

University of Toronto, Department of Psychology
PSY240H1 S – Introduction to Psychopathology and Clinical Science

Course Syllabus, January-April 2025, LEC5101

Lecture Time and Location: Wednesdays from 6:10-9pm EST in **SS 2102**. SS = Sidney Smith Hall at 100 St. George Street.

Delivery: Lectures are held **in-person**. Lectures will be voice recorded. The voice recording and slides will be posted within 2 days after the lecture; I will try to (and usually can) post slides prior to lectures. Slides can be downloaded, but please do not download voice recordings. *Slides and voice recordings are intended to supplement learning, or to help if you are unable to attend class. Thus, attending lectures and taking additional notes is highly recommended and encouraged (I love seeing you in class!).*

Instructor: Dr. Malvina N. Skorska, PhD

Office: SS 4052; SS = Sidney Smith Hall at 100 St. George Street

Email: malvina.skorska@utoronto.ca

Office Hours: Mondays 3:30pm-5pm EST (in-person); *lecture weeks only*

Tuesdays 1:30pm-3pm EST (virtual, see Quercus for Zoom info); *lecture weeks only*

Or by appointment; additional office hours will be posted as needed (e.g., during exams)

How to Get in Touch

-Please visit me in office hours for any questions. Office hours (both in-person and virtual) are drop-in, first-come, first-served. Apologies in advance for any waiting that occurs.

-The discussion board on Quercus is for questions regarding course content and course components (i.e., questions and answers that all students could benefit from). I have set up separate discussions for various components of the course, as well as a miscellaneous discussion. I will try my best to respond within 2-3 business days. Students are welcome to respond as well! *-I will not be checking the Quercus inbox. Also, Quercus automatically notifies students of new announcements or other updates via email. Please do not reply to these notifications because I do not receive these replies.*

-Email is the preferred way to contact myself, the teaching assistants, or Seohee outside of the discussion board and office hours for any other questions, including personal ones.

-Please contact Seohee Han (the Course Coordinator) at seohee.han@mail.utoronto.ca to submit a request for an assignment or paper extension or for missing a term test, along with accompanying documentation.

-Please contact the Teaching Assistants with questions about assignments, papers, or grading, which will mostly be completed by them. Office hours are by appointment only.

-Please ensure emails are from a University of Toronto e-mail address and contain the course code in the subject line or message content. Please allow up to 2 business days for a response. If you do not hear back after 3 days, please send your email again. We do not regularly check email during the evenings, weekends, or holidays. *Emails regarding information in the course outline, posted on Quercus, or regarding information easily found elsewhere, will generally not be answered.*

The teaching assistants are:

- Silvia Margarian silvia.margarian@mail.utoronto.ca
- Molly Pascoe mollypascoe67@gmail.com
- Aisling Sampson aisling.sampson@mail.utoronto.ca

***details about which TA to connect with will be available in advance of assignment due date*

Course Description

This course offers an introduction to and critical survey of concepts, theories, and the state of research in the area of mental disorders and therapeutic methods. The goal is to present an overview of many of the most common psychological disorders and the theories behind their occurrence. Categories of mental disorders covered in this course include: Mood and Anxiety Disorders, Schizophrenia and other Psychotic Disorders, Substance Use Disorders, Disorders of Childhood and Adolescence, Sexual Disorders, and Personality Disorders. Using the DSM-5 diagnostic criteria, you will learn the core features of each disorder and the assessment methods used to determine clinical significance for these conditions. Other course goals include learning the major etiological theories, clinical and behavioral manifestations, and treatment approaches for each condition covered. We will also discuss some philosophical questions about the nature of “abnormality” and controversies about diagnostic classification and examine depictions of mental illness in media. You will also improve the following skills: critical thinking, research, written communication, and time management.

Prerequisites

Please ensure that you have met **all** prerequisites listed in the Psychology section of the A&S Calendar (<https://artsci.calendar.utoronto.ca/section/Psychology>) for this course. If you lack any prerequisites, you will unfortunately be removed. No waivers will be granted.

Prerequisite: PSY100H1/ PSY100Y5/ PSYA02H3/ COG250Y1

Exclusion: PSY240H5/ PSYB32H3

Required Textbook

Dozois, D. J. A. (2022). *Perspectives in psychopathology* (7th Ed.). Pearson Education Canada.

The textbook can be purchased from the University of Toronto Bookstore (<https://www.uoftbookstore.com>). If there are any additional electronic resources they will not be used during the course—feel free to use them on your own if you would like additional study tools.

The direct link for purchasing the textbook is: <https://www.uoftbookstore.com/adoption-search-results?ccid=5906224&itemid=201113>

I recommend not purchasing any editions prior to the 7th as they may be missing important testable content. If you purchase an older edition, you are responsible for any differences.

Any additional readings/media will be available on Quercus.

Evaluation Scheme

Item	Date (all in 2025)	Weight
Quizzes	Quiz #1 available January 27 to January 31, due on Quercus January 31 at 11:59pm Quiz #2 available March 10 to March 14 due on Quercus March 14 at 11:59pm	15% <i>*each worth 7.5%</i>
Term Test	February 12, in-class from 6:10-9pm	30%
Classification and Diagnosis Assignment	March 26, due on Quercus at 11:59pm	20%
Final Exam	TBD, written during Final Examination period	35%

Last Date for Withdrawal without Academic Penalty: March 10, 2025. Grades from the term test will be posted on Quercus no later than February 28, 2025.

Term Test and Final Exam

The term test and final exam will include the following question types: multiple choice, fill-in-the-blank, and short answer or long answer.

Most questions are not intended to assess recognition of isolated specific facts. Instead, most questions are intended to directly assess your *understanding* of the course material, and your ability to solve problems related to that material (i.e., to apply the material outside of class). You will still need to learn material introduced in the course, but to do well on the term test and final exam you will also need to understand the meaning and importance of the material.

Important points about the term test and final exam:

- The term test will focus on content taught since the start of the course until the term test. The final exam will focus on content taught since the term test (i.e., new content), but early content will still need to be known as the later content builds on earlier content.
- The term test and final exam will include material from lectures (whether it is voice recorded or not), textbook, and videos.
- The term test and final exam are in-person, are not open-book, are not collaborative, and there is no use of electronic devices (e.g., cell/smart phones).
- Further instructions will be available on Quercus.

The term test will be held during class time and will take about 2 hours to complete. You will be given the full 2 hours and 50 minutes to complete, if needed. There is no lecture on the day of the term test. Term test scores will be posted approximately 2 weeks after the term test date.

The final exam will be held during the Final Examination period and will be scheduled by A&S. The final exam should take about 2 hours to complete, and you will have 3 hours to complete. More details will be provided once available. Final exam scores will be made available according to A&S policy.

Quercus

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. Note, however, that I will not respond to messages sent via the Quercus inbox.

Special note about grades posted online: 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 me as soon as possible if you think there is an error in any grade posted on Quercus.

Course Policies

Late or Missed Assignment

Assignments are submitted on Quercus (online) only. A late assignment submission will be deducted at 10% per calendar day (including weekends). *No extensions* will be possible except under certain circumstances outlined in the course policies below, with accompanying documentation. A missed assignment will result in a grade of 0. No late assignments will be accepted after April 10, 2025, at 11:59pm, unless arrangements have been made with me.

There is an automatic 24-hour window where no late penalties will be applied if submitted 24-hours after the due date. Late penalties will apply after this 24-hour window. The assignment is due March 26, 2025 at 11:59pm. Therefore, the 24-hour late-penalty-free window is until March 27, 2025 at 11:59pm. If the assignment is submitted after that, the late penalty will apply. The 24-hour window does not apply to extension requests that are granted, including those for accessibility accommodations.

Missed Term Test or Quiz

Students have no more than one week from the day that they missed a term test or quiz to contact the course coordinator and provide documentation for missing it. If your request is approved, the weight of the missed term test or quiz will be redistributed equally between the assignment and the final exam. There is no make-up test or quiz available. If your request is not approved or not submitted within the time frame indicated above, a missed term test or quiz will result in a grade of 0. ***Note that because the quizzes are available online for 5 calendar days, circumstances for not completing the quiz must be extremely extenuating.*

Missed Final Exam

Final exams that are not written during the scheduled time will be considered missed and given a grade of 0. Students who miss the final exam should file a petition for a deferred exam with their College Registrar's office.

Missed Classes

If you miss class for any reason, you are responsible for making up the missed material. The teaching assistants and I will not re-teach the material from the class you missed. Please listen to the voice recordings, connect with a peer from the class for notes, and consult the textbook and other readings to make up the missed material.

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, consult the course coordinator right away. You will be asked to provide documentation in support of your specific circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on the Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/current/academics/student-absences>.

If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible. If an absence extends beyond 7 consecutive days in the future (from the date declared in ACORN or submitted in other documentation), connect with your College Registrar. They can provide advice and assistance reaching out to instructors on your behalf.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me, the course coordinator, or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

Religious Accommodations

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you 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 me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <https://studentlife.utoronto.ca/departments/accessibility-services/>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Academic Integrity

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019) (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see [A&S Student Academic Integrity](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) (<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>) and the [University of Toronto Website on Academic Integrity](https://www.academicintegrity.utoronto.ca) (<https://www.academicintegrity.utoronto.ca>).

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>).

You are required to submit an electronic copy of your assignment to the plagiarism detection tool (Turnitin) via Quercus. Students who wish to opt-out of using the University's plagiarism detection tool must notify me *no later than 5pm on January 28, 2025*. For those who wish to opt-out, I will request that the student provide *all* rough work (including, but not limited to, call numbers and/or URLs for all cited sources) when submitting their assignments.

I review all Turnitin results. If there is poor paraphrasing or other academic integrity issues, I either deduct 5-15% from the final grade of an assignment, or follow the academic integrity policies outlined above, depending on the severity of the concern. Please review the Turnitin results after assignment submission and ask any questions prior to the assignment deadline.

Use of Generative Artificial Intelligence (AI) in Course Work

Students may use artificial intelligence (AI) tools for creating an outline for an assignment or for brainstorming ideas for an assignment, but the submitted assignments and presented group work must be original work produced by the individual student alone. In the final submission of an assignment, representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course. Students may not use AI tools for taking the quizzes, term test, or final exam in this course. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

In general, be cautious when using generative AI (e.g., to generate practice questions). The exam, test, quizzes, and assignment in this course will test your understanding of the content taught in this course. Sometimes AI tools may generate responses that contain information that is (a) beyond the scope of this course, (b) not relevant to this course, or (c) incorrect/outdated.

Re-marking Policy

If you would like to contest a grade for any term work (e.g., an assignment, term test, quiz), please wait 24 hours after grades are posted and after reviewing feedback before contacting me or the teaching assistant about the grade. After 24 hours has passed, please contact the individual who marked the item to discuss your concerns.

If after your meeting, you still wish to have the item re-marked, please submit a written request to me as soon as possible after the 24-hour waiting period and within 2 weeks after the term test or quiz grade is posted, or written assignment or feedback is returned to the class. In your request, please email me with a short paragraph detailing the grade concern, including: 1) the question(s) or part of the assignment to be re-evaluated, 2) why you provided the answer you did and where in the course materials you learned this content, and 3) why you think the grade is incorrect or incomplete and what in the course materials would support your request. Only reasonable and justified concerns will be considered, and all decisions are final.

If a re-marking is granted, the student accepts the resulting mark as the new mark, whether it goes up, down, or remains the same.

Note that this policy applies to work graded during the term. Please contact your College Registrar for appeals regarding the final exam held during the Final Examination period.

Grading and Calculating Final Grades

The teaching assistants and I work hard to ensure class work is graded fairly and thoughtfully. I use grading rubrics and follow the grading scheme provided by the Faculty of Arts and Science (see <https://artsci.calendar.utoronto.ca/academic-record#grading>).

When calculating grades, I use the same rules for all students. I round grades to the nearest whole number using standard rounding rules. For example, 79.0-79.4 is rounded to 79 and 79.5-79.9 is rounded to 80. I do not offer extra credit assignments and do not re-mark term work outside of the re-marking policy indicated above. I will not modify grades to pass or to achieve a certain grade in the class (e.g., to meet cut-offs for graduate school applications). If you are aiming for a specific grade, please plan proactively to achieve such a grade.

Course Materials, including Lecture Notes

Course materials are provided for the exclusive use of enrolled students. These materials should not be reposted, shared, put in the public domain, or otherwise distributed without the explicit permission of me (the instructor). These materials belong to me (your instructor), the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Students violating these policies will be subject to disciplinary actions under the Code of Student Conduct.

Lecture Recording and Sharing (Download and Re-use Prohibited)

This course, including your participation, will be voice recorded and will be available to students in the course for listening remotely and after each session. Course voice recordings and materials belong to me (your instructor), the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or recordings without my explicit permission. For questions about the use of voice recordings, please contact me.

Students who do not wish their voice to be recorded on the lecture recordings can ask questions during the breaks or after class. The discussion board on Quercus and office hours are also options for asking questions.

In-Class Student Recording of Course Content

Students may not create audio recordings of classes with the exception of those students requiring an accommodation for a disability, who should speak to me prior to beginning to record lectures.

Students creating unauthorized audio recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

Course videos may not be reproduced or posted or shared anywhere other than the official course Quercus site and should only be used by students currently registered in the course. Because voice recordings and lecture slides will be provided for all lectures, students may not create additional photo, audio, or video recordings without written permission from me. Permission for such recordings will not be withheld for students with accommodation needs.

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.

Respectful Conduct

Your conduct in the course is expected to follow the Student Code of Conduct and the Code of Behaviour on Academic Matters (<https://governingcouncil.utoronto.ca/secretariat/policies/code-student-conduct-december-13-2019>) and

<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>).

This course will discuss and address some topics that are sometimes controversial including the following: various mental health concerns, trauma, sexuality, and personality disorders. Everyone should expect these topics to be discussed in the lectures and everyone should also be respectful of others in discussing them. Some ideas related to the above topics may conflict (or appear to conflict) with some of our prior beliefs, but our task in this course is to consider carefully the evidence that can help us to evaluate those ideas. In discussing these topics, however, we must also take care to be respectful of others—including all persons, as well as other members of the course—and especially to avoid using crude or derogatory language.

Departmental Guidance for Undergraduate Students in Psychology

The Department of Psychology recognizes that, as a student, you may experience disruptions to your learning that are out of your control, and that there may be circumstances when you need extra support. Accordingly, the department has provided a helpful guide (<https://www.psych.utoronto.ca/current-program-students/guidance-undergraduate-students-psychology>) to clarify your and your instructor's responsibilities when navigating these situations. This guide consolidates Arts & Science Policies for undergraduate students in one place for your convenience. As an instructor in the department, I will frequently consult with these recommendations when providing you with support, and I recommend that you also consult it to learn more about your rights and responsibilities before reaching out to me.

Miscellaneous

Cell Phones and Laptop Usage

Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking during class time can have a negative impact on learning. Out of respect for your fellow students in this class, please refrain from using laptops or mobile phones for purposes unrelated to the class. Do not display any material on a laptop which may be distracting or offensive to your fellow students.

I will sometimes ask you to participate in class activities during lecture using a smart phone or laptop via Slido (www.slido.com). Participation is anonymous, voluntary, and will not impact grades. Further instructions will be provided in class.

Course Performance

Some advice for succeeding in this course is to keep up with the work. This means attending the lectures, doing the readings, completing the assignment on time, and studying for (and showing up for) the quizzes, term test, and final exam. The only way to get a good mark in this course is to perform well on the course components; marks will not be based on how much a student wants or “needs” a good mark, or other reasons. Keep in mind that, because your mark in this course is an evaluation of your performance on the course components, it is not an evaluation of your worth as a human being or even of your dedication as a student or necessarily of your intellectual ability.

SCHEDULE OF LECTURES AND DEADLINES

note: lectures are in-person on WEDNESDAYs from 6:10-9pm (SS 2102)

Week	Date	Topic	Reading	What's due? <i>...on Quercus unless otherwise specified</i>
1	Jan 8	Introduction, conceptualizations of mental disorders throughout history	Chapter 1	--
2	Jan 15	Classification and diagnosis	Chapter 3	--
3	Jan 22	Theoretical perspectives on psychopathology Assessment and research methods	Chapters 2 and 4	--
4	Jan 29	Anxiety, obsessive compulsive, trauma-related disorders	Chapter 5	Quiz #1 (Chapters 1 to 4) Available January 27 to January 31 due January 31, under Quizzes
5	Feb 5	Mood disorders	Chapter 8	--
6	Feb 12	TERM TEST	<i>Content from weeks 1-5</i>	--
	<i>Feb 19</i>	<i>No class, reading week</i>		
7	Feb 26	Schizophrenia spectrum and other psychotic disorders	Chapter 9	--
8	Mar 5	Substance-related and addictive disorders	Chapter 11	--
9	Mar 12	Personality disorders	Chapter 12	Quiz #2 (Chapters 9, 11, and 12) Available March 10 to March 14 due March 14, under Quizzes
10	Mar 19	Sexual dysfunctions, gender dysphoria, and paraphilic disorders	Chapter 13	--
11	Mar 26	Behaviour and emotional disorders of childhood and adolescence	Chapter 15	Classification and Diagnosis Assignment Due (11:59pm under Assignments)
12	Apr 2	Overview of therapies	Chapter 17	--
	TBD	FINAL EXAM	<i>Content from weeks 7-12</i>	--

IMPORTANT DATES:

Lectures start for S classes:	Monday, January 6, 2025
Last day to enroll in S courses via ACORN:	Sunday, January 19, 2025
Family Day (no classes):	Monday, February 17, 2025
Winter Reading Week (no classes):	Monday, February 17, 2025 to Friday, February 21, 2025
Last day to drop S courses:	Monday, March 10, 2025
Last day of S classes:	Friday, April 4, 2025
Study days:	Monday, April 7, and Tuesday April 8, 2025
Final exams:	Wednesday, April 9 to Wednesday, April 30, 2025
Good Friday (no class or exams)	Friday, April 18, 2025

Quizzes

There are two quizzes in the course. The quizzes will have questions in two formats (e.g., multiple choice, true/false) and assess your ability to integrate material directly from your textbook chapters. The quizzes will be completed on Quercus, under Quizzes. You have only one attempt, 5 calendar days, and a time limit of 1 hour (60 minutes) to complete each quiz. Quizzes must be completed on your own time but will have a specific due date (end of day [11:59 PM] on the day noted in the marking scheme and weekly outline). The dates were selected to spread out the evaluations for the course. The day after the due date, at 9am, you will be able to view feedback for your responses and your grade.

Please ensure you give yourself enough time to finish, have good internet connection, do not submit the quiz earlier than intended, etc. Unfortunately, once the quiz is submitted, there are no further opportunities for re-taking the quiz.

Please complete the quiz on your own (i.e., without collaboration with fellow classmates). Please do not share quiz questions or answers with other students in the class. Doing so will result in an automatic grade of 0 on your quiz, and potentially the quiz of the other student(s).

Any further instructions will be posted on Quercus.

Classification and Diagnosis Assignment

Objective:

In this brief assignment you will apply DSM-5's diagnostic criteria as if you were completing a diagnostic assessment, but you will use fictional TV/movie characters of your choice instead. The idea is to choose a character that you reasonably believe might have symptoms of a major mental health disorder and using the DSM-5 criteria and the character's demographics, arrive at a conclusion about whether they meet probable diagnostic criteria or not. Therefore, this assignment will establish a discussion more so than apply an accurate diagnosis; if the character does not meet diagnostic criteria based on your argument, you will still make at least one treatment recommendation since DSM-5 criteria do not necessarily need to be met to seek treatment. The last part of the assignment consists of a short reflection on the writing process.

Length must be no longer than 4.5 pages, not including title page or reference pages.

The assignment is to be submitted on Quercus by 11:59pm on the due date. Full instructions and the grading rubric are posted on Quercus. Grades will be posted about two weeks after the due date.

Resources

Mental Health and Well-being

As a student, you may experience challenges that can interfere with learning, such as strained relationships. Your mental health is important. Throughout university life, there are many experiences that can impact your mental health and well-being. As a University of Toronto student, you can access free mental health and wellbeing services at Health & Wellness (<https://studentlife.utoronto.ca/department/health-wellness/>) such as same day counselling, brief counselling, medical care, skill-building workshops, and drop-in peer support. You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support. Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or visit <https://uoft.me/mentalhealthcare> to learn about the services available to you.

You can also visit your College Registrar to learn about the resources and supports available: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/college-registrars-offices>

If you're in distress, you can access immediate support: <https://uoft.me/feelingdistressed>

Writing

As a student at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit <http://www.writing.utoronto.ca/>.

Additional Resources

For resources related to safety, including experiences of sexual assault or sexual harassment, visit <https://safety.utoronto.ca/#ui-id-7>.

For resources related to physical wellbeing, visit <https://kpe.utoronto.ca/welcome-sport-rec-u-t>.

For resources offered by the library, which include writing, citing, workshops, and research, visit <https://oneseach.library.utoronto.ca/studying-and-learning>.

The Course Resources module on Quercus offers additional resources for writing, studying, research, and examples of student papers and their grading.