

FRAN*6090 Course Outline: Winter 2017

General Information

Course Title:

Practicum-IV in Couple and Family Therapy

Course Description:

This practicum will focus on introducing students to the theoretical bases and practice skills associated with emotion/emotionally focused therapy. The course will primarily feature the conceptualizations and practice strategies of the two pioneers in this model—Drs. Leslie Greenberg and Susan Johnson. In this practicum, EFT will be applied primarily to therapist-interns' work with current and new couple clients. Exploration of the EFT model will be set broadly in a social constructionist paradigm and modified to incorporate collaborative practices. In particular, students will continue practicing narrative, collaborative, and solution-focused therapies and, when appropriate, integrating EFT and these other approaches. Systems ideas and concepts will be thoroughly explored and utilized as one way to think about people in the context of their myriad relationships. The course builds on conceptual, assessment, and intervention skills developed in Practica I, II, & III.

Credit Weight:

0.5

Academic Department (or campus):

Family Relations and Applied Nutrition

Semester Offering:

W'17

Class Schedule and Location:

Wednesdays 12:30-4:30pm (5-8pm Mar 8, 15, & 22)

CFT Centre (Room D on the main floor)

Instructor Information

Instructor/Clinical Supervisor:

Olga Sutherland, Ph.D., C. Psych, RMFT

Phone Ext. 56336

E-mail osutherl@uoguelph.ca

Office CFT Centre, Room 251

Office hours: By appointment

Clinical Supervisor:

Kevin J. VanDerZwet Stafford, MSc, RP, RMFT

Phone Ext. 53423

E-mail kstaff01@uoguelph.ca

Office CFT Centre, Room 251

Client Services Coordinator:

Amanda Buda

Phone Ext. 56335
E-mail cftc@uoguelph.ca
Office CFT Centre, Room 151

Relevant Dates

The Centre will open for clients on Tuesday	January 9
The Centre will be open to clients Monday-Thursday	8:30am-8:30pm
The Centre will be open to clients Fridays	8:30am-4:00pm
The Centre will be closed	February 20, 21 & 24 (winter break)
The Centre will be open for clients	February 22 & 23 (Kevin ad hoc supervision)
The Centre will close for the term	April 21
Last day to see individual clients	March 24
Last day to see couples and families	April 7
Mid-term filing day	Feb 23
Final file day (all documentation is finalized)	April 19

Supervision

Regular Supervision (Monday – Friday 9AM-4PM):

Olga and Kevin are available for consultation during the day. You are welcome to drop in or reach us via the phone or email. We will

respond within 24 hours. On ad hoc supervision days, you are welcome to sign up or drop in. Kevin can consult on Olga's clients (if she is not available) and Olga can consult on Kevin's clients (if he is not available). If Olga is not on campus, video conferencing, using the computer in the supervision room downstairs, can also be used (please email Olga to arrange).

Olga	Kevin
Pager: (519) 651-4734 (indicate your phone ext.)	Pager: (519) 244-4831 (indicate your phone ext.)
Cell Phone: (519) 277-0555 (text or call)	Cell Phone: (519) 767-6581 (text or call)
Office Phone: (519) 824-4120 (ext. 56336)	Office Phone: (519) 824-4120 (ext. 53423)

On-Call or Emergency Supervision (Monday – Thursday 9AM-9PM; Friday 9AM-4PM):

On-Call is to be reserved for situations that require supervision and/or consultation “immediately” given the crisis/emergency nature of the clinical situation and/or the potential that the therapist-intern has been provided with information that may require reporting to Family and Children's Services or other authorities. If it is an emergency, please use the pager numbers (or drop in/dial office extension). The supervisor (noted below) will be available to respond to calls. If not, contact the back-up supervisor.

Month	On-Call Supervisor	Back-Up Supervisor
January	Olga	Kevin
February	Kevin	Olga
March	Olga	Kevin
April	Kevin	Olga

Course Content

Specific Learning Outcomes:

There are three sets of learning outcomes in this course: program-based outcomes (Expected Student Learning Outcomes or ESLOs), EFT related outcomes (or Model-Based Expected Learning Outcomes or MELOs), and the AAMFT's core competencies (CCs). Please see Appendix A for details.

Seminars & Labs:

Please see Appendix C for the class schedule

Course Evaluation & Assignments:

Grading in FRAN 6090-IV is on a “satisfactory/unsatisfactory” basis. At mid-term the supervisor(s) will provide feedback to each intern regarding their progress in the clinical work. If the instructor/supervisor, in consultation with the other supervisor, assesses the intern’s work to be unsatisfactory in any way, action steps will be developed and documented with a copy to the intern. If the intern does not achieve an acceptable standard of clinical work by the end of the semester, she/he/they will receive an “unsatisfactory” grade and not be advanced to the externship. Review of relevant Expected Student Learning Outcomes (ESLOs), Model-Based Expected Learning Outcomes (MELOs) and designated AAMFT Core Competencies Expected Learning Outcomes will be part of the final evaluation process (see Appendix E) and students’ assignment evaluations (Final Project and Infographic). In addition to the clinical work all other course requirements including projects and activities must be completed in order to obtain a “satisfactory” grade. The clinical supervisors (Olga and Kevin) will provide written comments and complete students’ evaluation checklists at the end of the semester. Interns will be asked to fill out checklists related to the Expected Student Learning Outcomes (ESLOs), the Model-Based Expected Learning Outcomes (MELOs), and the AAMFT Core Competencies to evaluate the effectiveness of the practicum in helping them learn. All evaluation documents, including students’ self-evaluations, are placed in the intern’s CFT Program file. These documents may be reviewed only by CFT supervisors and by COAMFTE site visitors. Evaluation will be based upon full participation in all course activities outlined above, as well as the supervisors’ assessments of the therapist-intern’s general development in the context of this practicum and general professional standards of clinical practice.

There are 10 learning activities designed to enhance student learning. The instructor will evaluate students’ learning more formally in two of these activities/assignments (Infographic & Final Project).

Activity/Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Problem-focused learning	Class 1-2	N/a (pass/fail course)	See below & Appendix A
Infographic & discussion	Feb 1, 8, 15, Mar 1	N/a	See below & Appendix A
Final project	Mar 29 & Apr 5	N/a	See below & Appendix A
Self-reflection	Mar 29	N/a	See below & Appendix A

Clinical documentation	Ongoing	N/a	See below & Appendix A
Weekly individual supervision	See Appendix B for schedule	N/a	See below & Appendix A
Reflecting teams	Mar 8, 15, & 22	N/a	See below & Appendix A
Readings	See Appendix C for schedule	N/a	See below & Appendix A
Seminars & labs	See Appendix C for schedule	N/a	See below & Appendix A

1. *Problem-Focused Learning (Lab 1):*

In class 1 students are presented with a problem which they discuss, identifying issues they do not understand. They assume the responsibility to research issues that are not understood, to find the required information, to present it to the group to discuss (in Class 2), and to use their lack of background as the foundation for their learning. Detailed instructions will be provided. ESLOs 1a, 4b, 5a & c; MELOs 1-3, 5, 7-10

2. *Infographic & Class Discussion:*

Each student is asked to review and summarize the EFT literature on a specific dimension of sociocultural diversity (or the couple therapy literature more broadly, if there is a shortage of EFT literature). The purpose of this assignment is to help you and other students gain knowledge of key issues and the CFT field's recommendations for applying EFT, and couple therapy more generally, to diverse clients. The focus is on the breadth of knowledge (i.e., extracting key messages for practitioners working with members of certain social groups) rather than the depth of knowledge. There are two aspects to this assignment: infographic or a visual representation of the material and a 15-minute in-class discussion of an infographic. The format of the discussion is flexible (e.g., facilitation of class discussion, didactic presentation of the material). ESLOs 1a, 4a-c; CC 4.4.1

Evaluation rubric:

<i>Learning Outcome</i>	<i>Quantitative Evaluation (1-not yet evident, 2-met expectations, 3-exceeded expectations)</i>
Students will critique and compare selected CFT approaches and their applications (i.e., application of EFT to diverse clients (ESLO 1a)	

Students will critically analyze how their social location, values and beliefs shape their professional identity. (ESLO 4a)	
Students will develop abilities to critically and reflexively analyze power relations of a given situation and/or embedded in the construction of knowledge, including attention to one's own participation in these processes. (ESLO 4b)	
Students will demonstrate awareness of and sensitivity to multi-dimensional aspects of diversity in the everyday lives of clients, including an ability to explore and articulate with clients the pertinence of potential social location issues on their experience of current concerns for therapy. (ESLO 4c)	
Students will learn strategies to explore and address issues of diversity, marginalization, discrimination, and abuse in therapy with clients. (ESLO 4d)	
Students evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan (CC 4.4.1)	
Qualitative comments:	

3. *Final Project:*

Each student will present a summary of this project to cohort colleagues at the end of the term. The project is designed to contribute to enhancing your knowledge in the EFT, including the philosophical and theoretical assumptions, associated implications for the therapist's stance, and therapeutic skills. The project requires you to take an intentional and analytical stance in your work with a couple over a minimum of three (ideally four to five) sessions. It is advised that you start early (at the very beginning of the semester) and continue this assignment through the ending with the client. This will prepare you to pull together a final 45-minute presentation to your cohort colleagues. Final presentation should address the application of the EFT to a specific client case (e.g., case conceptualization, interventions used) and your development as a therapist. The Course Project Form (Appendix E, can be found on Courselink) can be used as a guideline for structuring the presentation. As a part of the presentation you will be asked to present two short segments of therapy (max 5 mins each) that show (a) you helping a client access unacknowledged (primary) emotions, and (b) your work with an interactional cycle – identifying or transforming it with clients. The last 10 minutes of the presentation should be dedicated to discussion (other students' reflections and comments). Other students are encouraged to use Paré (2016) as a useful resource for formulating reflections and comments. Students can count 7 hours as group supervision (final projects – last two classes). ESLOs 1a-b, 4a-d, 5a, 5c; MELOs 1-10, CCs 2.2.3, 2.3.1, 3.3.1, 4.4.1, 4.5.3

Evaluation rubric:

<i>Learning Outcome</i>	<i>Quantitative Evaluation</i> (1- not yet evident, 2-met expectations, 3-exceeded expectations)
Students will critique and compare selected CFT approaches and their applications (i.e., application of EFT to diverse clients (ESLO 1a)	
Students will articulate the theoretical basis and practice implications of their preferred approach to CFT (ESLO 1c)	
Students will critically analyze how their social location, values and beliefs shape their professional identity. (ESLO 4a)	
Students will develop abilities to critically and reflexively analyze power relations of a given situation and/or embedded in the construction of knowledge, including attention to one's own participation in these processes. (ESLO 4b)	
Students will demonstrate awareness of and sensitivity to multi-dimensional aspects of diversity in the everyday lives of clients, including an ability to explore and articulate with clients the pertinence of potential social location issues on their experience of current concerns for therapy. (ESLO 4c)	
Students will learn strategies to explore and address issues of diversity, marginalization, discrimination, and abuse in therapy with clients. (ESLO 4d)	
Students will develop beginning to intermediate level practice skills associated with the featured post-modern couple and family therapy approaches, including engaging clients, "assessing" presenting concerns, setting therapeutic goals, and collaborating with clients to create desired changes. (ESLO 5a)	
Students will demonstrate ability to articulate "systemic" hypotheses and to translate their conceptualization into therapeutic conversations that are consistent with the selected practice model. (ESLO 5c)	
Students will conceptualize families' concerns, experiences, and actions through a systemic lens—the immediate familial context and broader sociopolitical context (MELO 1)	
Students will identify patterns of interaction or how partners' beliefs/actions/emotions become coupled or linked circularly and recurrently (MELO2)	
Students will recognize "helpful" and "unhelpful" patterns of interaction (MELO3)	
Students will apply the method of circular questioning to assess systemic dynamics (MELO4)	
Students will demonstrate an ability to facilitate shifts in families from unhelpful to more helpful ways of relating (MELO 5)	

Students will demonstrate understanding of the systemic concept of neutrality and strive to consistently work with clients neutrally (MELO 6)	
Students will recognize different types of emotions in working with clients (MELO 7)	
Students will demonstrate an ability to help clients deepen their awareness of emotional and bodily experience (MELO 8)	
Students will demonstrate understanding of attachment and its relevance to family relationships (MELO 9)	
Students will assist each partner in identifying and articulating attachment emotions, needs, and identity themes (ideas about the self in relationships) underlying positions in an interactional pattern (MELO 10)	
Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems. (CC 2.2.3)	
Diagnose and assess client behavioural and relational health problems systemically and contextually (CC 2.3.1)	
Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective (CC 3.3.1)	
Students evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan (CC 4.4.1)	
Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics (CC 4.5.3)	
Qualitative comments:	

4. Self-reflection:

Each student is asked to submit a one-page written evaluation of their progress at the end of the term, reflecting on their achievement of learning goals developed in the beginning of the course. Students are asked to submit a signed hard copy to the instructor. ESLOs 1c, 3d, 5f

5. Clinical Documentation:

Students are expected to follow all procedures articulated in the CFT Centre Operations & Procedures Manual. Since we will be closing all client files for this cohort by the end of the semester, it is important to gradually close files and prepare final reports to avoid a rush in the last weeks of the semester. Plan to end with clients over the course of the semester and complete file closings in a timely fashion. For some clients it will make sense to write the final report prior to the final session and share it with the clients at the last meeting. Students will not be able to take on new client files until their documentation is up-to-date, as determined by the CSC. ESLO 3c, CC 5.5.1

6. *Supervision:*

Participation in regular bi-weekly supervision with both AAMFT approved supervisors is required (see Appendix B for supervision schedule). Preparation for supervision is required (see Appendix D for Olga's Supervision Preparation Form). Therapist-interns are expected to bring the Supervision Preparation Form to supervision, prepare a section(s) of a video-taped therapy session for review, and articulate a particular focus for the clinical discussion. Please also bring a Family Map. The supervisor may at any time request to view, in part or whole, other sections of videotape for any client with which the therapist-intern is working. During the course of the semester each open client file is to be reviewed at least once, in supervision, with videotaped segments of a session. ESLOs 1a & c, 3 c & d, 4a-d, 5a, c, d, f; MELOs 1-10; CCs all.

7. *Reflecting Teams:*

Reflecting Teams will normally take place on Wednesday evenings (Mar 8, 15, & 22). All therapist-interns are expected to attend all team sessions. The format of reflecting teams will be based on Tom Andersen's work (see Paré, 1999). Consulting team will privilege couple therapy this semester. Students can count reflecting team times as 1 hour of relational work and 1.5 hours of group supervision. ESLOs 4b-d, 5a & c; MELOs 1-10, CCs 2.2.3, 2.3.1

8. *Readings:*

Please see p. 12 of this outline for the list of required readings (Appendix C contains due dates). ESLOs 1a, 4b-d, 5a & c; MELOs 1-10, CCs 2.2.3, 2.3.1

9. *Seminars & Labs:*

The course is seminar-based (see Appendix C), with each seminar focusing on a specific topic. Seminars will involve didactic presentation of the material, class discussions, and other activities. There are 4 labs in this course (see Appendix C), each designed to enhance students' practical skills in a specific area. Labs will primarily consist of experiential learning activities. ESLOs 1a, 4b-d, 5a & c; MELOs 1-10,

Specific Requirements of Clinical Training

Student interns are expected to participate fully in all of the following activities:

1. *Ethics, Professional Standards, and Clinical Responsibility.* Therapist-interns are required to follow the Code of Ethics of the AAMFT, the CRPO Professional Practice Standards, and the CFT Centre Policies and Procedures Manual. Ethical issues may be discussed during any individual or group supervision session/class. Students are to take responsibility to raise ethical issues. Should you have any question about whether a situation/concern is an ethical issue, raise it with the appropriate supervisor immediately.

As a general rule Therapist Intern will immediately contact a clinical supervisor (FROSS or FROCS) during the following situations:

- when there is strong or imminent danger or risk to anyone connected to the clinical work, including the client, the Therapist Intern, or any other person.
- when a client discloses an incident of child abuse, child neglect, or child witness to violence whether recent or not.
- when the therapy demands are, for any reason, beyond the Therapist Intern's competence or ability to reasonably meet them.
- whenever the Therapist Intern has breached or feels they may be at risk of breaching the CRPO Professional Practice Standards or AAMFT Code of Ethics.
- When clients arrive for sessions in constellations that are unfamiliar or in a condition that may jeopardize the therapeutic integrity of the clinical work
- Therapist Interns are strongly advised to discuss when and how to use FROSS/FROCS with each clinical supervisor they begin working with.

Interns are responsible for keeping the supervisors fully informed about their clients. Frequent, clear, verbal and/or written (as relevant) communication is essential to maintaining a focus on clients' best interests. Should there be any circumstances that may have an impact on the intern's ability to maintain a professional therapeutic relationship with any clients or to complete all the requirements for this course, CONSULT with the appropriate supervisor as soon as possible to negotiate a collaborative arrangement.

Should there be any circumstances that may have impact on the intern's ability to maintain a professional and open relationship with a supervisor, with regard to any clinical issue or the supervisory relationship itself the following steps should be taken:

1. Consult and discuss the issue or concern with the supervisor first
2. If it is not possible to consult with the supervisor or that has not been satisfactory consult with the Director of Clinical Training, Academic Program Director or other faculty/supervisor member within CFT.

Following consultation, the concerns will be discussed with the supervisor of this practicum; appropriate mediation or resolution will be sought as soon as is possible in order that the best interests of clients and the therapist intern may be addressed.

In order to facilitate responsiveness to the best interests of clients, therapist-interns are held responsible for reading, understanding, and enacting the guidelines and information contained in the CFT Centre Operations and Procedures Manual. Should there be any doubt or question about these guidelines with respect to any client situation, therapist-interns are expected to CONSULT with a supervisor.

2. *Therapy with clients.* Each student is expected to work as a therapist-intern with couples, families, and individuals seeking therapy at the CFT Centre.

- All therapy sessions will be digitally-recorded (video + audio) with client consent (audio-taping is acceptable in rare cases).
 - Each intern will need to manage their caseload to ensure they meet, but do not exceed, the program requirements (see CFT Centre Policies and Procedures Manual for the target number of hours for this semester).
 - Practicum IV includes 12 weeks of client work. During this time interns must meet the program requirement of completing between approximately 80 - 90 client contact hours (7-8 hrs/week). Interns are encouraged to utilize co-therapy and reflecting teamwork as appropriate ways to help meet the requirements for accumulation of therapy hours.
3. *Goal Setting.* The course instructor will outline general learning outcomes/goals (in class 1). Goals will be reviewed and revised as necessary during the semester. Ongoing self-reflection on clinical work will be strongly emphasized.
 4. *Participation and Absences.* The learning and professional development of all course participants is dependent upon active and constructive engagement of everyone in weekly seminar/practice activities, scheduled supervision/consultation, and teamwork. This Practicum course is distinctive from academic courses given that the content relates specifically to providing “best practice” services to clients. Therefore, in-person participation is important.
 5. *Between-Supervisors Consultation.* Clinical supervisors for Practicum IV consult with other members of the CFT Program Clinical Training Team (includes all clinical supervisors, the Director of Clinical Training, and the Client Services Coordinator) regarding both clinical situations and supervision issues as these arise during the semester. Clinical supervisors meet regularly (twice a month) throughout the semester.
 6. *Ad Hoc Supervision & Emergency/Crisis Supervision.* Extra supervision may be arranged with a clinical supervisor in order to provide for the best interests of client(s) and to facilitate the achievement of therapist-intern goals for the practicum. In crisis or emergency situations, supervision is available as necessary. In the event that neither Olga nor Kevin is available, please contact John Beaton, the CFT Program Director.
 7. *Disclosure of Personal Information.* Professional development in the CFT field is often enhanced by the exploration of the personal and professional interface. Students are encouraged to thoroughly explore this interface generally and in specific instances where their personal history/experience closely parallels the course subject matter and/or client situation. Generally, a student should only reveal as little or as much information as he/she/they is/are comfortable sharing with the supervisors. The evaluation of student performance in this course is not dependent on student disclosure of personal information. Aspects of assignments in this course require each student to consider how the professional material intersects with personal values, beliefs, and experiences. Every effort has been made to minimize the requirement for the student to disclose personal

information in assignments. Nonetheless, each student has the option to discuss alternative assignments with the course instructor.

Course Resources

Required Readings (available on CourseLink):

- Bartholomew, K. (1990). Avoidance of intimacy: An attachment perspective. *Journal of Social and Personal Relationships, 7*, 147-178.
- Johnson, S. M., & Greenman, P. S. (2006). The path to a secure bond: Emotionally focused couple therapy. *Journal of Clinical Psychology: In Session, 62*(5), 597–609.
- Karakurt, G., & Keiley, M. (2009) Integration of a cultural lens with emotionally focused therapy. *Journal of Couple & Relationship Therapy, 8*(1), 4-14.
- Makinen, J. A., & Johnson, S. M. (2006). Resolving attachment injuries in couples using emotionally focused therapy: Steps toward forgiveness and reconciliation. *Journal of Consulting and Clinical Psychology, 74*(6), 1055–1064.
- Palazzoli Selvini, M., Boscolo, L., Cecchin, G., & Prata, G. (1980). Hypothesizing-circularity-neutrality: Three guidelines for the conductor of the session. *Family Process, 19*, 3–12.
- Paré, D. (2016). Creating a space for acknowledgment and generativity in reflective group supervision. *Family Process, 5*, 270-286.
- Paré, D. (1999). Using reflecting teams in clinical training. *Canadian Journal of Counselling and Psychotherapy, 33*(4), 293-306.
- Pascual-Leone, A., Paivio, S., & Harrington, S. (2016). Emotion in psychotherapy: An experiential-humanistic perspective. In D. Cain, S. Rubin, K. Keenan (Eds.), *Humanistic psychotherapies: Handbook of research and practice* (2nd ed., pp. 147-181). Washington, DC, US: American Psychological Association.
- Penn, P. (1982). Circular questioning. *Family Process, 21*, 267-280.
- Schultz Hall, J., & Sametband, I. (2014). His cave and her kitchen: Gendered PIPs and HIPs and societal discourses. In K. Tomm, S. St. George, D. Wulff, & T. Strong (Eds.), *Patterns in interpersonal interactions: Inviting relational understandings for therapeutic change* (pp. 143-167). New York: Routledge.
- Stewart, S. L., & Marshall, A. (2017). Counselling indigenous peoples in Canada. In S. L. Stewart, R. Moodley, & A. Hyatt (Eds.), *Indigenous cultures and mental health counselling: Four directions for integration with counselling psychology* (pp. 73-89). New York: Routledge.

Tomm, K. (2014). Introducing the IPScope: A systemic assessment tool for distinguishing interpersonal patterns. In K. Tomm, S. St. George, D. Wulff, & T. Strong (Eds.), *Patterns in interpersonal interactions: Inviting relational understandings for therapeutic change* (pp. 13–35). New York: Routledge.

Other Readings (UofGuelph Library):

Angus, L. E., & Greenberg, L. S. (2011). *Working with narrative in emotion-focused therapy: Changing stories, healing lives*. Washington, DC: American Psychological Association.

Elliott, R. Watson, J. C., Goldman, R. N., & Greenberg, L. S., (2004). *Learning emotion-focused therapy: The process-experiential approach to change*. Washington, DC: American Psychological Association.

Johnson, S. M. (2008). Emotionally focused couple therapy. In A. S. Gurman (Ed.), *Clinical handbook of couple therapy* (pp. 107-137). New York: Guilford.

Johnson, S. M. (2004). *The practice of emotionally focused couple therapy: Creating connection* (2nd ed.). New York: Bruner-Routledge.

Greenberg, L. S. (2015). *Emotion-focused therapy: Coaching clients to work through their feelings* (2nd ed.). Washington, DC: American Psychological Association.

Greenberg, L. S. (2011). *Emotion-focused therapy. Theories of psychotherapy series*. Washington, DC: American Psychological Association.

Greenberg, L. S., & Goldman, R. N. (2008). *Emotion-focused couples therapy: The dynamics of emotion, love, and power*. Washington, DC: American Psychological Association.

Course Policies

Grading Policies:

Classes in Weeks 1-6 will be videorecorded to be available for subsequent viewing by students enrolled in this course who are unable to attend a class. Recordings will be erased at the end of the course. Electronic recording of classes by individual students is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Academic Consideration:

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your

name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures [Grounds for Academic Consideration](#)

Academic Misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

Accessibility:

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email csdexams@uoguelph.ca or the [Student Accessibility Services Website](#)

Drop date:

The last date to drop one-semester courses, without academic penalty, is Mar 10, 2017. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Appendix A – Student Learning Outcomes

Appendix B – Supervision Schedule

Appendix C – Class Schedule, Readings, and Assignment Due Dates

Appendix D – Supervision Preparation Forms

Appendix E – Final Project Form

Appendix F – Evaluation of Practicum & Student Learning (Checklists)