



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

# FRAN\*6340 Interdisciplinary Perspectives in FRHD

## COURSE OUTLINE – FALL 2023

### 1. GRADUATE CALENDAR DESCRIPTION

This course serves as an introduction to graduate studies in Family Relations and Human Development. It examines the epistemological, ontological and axiological foundations of various approaches to the study of family relations and human development, including developmental theories, critical approaches, and Indigenous Ways of Knowing. It explores questions of what constitutes a discipline and the challenges and possibilities of interdisciplinary approaches in research. Emphasis will be placed on student exploration of their own relationships with knowledge and emerging identities as researchers.

**Credit Weight:** 0.5 credits

**Course Hours:** 3-0 (36 lecture; 0 lab/seminar)

**Pre-Requisite(s):** None

**Co-Requisites(s):** None

**Restriction(s):** FRAN MSc. and Ph.D.

### 2. COURSE DESCRIPTION

In this course we will examine some of the disciplinary perspectives used in the study of family relations and human development. We will explore what constitutes a discipline and the meaning and practice of interdisciplinarity, particularly in relation to research in Family Relations and Human Development. We will identify and engage with several theoretical perspectives that underlie various approaches to the study of human development and family relationships and explore the challenges and possibilities of interdisciplinary approaches. We will also examine the foundations of western scientific thought and Indigenous world views to deepen our understanding of our own epistemological, ontological and axiological orientations. This course serves as an introduction to the Department of Family Relations and Human Development and key goals include developing a supportive community of scholars. Emphasis will be placed on student exploration of their emerging identities as researchers. Assignments focus on providing supportive opportunities for students to develop scholarly skills relating to oral and written communication.

### 3. TIMETABLE

**Lecture:** Th 11:30 -2:20

**Location:** MACS 331

### 4. INSTRUCTIONAL SUPPORT

**Course Instructor:** Dr. Olga Smoliak, PhD, C. Psych., RMFT (she/her)

**Email:** osmoliak@uoguelph.ca

**Telephone:** 519-824-4120 ext. 56336

**Office:** MACS 218

**Office Hours:** By appointment

### 5. LEARNING RESOURCES

**Required Resource(s):**

*Readings should be read prior to class.*

Repko, A. F., & Szostak, R. (2021). *Interdisciplinary research: Process and theory* (4<sup>th</sup> ed.). Sage.

Jackson, A. Y., & Mazzeim L. A. (2023). *Thinking with theory in qualitative research* (2nd ed.). Routledge.

***These books are available through the Campus Bookstore. Other required readings are available through Course Reserves (ARES) and posted in CourseLink.***

Adamsons, K., Few-Demo, A. L., Proulx, C. M., & Roy, K. (2022). Family theories and methodologies: A dynamic approach. In K. Adamsons et al. (Eds.). *Sourcebook of family theories and methodologies: A dynamic approach* (pp. 3-20). Springer.

Annamma, S. A., Ferri, B. A., & Connor, D. J. (2018). Disability critical race theory: Exploring the intersectional lineage, emergence, and potential futures of DisCrit in education. *Review of Research in Education*, 42(1), 46-71.

Blaise, M., & Taylor, A. (2012). Using queer theory to rethink gender equity in Early Childhood Education. *Young Children*, 67(1), 88-97.

Blume, L. B., & Fine, M. A. (2022). Transdisciplinary family science. In K. Adamsons et al. (Eds.), *Sourcebook of family theories and methodologies: A dynamic approach* (pp. 733-751). Springer.

Crow, M. M., & Dabars, W. B. (2017). Interdisciplinarity and the institutional context of knowledge in the American research university. In R. Frodeman, J. T., Klein, & R. C. D. S. Pacheco (Eds.), *The Oxford handbook of interdisciplinarity* (pp. 471-484). Oxford University Press.

Davies, A. W. (2023). Maddening pre-service early childhood education and care through poetics: Dismantling epistemic injustice through mad autobiographical poetics. *Contemporary Issues in Early Childhood*, 14639491231155555.

Grant, R. W, Finnocchio L. J, & the California Primary Care Consortium Subcommittee on interdisciplinary collaboration. (1995). Common barriers to interprofessional

- healthcare team work. In *Interdisciplinary collaborative teams in primary care: A model curriculum and resource guide*. Pew Health Professions Commission.
- Greensmith, C., & Davies, A. (2018). Queer and trans at school: Gay-straight alliances and the politics. In X. Chen, R. Raby, & P. Albanese (Eds.), *The sociology of childhood and youth in Canada* (pp. 314-331). Canadian Scholars.
- Hyland, K. (2013). Writing in the university: Education, knowledge, and reputation. *Language Teaching*, 46, 53-70.
- Klein, J. T. (2017). Typologies of interdisciplinarity: The boundary work of definition. In R. Frodeman, J. T. Klein, & R. C. D. S. Pacheco (Eds.), *The Oxford handbook of interdisciplinarity* (pp. 21-39). Oxford University Press.
- Knopf, J. W. (2006). Doing a literature review. *PS: Political Science & Politics*, 39(1), 127-132.
- Mulholland, M-L. (2020). Honor and shame: Plagiarism and governing student morality. *Journal of College and Character*, 21(2), 104-115.
- Nancarrow, S. E., Booth, A., Ariss, S., Smith, T., Enderby, P., & Roots, A. (2013). Ten principles of good interdisciplinary team work. *Human Resources for Health*, 11, 19.
- Riggs, D. W., & Peel, E. (2016). Introduction. In *Critical kinship studies: An introduction to the field* (pp. 1-21). Springer.
- Seals, D. R. (2022). Talking the talk: tips for effective oral presentations in biomedical research. *American Journal of Physiology-Regulatory, Integrative and Comparative Physiology*, 323(4), R496-R511.
- Smoliak, O., Al-Ali, K., LeCouteur, A., Tseliou, E., Rice, C., LaMarre, A., Davies, A., Uguccioni, B., Stirling, L., Dechamplain, B., & Henshaw, S. (2023). The third shift: Addressing emotion work in couple therapy. *Family Process*.
- Smoliak, O., LeCouteur, A., Rice, C., Rudder, D., Tseliou, E., LaMarre, A., Davies, A., Gaete, J., & Henshaw, S. (under review). Managing emotions in the era of neoliberalism: Emotion regulation in couple therapy. *Contemporary Family Therapy*.
- Tang, L., Hruska, V., Ma, D. W. L., & Haines, J., on behalf of the Guelph Family Health Study (2021). Parenting under pressure: Stress is associated with mothers' and fathers' media parenting practices in Canada. *Journal of Children and Media*, 15(2), 233-248.
- Turner, S. (2017). Knowledge formations: An analytic framework. In R. Frodeman, J. T. Klein, & R. C. D. S. Pacheco (Eds.), *The Oxford handbook of interdisciplinarity* (pp. 9-20). Oxford University Press.
- Walter, L., & Stouck, J. (2020). Writing the literature review: Graduate student experiences. *The Canadian Journal for the Scholarship of Teaching and Learning*, 11(1).

### **Recommended Resource(s):**

- Adamsons, K., Few-Demo, A. L., Proulx, C. M., & Roy, K. (2022). *Sourcebook of family theories and methodologies: A dynamic approach*. Springer.
- Allen, K. R. & Henderson, A. C. (2022). *Family theories today: A critical intersectional approach*. Cognella.
- Wilson, S., Breen, A. V., & DuPré, L. (Eds.). (2019). *Research and reconciliation: Unsettling ways of knowing through Indigenous relationships*. Toronto: Canadian Scholars' Press. *This book is available through the Campus Bookstore.*

## 6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Explain different meanings and forms of interdisciplinarity
2. Develop and apply critical thinking skills, including the ability to understand disciplines and begin to integrate knowledge across disciplinary boundaries
3. Identify and describe different theoretical orientations that underlie research and theory in Family Relations and Human Development
4. Identify and describe ethical and political dimensions of research in Family Relations and Human Development
5. Investigate and explain your own developing scholarly identity, including disciplinary orientations and philosophical foundations
6. Practice and develop oral and written communication skills
7. Practice and develop global understanding with respect to the cultural embeddedness of knowledge and ways of knowing

## 7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Date	Topic & Readings	Assignments Due
Sept 7	INTRODUCTION TO THE COURSE	
Sept 14	<p>ACADEMIC SKILLS FOR GRADUATE STUDENTS</p> <p><b>Literature Searching for Graduate Students – presentation by Nancy Birch, Associate Librarian, McLaughlin Library, UofG</b></p> <p>Choose 3 readings: Hyland (2013) discussion of writing as a key aspect of academic literacy Knopf (2006) – how to do a literature review Walter &amp; Stouck (2020) – about graduate students’ experiences of writing a literature review Seals (2022) – how to give effective academic presentations Mulholland (2020) – critical reflection on plagiarism</p>	Journal Entry 1
Sept 21	<p>INTRODUCING INTERDISCIPLINARY STUDIES</p> <p>Repko &amp; Szostak (2021, Ch. 1) Klein (2017) – types/forms of intersectional work Smoliak et al. (under review) – my intersectional work Smoliak et al. (2023) – my intersectional work <i>Optional reading:</i> Blume &amp; Fine (2022) – about interdisciplinarity in family studies</p>	Journal Entry 2
Sept 28	<p>THE DISCIPLINES AND THEIR PERSPECTIVES</p> <p>Repko &amp; Szostak (2021, Ch. 2) Adamsons et al. (2022) – overview of family theories</p>	Journal Entry 3

	Riggs & Peel (2016) – introduction to kinship studies	
Oct 5	<p>NO CLASS – independent work on Family Theory Presentation (Instructor is available for consultation)</p> <p><i>Optional readings:</i> Turner (2017) Crow &amp; Dabars (2017)</p>	
Oct 12	<p>THE INTERDISCIPLINARY RESEARCH PROCESS: DRAWING ON DISCIPLINES (STEPS 1-2)</p> <p>A reading on family theory (TBD by students) Repko &amp; Szostak (2021, Ch. 3) Jackson &amp; Mazzeim (2023, pp. 1-36) Annamma et al. (2018) - about intersectionality and disability critical race theory. <i>Trigger warning on p. 1 only (violence, racism/disability)</i></p>	<p>Journal Entry 4</p> <p>Family Theory Presentation (Theory TBD)</p>
Oct 19	<p>THE INTERDISCIPLINARY RESEARCH PROCESS: DRAWING ON DISCIPLINES (STEPS 3-4)</p> <p><b>Queer Theory – presentation by Dr. Adam Davies</b></p> <p>A reading on family theory (TBD by students) Repko &amp; Szostak (2021, Chs. 4-5) Jackson &amp; Mazzeim (2023, pp. 37-49) <i>Choose and read 1 article/chapter from below:</i> Davies (2023) Blaise &amp; Taylor (2012) Greensmith &amp; Davies (2018)</p>	<p>Journal Entry 5</p> <p>Family Theory Presentation (Theory TBD)</p>
Oct 26	<p>THE INTERDISCIPLINARY RESEARCH PROCESS: DRAWING ON DISCIPLINES (STEPS 5-6)</p> <p>A reading on family theory (TBD by students) Repko &amp; Szostak, (2021, Chs. 6-7) Jackson &amp; Mazzeim (2023, pp. 50-67)</p>	<p>Journal Entry 6</p> <p>Family Theory Presentation (Theory TBD)</p>
Nov 2	<p>THE INTERDISCIPLINARY RESEARCH PROCESS: INTEGRATING INSIGHTS (STEPS 7-8)</p> <p>A reading on family theory (TBD by students) Repko &amp; Szostak (2021, Chs. 8-9) Jackson &amp; Mazzeim (2023, pp. 68-85)</p>	<p>Journal Entry 7</p> <p>Family Theory Presentation (Theory TBD)</p>

Nov 9	<p>THE INTERDISCIPLINARY RESEARCH PROCESS: INTEGRATING INSIGHTS (STEPS 9-10)</p> <p>A reading on family theory (TBD by students) Repko &amp; Szostak (2021, Chs. 10-12) Jackson &amp; Mazzeim (2023, pp. 68-85)</p>	<p>Journal Entry 8</p> <p>Family Theory Presentation (Theory TBD)</p>
Nov 16	<p>EXAMPLES OF INTERDISCIPLINARY WORK</p> <p><b>Doing Interdisciplinary Research – presentation by Dr. Jess Haines</b></p> <p>A reading on family theory (TBD by students) <i>Choose 1 reading:</i> Tang et al. (2021) Nancarrow et al. (2013) Grant et al. (1995)</p>	<p>Journal Entry 9</p> <p>Family Theory Presentation (Theory TBD)</p>
Nov 23	<p>WRAP-UP</p> <p><b>Research &amp; Reconciliation – presentation by Dr. Andrea Breen</b></p> <p>Jackson &amp; Mazzeim (2023, pp. 86-108) Wilson et al. (2019, Chs.1-2)</p>	<p>Journal Entry 10</p> <p>Interdisciplinary Paper</p>

**Note:** This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

## 8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Reading Journal	1-7	Before each class (by 11:30am on Th)	30
Family Theory Presentation	2, 3, 6, 7	TBD (between Oct 5 and Nov 16)	30
Interdisciplinary Paper	1-7	Nov 23	40
<b>Total:</b>			<b>100%</b>

1. **Reading Journal** (10 entries x 3% each = 30%). Throughout the course students are asked to individually write and submit journal entries about readings assigned for each class. The purpose of this assignment is to help students deepen their critical thinking, self-reflection, and writing skills. It also ensures that students complete readings which is essential for generative class discussions and collective learning. In their journals,

students may discuss readings as a whole or focus on specific parts that stand out for them. There is no need nor expectation to read or reference other works beyond the specific reading for that week. *Students are asked to minimize summarizing the reading and focus on critiquing it.* The following questions are provided as examples of what reflections can focus on (of course, students may wish to address other questions in their individual reflections): What is the author(s) purpose? What claims does the author make? Do you find the claims persuasive? What is the author's primary method of persuading the audience? What have you learned from this reading? What have you learned? What questions does this reading raise for you? What issues or considerations are addressed or overlooked in the text? What puzzles or confuses you from the reading? If you find a claim interesting, why was it interesting? If you (dis)agree with a claim, why?

Each entry should be 1 double-spaced page (APA style, 7<sup>th</sup> ed., no need for title page) and submitted via Dropbox on the day of the class (by 11:30am, Thursdays). There are 10 weeks of readings and thus 10 journal entries. *Students can miss 2 weeks of readings and journaling.* As long as students submit an entry on time (prior to class), they get 3% for that week. The assignment is intentionally graded as pass/fail (3% if submitted or 0% if not submitted) to encourage students to develop themselves as thinkers and writers without experiencing the instructor's evaluative "gaze." However, if desired, students can request that the instructor review their journal entries and offer some informal feedback (e.g., on writing, argumentation, depth of reflection). For the APA style (7<sup>th</sup> ed.) consult this resource: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/apa\\_changes\\_7th\\_edition.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html)

2. **Family Theory Presentation** (30%, 1 hour 15 min, date TBD). The study of Family Relations and Human Development is informed by many different theoretical approaches and perspectives. Students will work individually to select a specific family theory and teach the class about that particular theoretical approach or perspective. The assignment is designed to provide an opportunity for students to delve into one theoretical perspective in detail, while also learning from each other about a broader range of theories. Students are encouraged to adapt this assignment to their own interests, preferences, and style. *In addition to summarizing a theory, students are expected to identify and discuss critiques of each theory.*

Students can choose to present in any format they like (e.g., traditional academic presentation using PowerPoint, poetry, interpretive dance, experiential activities, class discussion). The key aim is to effectively teach the class about a theory. Students are expected to properly cite others' work using APA style (7<sup>th</sup> ed.). Students are welcome to discuss their ideas and plans for the presentation with the instructor to get feedback. Peer feedback will be elicited via Qualtrics survey and shared with presenters. *By Sept 28, students are asked to send 1 reading published peer-reviewed critique of their theory (last 10 years). This reading will be added to the list of required readings.* The grading rubric can be found in CourseLink.

The instructor will elicit students' preferences (rankings) after the first class and assign theories based on students' preferences for theories/dates. *Students are asked to complete the survey by Monday Sept 11.* The list of theories can be found below (italicized are those that the instructor sees as particularly relevant for FRHD students to know):

*Family Systems Theory*  
*Attachment Theory*  
*Critical Race Theory & Intersectionality*  
*Feminist Theories*  
*Family Developmental Theory & Life Course Theory*  
Critical Kinship Studies  
Social Constructionism  
Family Stress Theory & Family Resilience Theory  
Family Ecological Theory  
Conflict Theory  
Functionalism  
Social Exchange Theory

Family Communication Theory  
Symbolic Interactionism  
Biopsychosocial Theory  
Critical Posthumanism and New Materialisms  
Critical Disability Theory  
Queer/Trans Theories (covered by the guest speaker)  
Human Development Theories (e.g., Freud, Piaget, Erikson, Kohlberg, Vygotsky, Skinner)  
Other theories of families, human/family development, sexuality, etc.

3. **Interdisciplinary Paper** (40%, APA style 7<sup>th</sup> ed. with the title page, 12 pages maximum double-spaced excluding references, due Nov 23). This conceptual/theoretical paper will show students' attempts to practice interdisciplinary inquiry. Students can employ any form of interdisciplinarity. They can select a concept from their "home" discipline and apply it to insights/theories from other disciplines. Alternatively, they can import a "new" concept from another discipline into their home discipline. They can use other ways of integrating knowledge discussed in the course or covered in their readings. Students are encouraged to discuss their plan for the paper with the instructor before writing the paper. The last 2-3 pages of the paper should include students' reflections on interdisciplinarity in tackling their selected topic/concept/issue. The grading rubric can be found in CourseLink.

## 9. COURSE STATEMENTS

### Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

### Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function.



Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

**Late Assignments:**

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

**Receipt of Grades:**

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.

**Turnitin Software:**

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

**10. UNIVERSITY STATEMENTS****E-mail communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

**When you cannot meet a course requirement:**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration.

**Drop date:**

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

**Copies of out-of-class assignments:**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Accessibility:**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

**Academic misconduct:**

The Academic Misconduct Policy is outlined in the Undergraduate Calendar. 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. Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam. Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools. For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

### **Recording of materials:**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

### **Resources:**

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

### **Disclaimer:**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

### **Illness:**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

### **COVID-19 Safety Protocols:**

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.