (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 website (**https://uoft.me/pdt-faq** ⬀ **(https://uoft.me/pdt-faq)**).

Use of Generative Artificial Intelligence Tools

Students may not use artificial intelligence tools, including generative AI, in this course. Students may not use artificial intelligence tools for taking tests, writing research papers,

creating computer code, or completing major 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.

Recording of Classroom Material by Students

Recording or 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.utsc.utoronto.ca/ability/ (https://www.utsc.utoronto.ca/ability/)** office as soon as possible.

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

Religious Accommodations

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

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

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/ (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 (mailto: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 (https://hive.utsc.utoronto.ca/public/psych/mtw/PSY_Missed_Term_Work_Form.pdf)** ("MTW Form").

2. Email **BOTH** your MTW Form and Supporting Documentation to **michelle.mcphee@mail.utoronto.ca (mailto:michelle.mcphee@mail.utoronto.ca)** according to the instructions specified below.

Supporting Documentation Requirements and Deadlines:

Missed Term Work Policy

Reason for Missed Work	Documentation required for a *first absence* in the term	Documentation required
Illness or Injury	**ACORN (https://www.acorn.utoronto.ca/)** Absence Declaration	**UofT Verification of Illness Fo (https://www.utsc.utoronto.ca/reg 01/UTSCmedicalcertificate.pdf)**
Bereavement	**ACORN (https://www.acorn.utoronto.ca/)** Absence Declaration	A death certificate or funeral an

University-sponsored athletic or artistic obligation at the varsity/provincial/national level	**ACORN (https://www.acorn.utoronto.ca/)** Absence Declaration	A note from a university staff me who can substantiate the obliga
Disability-related reasons for students registered with AccessAbility Services	For missed **TERM TESTS,** • **Contact your AccessAbility consultant** and have them wri accommodations needed. For missed **ASSIGNMENTS,** • If your desired accommodation is **within the scope**of your A "extensions of up to 7 days" and you need 3 days), send you and specify how many days extension you are requesting. • If your desired accommodation is **outside the scope** of your includes "extensions of up to 7 days" but you need more time **consultant** and have them write to the course email detailing	
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.	
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 (http://www.utsc.utoronto.ca/registrar/missing-examination)** 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 (https://www.utsc.utoronto.ca/registrar/term-work)** .

- 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. **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 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.** Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up 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.