

[FRAN*6860 Practicum VI – Transitions & Reflections] **COURSE OUTLINE – SEMESTER 6 YEAR 2**

1. GRADUATE CALENDAR DESCRIPTION

[This is the sixth, and final 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 facilitate students transition to being a regulated health professional within the field of psychotherapy and prepare themselves for work post-graduation. 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.]

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Credit Weight: [1.0] credits
Course Hours: [3] [0] (36) lecture; [0] lab/seminar)
Pre-Requisite(s): [FRAN 6850]
Co-Requisites(s): []
Restriction(s): [MRFT Students only]

2. COURSE DESCRIPTION

[This final Practicum is designed to facilitate students transition to being a regulated health professional within the field of psychotherapy and prepare themselves for work post-graduation. This course will focus on obtaining CRPO Registration; understanding key aspects of regulatory authority; prepare for employment after graduation; and develop a capstone project reflective of their clinical development. Particular attention will be placed exploration of indigeneity and the Truth and Reconciliation actions; particular attention will be placed on exploration of the Truth and Reconciliation Commission Report. Therapist Interns will also complete their accumulation of direct client contact and supervision hours, end clinical work with clients, supervision hours and ensuring completion of all indirect service at Maplewoods Centre.]

3. TIMETABLE

Lecture: []
Location: []

Supervision: Supervisor will be provided by your assigned supervisor for the semester.

Clinical Teams: The Capstone clinical teams schedule will be developed in collaboration with the students by week 4.

4. INSTRUCTIONAL SUPPORT

Course Instructor: Teresa Smith [MSc., RP & Clinical Supervisor

Email: tsmith31@uoguelph.ca

Telephone: 519-546-5701]

Office: TBD]

Office Hours: By appointment []

[Client Services Coordinator: Amanda Buda

Email: rptp.admin@maplewoods.uoguelph.ca

Office: Maplewoods Centre, Room 147

Office Hours: By Appointment]

5. LEARNING RESOURCES

* Note all resources are openly accessible or available through the library for no charge.

Required Resource(s):

[Honouring the Truth, Reconciling for the Future (2015). The Truth and Reconciliation Commission of Canada.

https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf

Recommended Resource(s):

[<https://www.cbc.ca/listen/cbc-podcasts/906-telling-our-twisted-histories>

Calls to Action - https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf

CAMFT Resource list:

<https://camft.ca/resources/Documents/RESOURCE%20LIST%20FOR%20CAMFT%20TRC%20REQUESTMENTS.pdf>

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. Strengthen and continue to develop an understanding of the conceptual aspects of relational systemic and collaborative therapies as leading-edge approach within the field of individual and relational therapy, including the underlying assumptions, the historical-contextual development of this perspective, major concepts, distinctions from other approaches, and its overall strengths and limitations through scholarly readings, class discussions, and written or oral assignments.	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. Strengthen application on integrated theories into one's personal and professional style of therapy in on-going clinical work with a wide variety of clients across the life-span with widely diverse presenting concerns and lived experiences. Advance skills in a variety of clinical teamwork settings by both facilitating as a therapist, and facilitating as a clinical team member. Engage in effective closure practices, including referrals and completing necessary documentation.	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, 4.6, 4.7	1.2, 2.2, 3, 4.1, 4.3, 4.4
Assessment, Hypothesizing and Documentation Skills. To advance therapeutic engagement 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	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

course readings, class discussions, clinical practice, file meetings, and supervision.			
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. Strengthen and advance 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 advance a personal and professional understanding related to the 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.	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

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7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assigned Readings & Guest Speakers
1	Outline, Course Intro & Student/Instructor Introductions	
2	Indigeneity & Systemic Psychotherapy	<p>Planning for Guest Speaker/Experiential Activity</p> <p>Kimmerer, R. W. (2020). The Serviceberry. <i>Emergence Magazine</i>. https://emergencemagazine.org/essay/the-serviceberry/</p> <p>Roy, N. (2022). The Use of Indigenous Research Methodologies in Counselling: Responsibility, Respect, Relationality, and Reciprocity. <i>First Peoples Child & Family Review</i>, 17(1), 3–19. https://doi.org/10.7202/1097719ar</p> <p>TRC – Calls to action https://www.reconciliationeducation.ca/what-are-truth-and-reconciliation-commission-94-calls-to-action</p>
3	Overview of IFS “proper”	<p>Sweezy, M., & Schwartz, R. C. (2023). <i>Internal Samily Systems Therapy</i>. The Guilford Press. (2nd ed., pp. 1-70).</p> <p>Chapters 1, 2 & 3 (Teresa to condense slightly):</p> <ul style="list-style-type: none"> - Chapter 1: Overview of IFS - Chapter 2: Individuals as Systems - Chapter 3: The Self <p>Optional:</p> <ul style="list-style-type: none"> - Chapter 6: The Role of the Therapist in IFS - Buys, M. E. (2025). Exploring the evidence for Internal Family Systems therapy: a scoping review of current research, gaps, and future directions. <i>Clinical Psychologist</i>, 29:3, 241-260.

Week	Topics	Assigned Readings & Guest Speakers
4	IFS & Special Topics: <ol style="list-style-type: none"> 1. The Body & Eating disorders 2. Relational work 3. Student Choice (e.g., Neurodivergence) 	Sweezy, M., & Schwartz, R. C. (2023). <i>Internal family systems therapy for shame and guilt</i> . The Guilford Press. (2 nd ed., pp. 1-70). <ul style="list-style-type: none"> - Chapter 5: IFS & The Body <p>Review:</p> Catanzaro, J., Doyne, E., Thompson, K. (2024) Internal Family Systems and Eating Disorders: The Healing Power of Self-Energy. <i>Trauma-Informed Approaches to Eating Disorders</i> . Springer Publishing Company. Pp. 117-128
5	Integrative Praxis & Self of Therapist: Exploring a Decolonized, Indigenized, Systemic & Embodied Approach to IFS	TBD – Planning for Guest Speaker & Open Class Discussion/Activities
6	CRPO Complaints Process and Mandatory Reporting Obligations Getting to Know the Workforce & Potential Career Paths Topics to Be Covered (some will be covered in week 8): <ul style="list-style-type: none"> - Nature of the job market - How & where to apply - Private practice, agency, hospital, clinic – which environment is right for you? - Contracts, Interviewing & negotiating - Fees, splits, wages & salaries - Finding a supervisor, community & networking 	Kevin Teresa to create a workshop activities, and collaborative question period.
x	Winter Break. No Class.	
7	Workshop Child Welfare, Domestic Violence Assessment & Disability	Readings TBD Workshop re challenging cases and finding the standard.

Week	Topics	Assigned Readings & Guest Speakers
8	CV writing, Interview preparation and AI. Remaining Topics from week 6 Independent Contractor/Small business Information from CRA	Jana McDonald – UG Experiential Learning Centre – in person (90 min) CRA Liaison Officer Presentation
9	Reflection Conversation 1, 2 & 3	None
10	Reflection Conversation 4, 5 & 6	None
11	Reflection Conversation 7, 8 & 9	None
12	Reflection Conversation 10, 11 & 12	None

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
Capstone Interview Project	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 6.1, 7.1, 7.2, 7.5, 8.2	Draft of questions submitted by Week 7 (counts for 10% of grade)	35

Assessment	LOs Addressed	Due Date	% of Final
		Interviews Week 9-12	
Reflections on Truth, Reconciliation and Calls to Action Paper	1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 5.1, 7.1, 7.5, 8.1, 8.2, 8.3	Week 12	25
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	25
Class Participation	1.1-1.3, 2.1, 3.1-3.3, 4.1, 4.4, 5.1, 5.2	Throughout Semester – feedback to be provided by week 7 (counts for 10% of grade)	15
Total:			PASS/FAIL

While final grades in all Practicum courses are assessed based on a PASS/FAIL, all assignments will be weighted and graded based on a numeric grade. Students must meet certain criteria in order to meet the PASS threshold these include:

- A cumulative grade of 65% or higher for the course.
- All assignments must be completed, or the student is subject to an INC which could mean not moving on to the next practicum and or a pause in clinical work.
- Assignments are completed in accordance with course instructions and university policies
- Grading rubrics will be provided for all assignments.
- Final grade will remain Pass/Fail/Incomplete only. A final numeric grade will not be provided.

Assessment Details:

Class Participation – Every Class:

Each student 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 discuss, question, summarize, criticize, and incorporate the assigned readings and videos in class and to apply that knowledge in session.

Capstone Interview Project: Each student will participate in a reflecting team style, interview and will sit as reflecting team member for other students' reflections. Each student will be interviewed by Teresa for about 30-40 minutes (***using questions you supply***) on the following four areas:

- a changed world
- current personal style of therapy
- theory of therapeutic change
- assessment of professional competence
- application of SEUS

After 30-40 minutes the team will be brought in for 10-15 minutes with opportunity to reflect on what they heard during the interview. Once the team has reflected the student and Teresa will again have opportunity to highlight aspects from the team's reflection (5-10 minutes).

Students will determine the entry point of the conversation and in which order the four topic areas will follow for the interview. Students will provide a menu of 5-7 questions per area from which Teresa may choose questions to ask related to each area. Students will have conducted **advance planning, reflecting and preparation** on the subject areas and on what they would like to say about themselves and these ideas.

- **A changed world:** The impact of COVID-19 was unprecedented and a generational event which will likely continue to be felt for some time. Significant world events are shifting the ways that we interact as humans, and as clinicians. Consider how some of these events have changed how you think about the world, therapy, possibility, hope.
- **Current personal style:** What is your current (evolving) personal style and approach to the practice of therapy? What makes you the therapist you are, what theories, models, ideas, experiences inform the way you work; the why you work the way you do? What have you taken from each of the models taught in this program and in what ways have you integrated these with your evolving personal style? Who is (describe) a [your name] client?
- **Theory of change** – consider what helps facilitate, create, foster and maintain change for clients in therapy and what are your ideas on how change works, what is important for change to happen? Reflect on your current ability to assess **professional competence**^[1] and **scope of practice**. Consider how you determine or assess that you have (or do not have) the competence to practice with a certain situation, person, problem or model. Consider your areas of competency strength and where you want to grow.

- Reflect on the **Safe and Effective Use of Self**^[2] (SEUS) and how you currently understand your current subjective context and patterns of interaction and how these facilitate or constrain the therapeutic relationship and the interface between the personal and the professional. Consider how your ideas (thoughts, academic knowledge, personal experiences^[3]) about power; privilege and social locations impact or influence your personal style, theory of change, and professional competence.

^[1] As outlined by the CRPO Entry to Practice Competencies.

^[2] As described by the CRPO – go to CRPO.ca

^[3] Please note that you are not expected or being asked to share personal information that is beyond your comfort or willingness to share.

Reflections on Truth, Reconciliation and Calls to Action - Paper

As a requirement for CAMFT membership and to access the RMFT title applicants:

“...are expected to have completed at least one paper or project during their studies which explores themes related to Residential School issues in Canada, the recommendations of the Truth and Reconciliation Commission, and the dynamics of socio-cultural trauma in family systems. If this is not the case, applicants are required to submit a 5 - 10 page , double spaced paper, recognizing the gravity of First Nations/Indigenous history and current issues for Canadian culture and identity, all candidates who have graduated after 2015 (completion of TRC) will be expected to have awareness of this history and these current issues, how they can be understood through a systemic perspective, and how they would be addressed in treatment”.

CAMFT Website <https://camft.ca/Membership-explained>

Read and review Honouring Truth, Reconciling for the Future (2015) including aspects of each section (history, legacy, challenge of reconciliation and the calls to action).

Engage in conversation in class on your reflections, understanding and reading of Honouring Truth, Reconciling for the Future, including thoughts on why this is important for MFT's in Canada. Draft a 5-10 page paper where you will: Reflect on the impact of reading about Indigenous history, how you systemically understand its impact on Indigenous peoples and cultures, why/how this is relevant to Canada/Canadians; why it is relevant to MFT's and how they might be addressed in therapy. Finally, developing one or two personal “calls to action” that will help guide your process of truth and reconciliation.

[EG 1, 3, 4, 5].

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. Your clinical 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 clinical supervisors) 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, practicum supervisor, 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 40-50 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. 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.

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.

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.

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