



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6850 Practicum V - Integrative Practices COURSE OUTLINE – FALL 2025

1. GRADUATE CALENDAR DESCRIPTION

This is the fifth in a series of six Practica in the MRFT Program and features the integration of theory into practice and supervised clinical practice. This practicum is designed to help integrate the various theories learned in program, to date with the student's personal style and approach to therapeutic practice. It involves regular clinical work with individuals and a wide diversity of relational systems. In addition to class time, students meet with clinical supervisors each week for a minimum of 2 hours of supervision. Supervision over the semester will involve individual/dyadic; group and live clinical teams.

Credit Weight:	1.0 credits
Course Hours:	3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	FRAN 6840
Co-Requisites(s):	
Restriction(s):	MRFT Students only

2. COURSE DESCRIPTION

This course is the fifth practicum in a series of six clinical training practica in the MRFT program. This course is designed to 1) support and facilitate students in further defining who they are as clinicians and their own personal clinical style and approach to the practice of RFT 2) help students more clearly conceptualize and practically integrate the systems theory and collaborative therapeutic models learned in program to date 3) consider other models (e.g., CBT; DBT; mindfulness, IFS, etc.) and how these models can be advanced and integrated while maintaining a systemic and collaborative focus. Students will continue accumulate direct client contact hours; supervision hours through weekly paired or individual supervision and live clinical team work.

3. TIMETABLE

Lecture:	Tuesdays 9am-Noon
Location:	Maplewoods Room 129

Supervision: September 8- December 12 (ad hoc week of September 3 and December 15), specific supervision schedule will be provided to each student prior to Week 1.

Clinical Teams: Specific clinical teams schedule will be developed in collaboration with the students and their clients by Week 4.

4. INSTRUCTIONAL SUPPORT

Course Instructor and Co-Supervisor: | Carlie Pagens, PhD Cand., RP, RMFT-SM |
Email: | cpagens@uoguelph.ca |
Telephone: n/a
Office: | Maplewoods Centre, Room 135 |
Office Hours: | By Appointment |

Client Service Coordinator: Amanda Buda
Email: rptp.admin@maplewoods.uoguelph.ca
Telephone: 519-824-4120 Ext. 56335
Office: Maplewoods Centre, Room 147
Office Hours: By Appointment |

5. LEARNING RESOURCES

| All articles, readings, and videos as assigned have been made available to students online. |

6. LEARNING OUTCOMES

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

Course Learning Outcomes	Program Learning Outcomes	CRPO Competencies	CAMFT Competencies
Conceptual. Develop an understanding of the conceptual aspects of one's professional identity and approach to the integration of therapeutic ideas learned in program to date through scholarly readings, class discussions, and written or oral assignments. Including a consideration of what might come next, what needs to be sharpened or honed, and the overall strength or areas for further development.	1.1, 1.2, 1.3, 3.1, 4.1, 4.2, 4.4, 4.5, 8.1, 8.2, 8.3	1.1, 1.2, 1.3, 5.1, 5.2	1.1, 1.2, 1.3, 3, 4.1, 4.3
Therapeutic Interviewing and Team Skills. Integrate what has been learned in previous practicums, identifying the therapeutic skills and practices used and how the work together with a wide variety of clients across the life-span with widely diverse presenting concerns and lived experiences through direct clinical work and supported through supervision.	1.2, 4.2, 4.3, 4.4, 4.5, 7.1, 7.2, 7.3, 7.4, 7.7	1.2, 1.4, 1.5, 3.5, 4.2, 4.5	1.2, 2.2, 3, 4.1, 4.3, 4.4

Strengthen the use of teams through facilitating and participating in clinical teams, as a therapist and team member.			
Assessment, Hypothesizing and Documentation Skills. Engage in Integrative Therapy practices of: (a) collaboration with clients regarding the resources and constraints they are experiencing, (b) co-development with clients of initial goals for the therapy work, (c) writing clinical documents that is reflective of your professional identity and style, (d) on-going co-evaluation with clients of their progress and the helpfulness of the therapy process, (e) engage in systemic hypothesizing and apply this in on-going clinical work, (f) conduct appropriate safety and risk assessment measures when needed, and (g) tracking and completing all necessary clinical documentation. This learning outcome will be achieved through the integration of scholarly course readings, class discussions, clinical practice, file meetings, and supervision.	1.2, 4.4, 4.5, 5.1, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7	1.2, 2.1, 2.3, 3.5, 3.7, 4.1, 4.2, 4.4, 4.5, 4.7	1.2, 2.1, 2.2, 3, 4.4
Ethics, Accountability and Professional Identity Development. Understand and comply with ethical principles, codes of ethical conduct, and “best practices” in clinical work. Review personal ethics, extend development of preferred professional identity, and strengthen clinical practices for maintaining a therapeutic positioning that embraces complexity, engenders hope, and reflects personal and professional accountability. This learning outcome will be achieved through the integration of class discussion, clinical practice, supervision, and reflective writing assignment.	1.2, 2.1, 2.2, 3.3, 4.3, 6.1, 6.2, 6.3, 6.4, 7.2, 7.5	3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 4.3, 4.6	1.4, 1.5, 2.1, 2.2, 4.1, 4.2, 4.4
Diversity. Develop an awareness of differences and use this awareness to engage respectfully and compassionately in therapeutic conversations, collegial interactions, and supervision/consultation. This learning outcome will be supported through class discussions, reflective writing assignments, and supervision.	3.1, 3.2, 3.3, 5.1, 5.2, 7.1	1.5, 2.1, 2.2, 2.3, 4.3	2.1, 2.2, 3, 4.2, 4.4
Power Relations and Reflexivity. Strengthen and continue to develop a personal and professional understanding related to the	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.5, 6.2, 7.5	1.4, 1.5, 3.4, 3.5, 4.3	2.1, 2.2, 3, 4.2, 4.3, 4.4

<p>intersections of social locations and how these influence people's lives. To extend skills in critical analysis of the power dimensions inherent in all relationships, including especially the therapeutic relationship. To practice reflexivity with respect to analyzing one's own participation in complex power relations and the construction of "knowledge" that may be oppressive or liberating for self and others. This learning outcome will be achieved through scholarly course readings, class discussion, reflective writing assignments, clinical work and supervision.</p>			
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

||

7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assigned Readings	Activity/Assignment
1 Sept 9	Welcome Emerging Therapist Identity Intro to Integrative Therapy	Larner, G. (2022), Integrative Dialogues in Family Therapy. Australia & New Zealand Journal of Family Therapy. 43, 54-69. https://doi.org/10.1002/anzf.1482	Learning goals due Sept 11 Preferred therapist self reflection due Sept 11

Week	Topics	Assigned Readings	Activity/Assignment
2 Sept 16	Philosophy, Assumptions, and Principles of Integrative Practice Elements of a Therapy Model	<p>Devlin, J. M., Toof, J., West, L., Andrews, N., & Cole, J. (2019). Integrative Family Counseling. <i>The Family Journal</i>, 27(3), 319-324. https://doi.org/10.1177/1066480719844035 (Original work published 2019)</p> <p>Satir, Virginia (1972) <i>Peoplemaking</i>. Palo Alto: Science and Behavior Books. Pg 1-9</p> <p>Fife, S. T., Whiting, J. B., Bradford, K., & Davis, S. (2014). The Therapeutic Pyramid: A Common Factors Synthesis of Techniques, Alliance, and Way of Being. <i>Journal of Marital and Family Therapy</i>, 40(1), 20–33. https://doi.org/10.1111/jmft.12041</p> <p>Recommended:</p> <p>Davis, S., Lebow, J. & Sprenkle, D. (2012). Common Factors of Change in Couple Therapy. <i>Behavior therapy</i>. 43. 36-48. http://doi.org/10.1016/j.beth.2011.01.009</p> <p>Davis, S.D. and Piercy, F.P. (2007), What Clients of Couple Therapy Model Developers and Their Former Students Say About Change, Part I: Model-Dependent Common Factors Across Three Models. <i>Journal of Marital and Family Therapy</i>, 33: 318-343. https://doi.org/10.1111/j.1752-0606.2007.00030.x</p>	Journal reflection due September 15 at 4:30pm
3 Sept 23	Cultural & Ethical Considerations Creating Culturally Competent Models	<p>McDowell, T., Knudson-Martin, C., & Bermudez, J. M. (2018). <i>Socioculturally attuned family therapy: Guidelines for equitable theory and practice</i>. p. 53-73.</p> <p>McGoldrick, M. & Hardy, K. V. The Power of Naming. In M. McGoldrick & K. V. Hardy (Eds.) <i>Re-visioning Family Therapy</i> (3rd ed. pp. 3-27)</p> <p>Recommended:</p> <p>McGoldrick, M., Giordano, J., & Garcia-Preto, N. Overview: Ethnicity and Family Therapy. In M McGoldrick, J. Giordano, & N. Garcia-Preto (Eds.) <i>Ethnicity & Family Therapy</i> (pp. 1-40)</p>	Journal reflection due September 22 at 4:30pm

Week	Topics	Assigned Readings	Activity/Assignment
4 Sept 30	Integrating Dialogic Therapy, Solution Focused Therapy, & Narrative Therapy	<p>McDowell, T., Knudson-Martin, C., & Bermudez, J.M. (2022). <i>Socioculturally Attuned Family Therapy: Guidelines for Equitable Theory and Practice</i> (2nd ed.). Routledge. (pp. 276-298) https://doi.org/10.4324/9781003216520</p> <p>Bertrando, P., & Lini, C. (2021). Towards a systemic-dialogical model of therapy. <i>Human Systems</i>, 1(1), 15-28. https://doi.org/10.1177/26344041211003853</p> <p>AND EITHER</p> <p>Lipchik, E. (2002). <i>Beyond technique in solution-focused therapy: Working with emotions and the therapeutic relationship</i>. Guilford Press. (Chapter 4)</p> <p>OR</p> <p>Pichot, Teri (2024) Finding my Own Voice. In J. von Cizffra-Bergs ., & A.-M. Wulf (Eds.). (2024). <i>Women's Perspectives on the Solution Focused Approach: International Applications and Interventions</i> (1st ed.). Routledge. https://doi.org/10.4324/9781003430254 (p. 44-50)</p> <p>Recommended:</p> <p>Fishbane, M.D. (1998), I, Thou, and We: A dialogical approach to couples therapy. <i>Journal of Marital and Family Therapy</i>, 24: 41-58. https://doi.org/10.1111/j.1752-0606.1998.tb01062.x</p> <p>Lipchik, E. (1996). Case Studies; Mr. Spock Goes to Therapy: Good therapy means knowing when to break the rules. <i>Psychotherapy Networker</i>, 20(1), 79. (p 187-202)</p> <p>Heath, Travis (2022). "Maybe We Are Okay", Contemporary Narrative Therapy in the Time of Trump. In <i>Reimagining Narrative Therapy Through Practice Stories and Autoethnography</i>, 173-201.</p>	Journal reflection due September 29 at 4:30pm
5 Oct 7	Integrating Modernist Concepts	<p>Suppes, B.C. (2022). <i>Family Systems Theory Simplified: Applying and Understanding Systemic Therapy Models</i> (1st ed.). Routledge. pp. 113-181 https://doi.org/10.4324/9781003088196</p>	Journal reflection due October 6 at 4:30pm

Week	Topics	Assigned Readings	Activity/Assignment
October 14- No class due to reading break			
6 Oct 21	Integrating Postmodern Therapy Models	Hanna, S.M., & Ball, D.A. (2024). <i>The Practice of Family Therapy: Key Elements Across Models</i> (6th ed.). Routledge. (p. 45-72 & 90-92) https://doi.org/10.4324/9781032615578	Model video submission due October 21 Journal reflection due October 20 at 4:30pm
7 Oct 28	Integration across the lifespan- Family life cycle	Carter, B. & McGoldrick, M. (1999). Overview: The Expanded Family Life Cycle. In B. Carter & M. McGoldrick (Eds.) <i>The Expanded Family life Cycle: Individuals, Family, and Social Perspectives</i> . (3 rd ed. pp. 1-26)	Watch others models and submit comments due October 28 Journal reflection due October 27 at 4:30pm
8 Nov 4	Integrating Culture & Class	McDowell, T., Knudson-Martin, C., & Bermudez, J.M. (2022). <i>Socioculturally Attuned Family Therapy: Guidelines for Equitable Theory and Practice</i> (2nd ed.). Routledge. (pp. 276-298) https://doi.org/10.4324/9781003216520 Hardy, K. V. The Sociocultural Trauma of Poverty: Theoretical and Clinical Considerations for Working with Poor Families. In M. McGoldrick & K. V. Hardy (Eds.) <i>Re-visioning Family Therapy</i> (3 rd ed. pp. 57-72) Derrick, J. M. (2021). My World Is Not Your World: Sit and Listen and We Can Learn Together. <i>Journal of Intercultural Studies</i> , 42(3), 281–299. https://doi.org/10.1080/07256868.2021.1930724	Journal reflection due November 3 at 4:30pm
9 Nov 11	Students Choice	Re-read any 2 readings (assigned or recommended) from the course	Journal reflection due November 10 at 4:30pm
10 Nov 18	Presentations	TBD	Presentation components submitted online by Nov 16, in class presentations Nov 18 Journal reflection due November 17 at 4:30pm

Week	Topics	Assigned Readings	Activity/Assignment
11 Nov 20	Final Review & Summary	TBD	Journal reflection due November 19 at 4:30pm
12 Nov 25	Integrating Self into Therapy (creativity, play, sport, self)	TBD by student **Choose your own article (please find an article that speaks about integrating something that is important to you (ie- art, music, dance, sport, writing, etc) into psychotherapy. Please include the name of the article in your journal reflection to share with others.	Guest lecturer Preferred therapist self reflection December 1 Journal reflection due November 24 at 4:30pm

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.

Live Clinical Teams: As an extension of the course and supervision, Clinical Teams are a mandatory component of the practicum and are scheduled outside of class time and weekly supervision. The practicum instructor/supervisor and co-supervisor are required to participate to support the students' learning experience. The purpose of this is to provide sufficient class time for theoretical learning and practice and to meet the needs of clients by scheduling teams during times that fit best for them. In addition, by structuring Clinical Teams outside of class time, this provides opportunities for participation and collaboration across the first and second year MRFT cohorts.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Class Participation	1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 4.1, 4.4, 5.1, 5.2	Throughout Semester	PASS/FAIL
Setting/ Revising Learning Goals	1.1-1.3, 2.1, 3.1-3.3, 4.1-4.4, 5.1, 8.1,8.2	September 11	PASS/FAIL
Preferred Therapist Reflection	1.2, 2.1, 3.2, 4.2, 4.4, 4.5, 5.1, 7.1, 8.1, 8.2, 8.3	September 11 & December 1	PASS/FAIL
Weekly Journal Entries	1.2, 2.1, 3.2, 4.2, 4.4, 4.5, 5.1, 7.1, 8.1, 8.2, 8.3	4:30pm the evening before class, weekly (typically Monday evening)	PASS/FAIL
Video Presentation: Advancing and/or Integrating an Approach	1.2, 1.3, 2.1, 3.2, 3.3, 4.2, 4.4, 4.5, 5.1, 7.1, 8.1, 8.2, 8.3	Submission- Oct 21, Peer review- Oct 28	PASS/FAIL

Assessment	LOs Addressed	Due Date	% of Final
Therapy Model Presentation (Class Presentation & Written Submission)	1.2, 1.3, 2.1-2.3, 3.2, 3.3, 4.2, 4.4, 4.5, 5.1, 7.1, 8.1, 8.2, 8.3	Online components Nov 16, in class presentations Nov 18	PASS/FAIL
Clinical Experience – including Clinical Teams, Supervision, and Clinical Work	1.2, 2.1-2.3, 3.1, 3.2, 5.1, 5.2, 6.1-6.4, 7.1-7.7	Throughout Semester	PASS/FAIL
			Total: PASS/FAIL

Assessment Details

Revised Learning Goals

You will create/ revise previous individual learning goals (in point form, 1 page). You will provide copies of these goals to Carlie and your supervisor via email. These goals will be reviewed during the mid-term and at the end of the term. The intention of this assignment is (a) to practice developing goals and action initiatives from an integrated perspective and (b) to track your own progress in increasing competence over the course of the practicum.

Learning Goals due to Carlie and your supervisor via email by September 12

Active Class & Supervision Participation. Each student/intern is expected to come to class ready to engage in thoughtful, constructive, applied conversation and analysis of the assigned readings. Active class participation is based upon the ability to discussion, question, summarize, criticize, and incorporate the assigned readings and videos in class and to apply that knowledge in session. Participation in individual and dyadic supervision must be professional, well prepared for, pro-active, ethical, and must demonstrate incorporation of class content.

Preferred Therapist Reflection

During the first and final weeks of class you will submit a one-page (250 words) reflection reflecting the prompts:

- Week 1- How would you describe your preferred therapist self
- Week 12- Re-read your original post from week 1 and reflect on this (ie- any change you notice in yourself and your preferred therapist self, what it was like to re-read, and other reflections)

Reflections will be submitted through CourseLink in the corresponding discussion post

Week 1 reflections are due on September 11, Week 12 reflections are due on December 1

Weekly Reading & Journal Entries

Students are expected to complete weekly reading each week.

In addition to completing weekly readings, students will write a one-page (250 words) journal entry each week the day before class. The journal entry can include any of the following topics:

- Reflections on your clinical work
- Reflections on topics discussed in class
- Thoughts and/or questions about the weekly readings
- Your experience of integrating an integrative therapy approach into practice
- Any other topic that feels relevant to your development as a therapist.

When writing, be aware of your values and beliefs, what may be informing them, including but not limited to your social location and lived experiences. The purpose of this weekly exercise is to strengthen your ability to be reflective as well as integrate what you are learning in practicum into your clinical work and self of the therapist.

Journal reflections are to be posted on weekly discussion boards where other students can read and comment on one another's posts.

Note- While students are required to read each assigned reading, they are also permitted to use generative AI to summarize the reading and support their understanding of an article or chapter after they have read the reading themselves first. Should students choose to use generative AI as a part of their regular reading routine, they should refer to the article to ensure that the generative AI summary accurately reflects what the AI summary produces. Students are not permitted to include text or insights from generative AI in the submitted journal entries. In this course, generative AI should be seen as a support in learning should students choose to utilize it, but not as a replacement for one's own thoughtful engagement in assigned reading.

Use of generative AI outside the stated use of summarizing articles for personal learning and use without citation will constitute academic misconduct. It is the student's responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference, and to do so appropriately.

Journal Entries due at 4:30pm the evening before class.

Video Presentation & Peer Review

Each student create a 5-7 minute video on a chosen therapy model and post their video on courselink as a discussion post. Students can choose any evidence-based psychotherapy model, including those covered in class. The goal of this assignment is to consider a therapy model that you are interested in and how you can approach this model from a systemic lens. Students will post their video and will watch and comment on a minimum of 3 videos from other students.

In their video students will provide:

- Brief overview of the model (some ideas below- remember this is brief so do not cover all of these- just enough for people to have a sense of the model)
 - Brief history of model
 - Theoretical underpinnings and assumptions
 - Type of model

- How it understands change/ healing
- Goals of therapy
- Systemic utility of the model- how can this model be used within a systemic collaborative therapy style
- Core interventions & systemic utility (what are your favourite interventions from this model and how could you use this in a relational session)
- Systemic Critique & caution- what are some concerns with this model from a systemic lens? What is a caution you would have about this model for other systemic therapists?
- How you could integrate this model into your practice alongside other models learnt in previous practicum classes, how it fits with your personal style & how you imagine you could integrate elements of this model into your practice

****Students may choose Dialogic, Narrative, or SFT- If you choose one of these models please do a deeper dive into the model beyond what has been covered in class and consider how you can advance your understanding and practice of this model

- Students are required to post their reference list in a document alongside their video. Students are expected to use journal articles and texts as resources for this assignments and the use of AI in this assignment is strictly prohibited
- Students are also required to participate in peer review as a part of this assignment. Students are required to watch and comment something that they learnt on a minimum of three other videos posted by their peers by October 28. Please comment on videos that have less than 3 comments first to ensure all videos are watched and have three comments.

DUE: Video submission October 21, Peer review by October 28

Presentation: Your Integrated Model

Students will present a 8-minute presentation in front of the class, articulating their integrated therapy approach. This model will draw on other models that they have learnt in the program and should be systemic and collaborative in nature and be applied in a relational context. During the presentation students will speak to the various elements of their model, where they drew these ideas from (ie- other models), and how this element aligns with their preferred therapeutic voice.

Students are also expected to complete the handout below where they will outline the required elements of their therapy model. Students will choose what parts of that to include in their class presentations (powerpoint recommended), and their handout will be made available to the class.

Required elements to this assignments are:

1. Completed handout below inputting carious elements of integrated model (submitted through dropbox and posted on discussion board for classmates)
 2. Reference list- Students are expected to use proper APA formatting for citing sources and for their reference list (submitted to dropbox)
 - a. Students are expected to use journal articles and texts as resources for this assignments. It is recommended that students draw from reading assigned in practicums 1-3. The use of AI in this assignment is strictly prohibited.
 3. Some kind of medium to support your presentation (PowerPoint recommended but speak to the instructor if you wish to use an alternative medium for the final assignment) (submitted to dropbox and utilized in presentation)
 4. Class presentation (8 minutes)
 - a. Students should be prepared for discussion and questions about their model during class time. 2 minutes will be allotted for questions and discussion after each presentation (for a total of 10 minutes for presentation and discussion/ questions).
- ***Students must submit parts 1-3 of the assignments by November 16. Presentations will be during class on November 18.

(Name of your integrated therapy model)			
Question	Response	What model is this idea drawing from?	What was appealing about this? How does it fit with therapeutic voice?
Theoretical Foundation			
What is the theoretical foundation of your model			
Assumptions/ core concepts of the model			
How the model understands problems			
How the model conceptualizes change/ healing			
How is your model systemic			

How is your model collaborative			
Therapy Process			
Goals of therapy			
Role of clients (couple or family) and therapist			
Core interventions/ techniques			
Cultural, ethical considerations			
How does your model address power dynamics?			
How does it respect diversity?			
How does your model work across cultural and social differences?			
What are the ethical considerations/ how does it uphold ethical principals of CRPO & CACFT?			
Personal Reflection			
How does this model fit with your therapeutic voice?			
What do you appreciate most about your model?			

Clinical Experience

This course is linked to the students ongoing clinical experience which includes the delivery of ongoing face-to-face and virtual clinical services through the Maplewoods Centre and accumulation of expected direct client contact hours. It also includes the receipt of face-to-face and in person and weekly supervision, live clinical teamwork, ad-hoc supervision, emergency-on-call supervision; documentation writing review and support and file meetings to support indirect service. All of these activities will take

place *outside* of designated class time. The course instructor/supervisor and co-practicum supervisor will provide primary support for clinical work. Other RPTP supervisors will provide back up support of clinical services. The course instructor (in collaboration with the co-practicum supervisor) will take the lead in organizing mid-term and final review dialogues, supervising clinical teamwork, and ensuring availability for weekly supervision, ad-hoc and emergency on-call supervision for the duration of the semester. The course instructor/supervisor and co-practicum supervisor along with all other available clinical supervisors will meet on a bi-weekly basis to review clinical progress, and clinical situations involving risk, and monitor student's progress toward learning outcomes. The Client Services co-ordinator in conjunction with the Manager of Clinical Supervision, coordinate regularly scheduled file meetings to review and monitor progress of indirect service. Students who do not stay up-to-date with indirect service responsibilities (documentation) risk not acquiring new clients or advancing to the next practicum. Students who do not progress satisfactorily may be at risk of not advancing to the next practicum.

- Continue Direct Client contact hours to reach semester goal of 80-110 hours
- Engage in weekly individual and or group supervision
- Prepare and engage in file meetings in consultation with Client Service Coordinator
- Access consultation, ad-hoc, emergency on-call as needed
- Participate in Live Clinical Teams
- Ensure completion of all aspects of in-direct service including clinical documentation
- Ensure closure of all direct and indirect service related to clients you are no longer seeing at Maplewoods Centre

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 and discussion posts. Feedback may 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:

If you are unable to hand in an assignment on time, please contact your instructor as soon as possible. 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.

Use of AI

Please note that the use of generative AI to class is limited to using AI as a part of the weekly readings. While students are required to read each assigned reading, they are also permitted to use generative AI to summarize the reading and support their understanding of an article or chapter after they have read the reading themselves first. Should students choose to use generative AI as a part of their regular reading routine, they should refer to the article to ensure that the generative AI summary accurately reflects what the AI summary produces. Students are not permitted to include text or insights from generative AI in the submitted weekly journal reflections or any other assignments. In this course, generative AI should be seen as a support in learning should students choose to utilize it, but not as a replacement for one's own thoughtful engagement in assigned reading.

Use of generative AI outside the stated use of summarizing articles for personal learning and use without citation will constitute academic misconduct. It is the student's responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference, and to do so appropriately.

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 Graduate 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 Graduate 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

Academic misconduct:

The [Academic Misconduct Policy](#) is outlined in the Graduate 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.

Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness (<https://wellness.uoguelph.ca/>). If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator(<https://wellness.uoguelph.ca/navigation/>) who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources.

(<https://wellness.uoguelph.ca/shine-this-year/>) The Student Wellness team are here to help and welcome the opportunity to connect with you.

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.

| |