

Course Syllabus

 Edit



UNIVERSITY OF
TORONTO
SCARBOROUGH

PSYD15 LEC02- Current Topics in Social Psychology

Department of Psychology, University of Toronto

I CONTACTS

Instructor

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

Course Email: michelle.mcphee@mail.utoronto.ca
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General Office Hours: Tuesdays from 9 am – 10 am

Office Location: Zoom

Meeting ID: 840 2330 4525

Passcode: Psychology

Instructor Bio: Hi everyone! My name is Dr. McPhee. It's 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 PSYD15- Current Topics in Social Psychology! Throughout the semester, as a class, we will critically examine and discuss theoretical perspectives in moral psychology, focusing on questions such as:

- What is morality?
- What is altruism?
- What makes humans uniquely prosocial?
- What are the evolutionary roots of prosocial behaviours?
- How do our acts of morality vary as a function of our relationship with the recipient?

As a class, we will collaboratively work to create a student questionnaire to examine these concepts in today's society. Students will have the opportunity to use data collected from undergraduates at the University of Toronto to examine a novel research question in this field and to perform simple analyses on these data. 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 classroom discussions.

Prerequisites: PSYB10H3 and [an additional 0.5 credit from the PSYC10-series of courses] and [PSYB07H3 or STAB22H3 or STAB23H3] and PSYB70H3

Exclusion: PSY326H, PSY420H

Class Time: Tuesdays from 1:00 pm to 3:00 pm



Class Location: IA1120 (In-Person)

Duration of Classes: January 6th to April 4th

Reading Week: February 17th- February 21st

Final Exam Period: April 9th- April 30th

Learning Outcomes

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

1. Understand the nature, evolutionary origins and recent empirical findings pertaining to moral psychology in humans.
2. Effectively find, read, and understand empirical research on moral psychology.
3. Critically examine and discuss theoretical perspectives and empirical findings in the field.
4. Contribute to the development of a student survey and perform simple analyses/visualizations with these data.
5. Form research hypotheses and collect data to test them.
6. Communicate these findings effectively, integrate them into existing research, present them in a mock conference poster presentation.

Course Website

All registered students for the course have access to Quercus. This will serve as the class website, where all lecture recordings, 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. Check that you have enabled Quercus to email you when announcements and updates are made. Use of the website's Discussion Board is strongly encouraged for non-private inquiries (e.g., questions about course content and the running of this course, but **not** emails reporting illness or other private matters). Students are also encouraged to answer peer questions on the Discussion Board, which is a great learning opportunity for everyone.

Assigned Readings

Please see the Course Schedule below for the assigned readings for the course. There is no assigned textbook. Students will be asked to read current scholarly peer-reviewed articles in this field. 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.

Course Structure

This course is an advanced seminar and will be discussion-based, with a strong emphasis on sharing perspectives (both from the readings and your own) and connecting to real-world observations. To that end, lecturing in this course will be minimal. In most classes, I will limit my own talking to a brief orientation to each topic and to guiding discussions. Most of the class time will be devoted to presentations and discussions aimed at fostering meaningful understanding of the readings. In each content class, I will introduce the topic, then one team of presenters will lead reading presentations and discussions based on discussion questions their classmates posted online.

III EVALUATION/GRADING SCHEME

Student Evaluation at a Glance

Student Evaluation at a Glance

Student Evaluation	Weight	Due Date
Discussion Questions	14%	Before each content class: Fridays by 11:59 pm
Reading Presentations	15%	In-Class (See Schedule)
Class Participation	16%	In-Class (See Schedule)
Research Project: Survey Question Creation	10%	Tuesday, Feb. 4 th by 11:59 pm
Research Project: Mock Conference Poster	10%	Tuesday, March 18 th by 11:59 pm
Research Project: Mock Conference Presentation	20%	Tuesday, March 25 th OR April 1 st During Class
Research Project: Conference Reflection	15%	Monday, April 7 th by 11:59.
Total	100%	

Discussion Questions (14% of Final Grade)

Each content class (Weeks 2–10, except Week 7) will focus on ~2-3 assigned readings. You will be asked to read the assigned readings prior to class and generate one discussion question per reading (i.e., two to three discussion questions total). Your discussion questions should be posted to Quercus by 11:59 pm on the Friday prior to each week's class. For the complete list of deadlines for Discussion Questions, see Course Schedule. Students will be asked to complete Discussion

Questions 7 times throughout the semester (2% per week x 7 weeks = 14% of final grade).

Reading Presentations (15% of Final Grade)

In each content class, the readings will be presented by a team of 2-3 students. Then, this team of students will lead discussions for that reading. Students will be assigned to teams in Week 1 so that the first team can prepare for their presentation in Week 2. Once teams are assigned, the presentation schedule will be released in a separate document. To lead discussions, please carefully review all discussion questions that your peers have posted to Quercus for the week you are presenting. Consider your peers' questions as your guide; you should also take note of common themes of their questions. You are responsible for (and will be graded on your ability of) stimulating discussions, so you should be prepared to follow up, clarify, and encourage dialogue among your peers. This also means that your active participation in discussions led by others will help them get better grades, so be generous and kind to your peers—it is to your reciprocal benefit!

Class Participation (16% of Final Grade)

Your class participation is essential to ensuring the educational benefits for yourself and everyone in the class. Good participation involves punctual attendance to class, eagerness to start and continue conversations, listening to and respecting your peers' opinions and experiences, and being open to giving and receiving constructive comments that support, challenge, and elevate each other. Please note, there are 9 opportunities for class participation. I understand that there may be circumstances in which you are having an "off" day or are unable to attend class. As such, students will be evaluated on 8 of 9 classes (x 2% per class = 16% of final grade). If you anticipate needing to miss more than one class, please contact me as soon the need arises. If students complete all 9 opportunities for class participation, the top 8 grades will be used to calculate their final grade.

Research Project (55% of Final Grade)

Students will be required to conduct a research project for PSYD15 this semester. The research project consists of four components spread out throughout the term. See breakdown of grade below.

- **Survey Question Creation: 10%**

Due: Tuesday, February 4th by 11:59 pm

For the Research Project, the class will be creating a Student Questionnaire together and collecting data online. For this assignment, students will develop a research question, outline their hypotheses, and write 2 or 3 survey questions that they would like included on the questionnaire. Students will use undergraduate responses to these questions later in their Conference Poster and Presentation. A full rubric and details will be available on Quercus. This assignment will be due via Quercus on **Tuesday, February 4th by 11:59 pm**. Collaboration is strictly prohibited.

- **Mock Conference Poster: 10%**

Due: Tuesday, March 18th by 11:59 pm

See description below for Mock Conference Presentation.

- **Mock Conference Presentation: 20%**

Due: Tuesday, March 25th or Tuesday, April 1st During Class

Students will be expected to create a poster and presentation for their research project that includes: a) review the literature, b) their research question(s), c) an outline of their hypotheses and methods of data collection, d) a report of the results, and e) a discussion of the significance, implications and future directions. A reference section in APA (7th Ed.) format should also be included. The poster should include visuals. The research project should include at least 6 scholarly references.

The research project will be delivered in a poster format (due **Tuesday, March 18th by 11:59 pm**) and presented at a 'Mock Conference' on **Tuesday, March 25th or Tuesday, April 1st during class time**. At the 'Mock Conference' students will be required to give a 7- to 10-minute presentation on their poster.

All work should be original and align with U of T academic policy. A detailed rubric will be posted on Quercus. Collaboration is strictly prohibited.

- **Conference Reflection: 15%**

Due: Monday, April 7th by 11:59 pm

On the week that you are **not** presenting at the 'Mock Conference', students will be asked to listen to their peers' poster presentations and ask follow-up questions. Students will be required to submit a 700- to 900-word reflection on their peers' assignments. The Conference Reflection should include information from at least 5 presentations. Collaboration is strictly prohibited. A detailed rubric will be posted on Quercus. Reflections should be submitted to Quercus by **11:59 pm on Monday, April 7th**.

Research Project Timeline

We will be building a survey together and asking undergraduate students at the University of Toronto Scarborough to fill it out online. You will analyze and report on actual student responses to a few questions in your Research Project. Here is an overview of the timeline, and some suggestions for how to organize your time. Do not wait until the last few weeks to start your final project! Give yourself time and reduce stress by slowly working on the project across the term.

Research Project Timeline

Early January	Demographic questions that will be included on the survey will be posted on Quercus. Start drafting questions for the survey!
February 4th	Your “Survey Question Creation” assignment is due, where you will propose additional questions to be added to the survey.
Early February	We will compile all the questions into one large questionnaire and submit it for Ethical Approval. Students should start working on their intro/methods.
Late February	We will collect data! We will advertise our questionnaire via the UTSC SONA Database. Students should continue working on intro/method, plan analyses, and draft discussions.
Early March	Work on analyses, results and discussions! Draft your poster!
March 18th	Posters are due to Quercus by 11:59 pm for printing.

March 25th	<p>Mock Conference Presentation for Group A.</p> <p>Group B will act as conference attendees and will use this information for their Conference Reflection.</p>
April 1st	<p>Mock Conference Presentation for Group B</p> <p>Group A will act as conference attendees and will use this information for their Conference Reflection.</p>
April 7th	Conference Reflections Due

IV COURSE SCHEDULE

Class Schedule

Date & Week #	Topic & Assigned Readings	Evaluation
Jan. 7th Week 1 Introduction	<p><i>Introduction</i></p> <p>Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.) The self in social psychology (pp. 461–470). Philadelphia: Psychology Press.</p>	<p>Discussion Question for Week Due Fri. 10th by 1 pm</p>

Morality & Altruism

Jan. 14th	Dahl, A., & Paulus, M. (2018). From interest to obligation: The gradual development of human altruism. <i>Child Development Perspectives</i> , 13(1), 10-14.	Reading Presenta Group #' Class
Week 2	https://doi.org/10.1111/cdep.12298 ➞ (https://doi.org/10.1111/cdep.12298)	Class Participa
Content Class	Krebs., D. L. (2011). Chapter 2: What is morality? In <i>The Origins of Morality: An Evolutionary Account</i> (pp. 14-27). https://doi.org/10.1093/acprof:oso/9780199778232.003.0010 ➞ (https://doi.org/10.1093/acprof:oso/9780199778232.003.0010)	Discussi Question for Week Due Fri. . 17th by 1 pm

Jan. 21st	<i>An Evolutionary Account of Morality & Altruism</i>	Reading Presenta Group #' Class
Week 3	Burnstein, E., Crandall, C., & Kitayama, S. (1994). Some Neo-Darwinian decision rules for altruism: Weighing cues for inclusive fitness as a function of the biological importance of the decision. <i>Journal of Personality and Social Psychology</i> , 67(5), 773-789. https://doi.org/10.1037/0022-3514.67.5.773 ➞ (https://doi.org/10.1037/0022-3514.67.5.773)	Class Participa
Content Class	Krebs, D. L. (2011). Chapter 4: Darwin's Theory of the Origin of Morality. In <i>The Origins of Morality: An Evolutionary Account</i> (pp. 40-56). https://doi.org/10.1093/acprof:oso/9780199778232.003.0014 ➞ (https://doi.org/10.1093/acprof:oso/9780199778232.003.0014)	Discussi Question for Week Due Fri. . 24th by 1 pm



Kurzban, R., Burton-Chellew, M. N., & West, S. A. (2015). The evolution of altruism in humans. *Annual Review of Psychology*, 66, 575-599. <http://doi.org/10.1146/annurev-psych-010814-015355> ➞ (<http://doi.org/10.1146/annurev-psych-010814-015355>)

Groups As Moral Boundaries

		Reading Presenta Group #4 Class
Jan. 28 th	Chalik, L., & Rhodes, M. (2020). Chapter three- Groups as moral boundaries: A developmental perspective. <i>Advances in Child Development and Behavior</i> , 58, 63-93.	
Week 4	https://doi.org/10.1016/bs.acdb.2020.01.003 ➞ (https://doi.org/10.1016/bs.acdb.2020.01.003)	Class Participa
Content Class	Sudo, M., & Ishikawa, M. (2025). Moral gradients based on social boundaries: Children prioritize themselves and their ingroup when resources are limited. <i>Journal of Experimental Child Psychology</i> , 251, Article 106125.	Discussi Question for Week
	https://doi.org/10.1016/j.jecp.2024.106125 ➞ (https://doi.org/10.1016/j.jecp.2024.106125)	Due Fri. .
		31st by 1
		pm

Prosociality in Relationships: Kinship Relationships

Feb. 4 th		Reading
Week 5		Presenta
	Curry, O., Roberts, S. G., & Dunbar, R. I. (2013). Altruism in social networks: Evidence for a 'kinship premium'. <i>British Journal of Psychology</i> , 104, 283-295.	Group #4
		Class
Content Class	http://dx.doi.org/10.1111/j.2044-8295.2012.02119.x ➞ (http://dx.doi.org/10.1111/j.2044-8295.2012.02119.x)	
		Class Participa
	Krebs, D. L. (2011). Chapter 9: The evolution of altruism through kin selection. In <i>The Origins of Morality: An Evolutionary Account</i> (pp 106-115).	


https://doi.org/10.1093/acprof:oso/9780199778232.003.0020  https://doi.org/10.1093/acprof:oso/9780199778232.003.0020	Survey Question Creation Due
Madsen, E. A., Tunney, R. J., Fieldman, G., Plotkin, H. C., Dunbar, R. I. M., Richardson, J-M., & McFarland, D. (2007). Kinship and altruism: A cross-cultural experimental study. <i>British Journal of Psychology</i> , 98, 339-359.	February by 11:59
https://doi.org/10.1348/000712606X129213  https://doi.org/10.1348/000712606X129213	Discussi Question for Week
	Due Fri. 7th by 11 pm

Feb. 11th

Prosociality in Relationships: Step-Families


**Reading
Presenta
Group #!
Class**

Week 6

Anderson, K. G., Kaplan, H., & Lancaster, J. (1999). Paternal
care by genetic fathers and stepfathers I: Reports from
Albuquerque men. *Evolution and Human Behavior*, 20(6), 405-
431. [https://doi.org/10.1016/S1090-5138\(99\)00023-9](https://doi.org/10.1016/S1090-5138(99)00023-9) 
[https://doi.org/10.1016/S1090-5138\(99\)00023-9](https://doi.org/10.1016/S1090-5138(99)00023-9)

**Class
Participa**

**Content
Class**

Antfolk, J., Karlsson, L. C., Söderlund, J., & Szala, A. (2017).
Willingness to invest in children: Psychological kinship
estimates and emotional closeness. *Evolutionary Psychology*,
15(2), 1-10. <http://dx.doi.org/10.1177/1474704917705730> 
<http://dx.doi.org/10.1177/1474704917705730>

Zvoch, K. (1999). Family type and investment in education: A
comparison of genetic and stepparent families. *Evolution and
Human Behaviour*, 20, 453-464.

[https://doi.org/10.1016/S1090-5138\(99\)---24-0](https://doi.org/10.1016/S1090-5138(99)---24-0) 

[https://doi.org/10.1016/S1090-5138\(99\)---24-0](https://doi.org/10.1016/S1090-5138(99)---24-0)

Feb. 17th

Reading Week

Feb. 25th

Class
Participa

Week 7

Research Class

Research
Class

Readings: TBD

Discussi
Question
for Week
Due Fri. |
28th by 1
pm

<p>Mar. 4th</p> <p>Week 8</p>	<p><i>Prosociality in Relationships: Friendships</i></p> <p>Krebs, D. L. (2011). Chapter 11: The evolution of cooperation. In <i>The Origins of Morality: An Evolutionary Account</i> (pp. 124-142).</p> <p>https://doi.org/10.1093/acprof:oso/9780199778232.003.0022</p> <p>➡ https://doi.org/10.1093/acprof:oso/9780199778232.003.0022</p>	<p>Reading Presenta Group #6 Class</p> <p>Class Participa</p>
<p>Content Class</p>	<p>Li, M., Li, J., Zhang, G., Fan, W., Zhong, Y., & Li, H. (2023). The influence of altruistic personality, interpersonal distance and social observation on prosocial behavior: An event-related potential (ERP) study. <i>Cognitive, Affective, & Behavioral Neuroscience</i>, 23, 1460-1472. https://doi.org/10.3758/s13415-023-01124-1 ➡ https://doi.org/10.3758/s13415-023-01124-1</p>	<p>Discussi Question for Week Due Fri. 7th by 11 pm</p>
<p>Mar. 11th</p> <p>Week 9</p> <p>Content Class</p>	<p><i>Prosociality Due to Reciprocity</i></p> <p>Ramaekers, M. J., van der Lippe, T., & Derks, B. (2024). Why neighbors would help: A vignette experiment on reciprocity in informal helping. <i>Nonprofit and Voluntary Sector Quarterly</i>, 0(0).</p> <p>https://doi.org/10.1177/08997640241241323 ➡ https://doi.org/10.1177/08997640241241323</p> <p>Stewart-Williams, S. (2007). Altruism among kin vs. nonkin: Effects of cost of help and reciprocal exchange. <i>Evolution and Human Behavior</i>, 28, 193-198.</p> <p>http://dx.doi.org/10.1016/j.evolhumbehav.2007.01.0002 ➡ http://dx.doi.org/10.1016/j.evolhumbehav.2007.01.0002</p>	<p>Reading Presenta Group #7 Class</p> <p>Class Participa</p> <p>Discussi Question for Week Due Fri. 14th by 1 pm</p>

Children's Understanding of Prosociality

Marshall, J., Gollwitzer, A., Mermin-Bunnell, K., Shinomiya, M., Retelsdorf, J., & Bloom, P. (2022). How development and culture shape intuitions about prosocial obligations. *Journal of Experimental Psychology: General*, 151(8), 1866-1882.

<https://doi.org/10.1037/xge0001136> ➞

<https://doi.org/10.1037/xge0001136>

**Reading
Presenta
Group #
Class**

Mar. 18th

Week 10

Moore, C. (2009). Fairness in children's resource allocation depends on the recipient. *Psychological Science*, 20(8), 944-

948. <https://dx.doi.org/10.1111/j.1467-9280.2009.02378.x> ➞

<https://dx.doi.org/10.1111/j.1467-9280.2009.02378.x>

**Class
Participa**

Content

Class

Paulus, M., & Moore, C. (2014). The development of recipient-dependent sharing behavior and sharing expectations in preschool children. *Developmental Psychology*, 50(3), 914-921.

<http://dx.doi.org/10.1037/a0034169> ➞

<http://dx.doi.org/10.1037/a0034169>

**Posters |
for Printi
by 11:59
on Tues.
Mar. 18th**

Olson, K. R., & Spelke, E. S. (2008). Foundations of cooperation in young children. *Cognition*, 108(1), 222-231.

<https://doi.org/10.1016/j.cognition.2007.12.003> ➞

<https://doi.org/10.1016/j.cognition.2007.12.003>

Mar. 25th

Mock Conference Presentations Group A

Week 11

Group B Presenters Act as Conference Attendees for

Conference Reflections

Presentations

April 1 st	Mock Conference Presentations Group B	
Week 12	Group A Presenters Act as Conference Attendees for	
Presentations	Conference Reflections	
April Exam Period	No Final Exam	Conferer Reflectio Due by 11:59 pm Mon. Apr 7 th

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

V COURSE POLICIES

Email Policy

Students are encouraged to email the course instructor and/or TAs regarding questions or concerns about course content or to set-up a virtual meeting. Emails should originate from students' designated **UToronto email account**. We will try our best to respond to emails within 48 hours, excluding weekends/holidays. **Emails should include "PSYD15" 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.**

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 web site

(<https://uoft.me/pdt-faq> ➞ (<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. 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.

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. 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/> (<http://www.utsc.utoronto.ca/ability/>)) as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please contact 416-287-7560 (tel/TTY) or email ability.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 through the College Registrar or through Student Life (<http://studentlife.utoronto.ca> (<http://studentlife.utoronto.ca/>) and <http://www.studentlife.utoronto.ca/feeling-distressed> (<http://www.studentlife.utoronto.ca/feeling-distressed>)). 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.

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

On Campus: Students' college Registrar's Office, and/or Dean of Students' Office

Student Life: <http://www.studentlife.utoronto.ca> (<http://www.studentlife.utoronto.ca/>)

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

Campus Police: (416) 978-2222

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

Masks in the Classroom

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

University Land Acknowledgement

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

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) (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		
Reason for Missed Work	Documentation required for a <i>first absence</i> in the term	Documentation required for subsequent absences
Illness or Injury	ACORN (https://www.acorn.utoronto.ca/) Absence Declaration	UofT Verification of Illness Form (https://www.utsc.utoronto.ca/reg01/UTSCmedicalcertificate.pdf)

Bereavement	ACORN (https://www.acorn.utoronto.ca/)	A death certificate or funeral and Absence Declaration
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University-sponsored athletic or artistic obligation at the varsity/provincial/national level	ACORN (https://www.acorn.utoronto.ca/)	A note from a university staff member who can substantiate the obligation Absence Declaration
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Disability-related reasons for students registered with AccessAbility Services	For missed TERM TESTS , Contact your AccessAbility consultant and have them write 1 accommodations needed. For missed ASSIGNMENTS , If your desired accommodation is within the scope of your AccessAbility Services “extensions of up to 7 days” and you need 3 days), send your AccessAbility Services and specify how many days extension you are requesting. If your desired accommodation is outside the scope of your AccessAbility Services “extensions of up to 7 days” but you need more time than that), have them write to the course email detailing the accommodation	
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Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.
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Religious Conflict	None required
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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)** (<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.