

FRAN*6910-01 Professional Issues and Ethical Decision Making

COURSE OUTLINE – WINTER 2026

1. GRADUATE CALENDAR DESCRIPTION

This course will focus on professional issues and ethical decision making relevant to the Relational and Psychotherapy Training Program. Particular focus will be given to Regulation and the professional practice standards for the College of Registered Psychotherapists of Ontario (CRPO), as well as the Code of Ethics for the Canadian Association for Marriage and Family Therapy and relevant legal issues for the practice of Psychotherapy in Ontario. This course is offered in a clinical section for MRFT and MP students and a non-clinical section for MA.MH students.

Credit Weight: 0.5 credits

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

Pre-Requisite(s): None

Co-Requisites(s): None

Restriction(s): Clinical section 01: MRFT and MP students only; Non-clinical section 02: MA.MH students only.

2. COURSE DESCRIPTION

This course provides an in-depth exploration of standards of practice, codes of ethics, legal issues in the fields of Relational and Family Therapy and Psychotherapy. Students will explore and apply ethical decision-making models. Additional topics covered include developing a professional identity, registration with the CRPO and professional associations. In the context of this course, students will consider the intersection of social location, values and beliefs; power relations inherent in client-therapist interactions; and diverse client circumstances with professional standards of practice.

This section of this course is designed for MRFT and MP students only and who are preparing to or actively providing direct client contact and receiving supervision through the Maplewoods Centre or approved externship placement. Class discussions, assignments, and class activities will be geared to the integration of theory into clinical practice, and students will be encouraged to appropriately draw on their experience of seeing clients and ways to apply course content to their current practice. Students will also be encouraged to consider how to apply course learning to their everyday lives.

3. TIMETABLE

Lecture:	Tuesday – 12:30pm-3:30pm
Location:	Rm

4. INSTRUCTIONAL SUPPORT

Course Instructor:	Rana Khan MSc, RP, RMFT-S
Email:	rkhan06@uoguelph.ca
Telephone:	647-293-7642
Office:	Rm 139
Office Hours:	Tuesday and Wednesday

5. LEARNING RESOURCES

Required Resource(s):

Instructor will provide a document titled 'Frameworks and Intentions for Teaching' to discuss and collaborate with the class in Week 1.

Required Readings:

Hesse, H. (1951). *Siddhartha*. (H. Rosner, Trans.) New Directions. (\$6.48 on Amazon.ca)

Miller, A. (1949). *Death of a salesman*. Penguin Books. (\$20.99 on Amazon.ca)

Code of Ethics and Professional Practice Standards

Prior to the first class meeting each person is required to have read the CRPO and CAMFT *Code of Ethics (2019)*.

The CRPO Code of Ethics: <https://crpo.ca/wp-content/uploads/2024/09/Code-of-Ethics-Aug1517.pdf>

Each student should download the CRPO *Professional Practice Standards* at
(<https://crpo.ca/practice-standards/>)

A copy of the CAMFT Code is available at (<https://camft.ca/Code-of-Ethics>)

Students will be required to refer to the CRPO Professional Practice Standards and CAMFT code of ethics in their final course assignment.

Recommended Resource(s):

[]

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
Develop an understanding of the conceptual aspects of Systemic Relational Therapy and how systemic relational ideas can relate to life contexts such as work and family. Including some underlying assumptions, the historical-contextual development of this perspective, major concepts, and its overall strengths and limitations. This learning outcome will be achieved through scholarly course readings, class discussion and written assignments.	1.1, 1.2, 1.3, 2.1, 4.1, 4.3, 8.1, 8.2, 8.3	1.1, 1.2, 1.3, 5.1, 5.2	1.1, 1.3, 2.1, 4.1
Develop a foundational understanding of the College of Registered Psychotherapists of Ontario (CRPO) Codes of Ethics and the principles of ethical behaviour and practice within its frame, and the role of the CRPO Ethics Committees.	1.2, 6.1, 6.2, 6.3	3.1, 3.2, 5.1	1.3, 1.4, 1.5
Identify ethical dilemmas, raise appropriate questions, engage in discussion of the implications of various responses/actions, and gain practice in the ethical decision-making process using a multi-dimensional model through scholarly course readings, class discussion and an oral presentation.	1.2, 2.1, 2.2, 2.3, 6.1, 6.2, 6.3, 7.2, 7.3	3.1, 3.2, 3.4, 3.5, 3.5, 4.3	1.4, 2.1, 4.1
Develop: (a): an understanding of scope of practice and professional competence; to implement a program to self-monitor personal issues and maintain personal wellbeing, and (b) an initial plan for maintaining professional competence, including on-going professional development with respect to new developments in the field and engaging in career-long learning.	2.1, 2.2, 2.3, 4.4, 6.2, 6.3, 7.3	1.4, 3.1-3.4, 4.3	1.5, 2.1, 2.2, 4.1
Develop an understanding of issues of power, privilege and marginalization associated with differences of gender, race, culture, age, sexual identity, ability, etc. Explore the power relations at all system levels: client, client family, therapist,	1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.4, 6.2, 7.1, 7.3, 8.1, 8.2	1.1, 1.4, 1.5, 2.3, 3.1, 3.2, 3.3, 4.3, 5.1, 5.2	1.4, 1.5, 2.1, 2.2, 3, 4.2, 4.3, 4.4

supervisor, agency/program, community, social political context, etc. as these relate to ethical decision-making. Critically evaluate ethical decision-making with respect to meeting the needs of diverse populations and to promoting resiliency and recovery.			
--	--	--	--

7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assigned Readings
1	Phase 1 – Weeks 1-3 – Ethical Formation and Ethical Drift Ethics, Identity, and Ethical Awareness <ul style="list-style-type: none"> • Personal and professional ethics • Ethical sensitivity and perception • Informed consent 	Kitchener, K. S. (1984). Intuition, critical evaluation and ethical principles: The foundation for ethical decisions in counseling psychology. <i>The Counseling Psychologist</i> , 12(3), 43–55 Siddhartha – Part 1 <i>Optional Readings</i> LEVITT, D.H. and JACQUES, J.D. (2005), Promoting Tolerance for Ambiguity in Counselor Training Programs. <i>The Journal of Humanistic Counseling, Education and Development</i> , 44: 46-54. https://doi.org/10.1002/j.2164-490X.2005.tb00055.x

Week	Topics	Assigned Readings
2	<p>Ethical Presence, Power, & Relational Responsibility</p> <ul style="list-style-type: none"> • Power and dependency in therapeutic relationships • Responsibility to self and others • Confidentiality 	<p>Woody, J. D. (1990). Resolving ethical concerns in clinical practice: Toward a pragmatic model. <i>Journal of Marital and Family Therapy, 16</i>(2), 133–150.</p> <p>Siddhartha - Finish</p> <p><i>Optional Readings</i></p> <p>Butler, M. H., Harper, J. M., & Seedall, R. B. (2009). Facilitated Disclosure versus Clinical Accommodation of Infidelity Secrets: An Early Pivot Point in Couple Therapy. Part 1: Couple Relationship Ethics, Pragmatics, and Attachment. <i>Journal of Marital and Family Therapy, 35</i>(1), 125–143. https://doi.org/10.1111/j.1752-0606.2008.00106.x</p> <p>Butler, M. H., Seedall, R. B., & Harper, J. M. (2008). Facilitated Disclosure Versus Clinical Accommodation of Infidelity Secrets: An Early Pivot Point in Couple Therapy. Part 2: Therapy Ethics, Pragmatics, and Protocol. <i>The American Journal of Family Therapy, 36</i>(4), 265–283. https://doi.org/10.1080/01926180701291253</p>
3	<p>Ethical Drift, Avoidance, & Boundary Erosion</p> <ul style="list-style-type: none"> • Boundary erosion • Role fusion • Avoidance, Attraction, Over-identification 	<p>Death of a Salesman</p> <p><i>Optional Readings</i></p> <p>Gonyea, J.L.J., Wright, D.W. & Earl-Kulkosky, T. (2014). Navigating dual relationships in rural communities. <i>Journal of Marital and Family Therapy, 40</i>, 125–136. doi: 10.1111/j.1752-0606.2012.00335.x</p> <p>Pope, K.S. and Keith-Spiegel, P. (2008), A practical approach to boundaries in psychotherapy: making decisions, bypassing blunders, and mending fences. <i>J. Clin. Psychol., 64</i>: 638-652. https://doi.org/10.1002/jclp.20477</p>

Week	Topics	Assigned Readings
4	<p>Phase 2 – Weeks 4-7 – Discernment, Decision-Making, and Professional Accountability</p> <p>Discernment, Ambiguity, & Competing Goods</p> <p>Personal Code of Ethics Assignment Due Monday at 12pm</p>	<p>Cottone, R.R. (2001), A Social Constructivism Model of Ethical Decision Making in Counseling. <i>Journal of Counseling & Development</i>, 79: 39-45. https://doi.org/10.1002/j.1556-6676.2001.tb01941.x</p> <p><i>Optional Readings</i></p> <p>Grimes, M. E., & McElwain, A. D. (2008). Marriage and Family Therapy with Low-Income Clients: Professional, Ethical, and Clinical Issues. <i>Contemporary Family Therapy</i>, 30(4), 220–232. https://doi.org/10.1007/s10591-008-9071-5</p> <p>Garcia, J.G., Cartwright, B., Winston, S.M. and Borzuchowska, B. (2003), A Transcultural Integrative Model for Ethical Decision Making in Counseling. <i>Journal of Counseling & Development</i>, 81: 268-277. https://doi.org/10.1002/j.1556-6678.2003.tb00253.x</p> <p>Luke, M., Goodrich, K.M. and Gilbride, D.D. (2013), Intercultural Model of Ethical Decision Making: Addressing Worldview Dilemmas in School Counseling. <i>Counseling and Values</i>, 58: 177-194. https://doi.org/10.1002/j.2161-007X.2013.00032.x</p>
5	<p>Confidentiality, Documentation, & Secrecy</p> <ul style="list-style-type: none"> • Documentation as ethical practice • Competing obligations and secrecy • Legal v. ethical decision-making 	<p>Davis, A. H. (1997). The ethics of caring: A collaborative approach to resolving ethical dilemmas. <i>Journal of Applied Rehabilitation Counseling</i>, 28(1), 36–41.</p> <p><i>Optional Readings</i></p> <p>Levitt, D.H., Farry, T.J. and Mazzarella, J.R. (2015), Counselor Ethical Reasoning: Decision-Making Practice Versus Theory. <i>Counseling and Values</i>, 60: 84-99. https://doi.org/10.1002/j.2161-007X.2015.00062.x</p> <p>Cottone, R.R. and Claus, R.E. (2000), Ethical Decision-Making Models: A Review of the Literature. <i>Journal of Counseling & Development</i>, 78: 275-283. https://doi.org/10.1002/j.1556-6676.2000.tb01908.x</p>

Week	Topics	Assigned Readings
6	Technology, Context, & Emerging Ethical Risks <ul style="list-style-type: none"> • Technology-mediated therapy • Digital spaces 	<i>Optional Readings</i> <p>Triplett, N. T., Kingzette, A., Slivinski, L., & Niu, T. (2022). Ethics for Mental Health Influencers: MFTs as Public Social Media Personalities. <i>Contemporary Family Therapy</i>, 44(2), 125–135. https://doi.org/10.1007/s10591-021-09632-3</p> <p>Solaiman, B. (2024). Generative artificial intelligence (GenAI) and decision-making: Legal & ethical hurdles for implementation in mental health. <i>International Journal of Law and Psychiatry</i>, 97, 102028-. https://doi.org/10.1016/j.ijlp.2024.102028</p> <p>Thakkar, A., Gupta, A., & De Sousa, A. (2024). Artificial intelligence in positive mental health: a narrative review. <i>Frontiers in Digital Health</i>, 6, 1280235–1280235. https://doi.org/10.3389/fdgth.2024.1280235</p>
7	Integrating Ethical Discernment <ul style="list-style-type: none"> • Personal Ethical Frameworks • Consultation & Accountability 	<i>Optional Readings</i> <p>Caldwell, B. E., & Stone, D. J. (2016). Using Scaling to Facilitate Ethical Decision-Making in Family Therapy. <i>The American Journal of Family Therapy</i>, 44(4), 198–210. https://doi.org/10.1080/01926187.2016.1150797</p> <p>Southern, S., Smith, R. L., & Oliver, M. (2005). Marriage and Family Counseling: Ethics in Context. <i>The Family Journal (Alexandria, Va.)</i>, 13(4), 459–466. https://doi.org/10.1177/1066480705278688</p>
8	Presentations	Group A – Student 1, 2, 3 Group B – Student 4, 5, 6 <i>Optional Readings</i> <p>Lehr, Ron, and John Sumarah. "Professional Judgement in Ethical Decision-Making: Dialogue and Relationship." <i>Canadian Journal of Counselling</i> 38.1 (2004): 14-24. ProQuest. Web. 2 Jan. 2025.</p> <p>Green, S.L. and Hansen, J.C. (1989), ETHICAL DILEMMAS FACED BY FAMILY THERAPISTS. <i>Journal of Marital and Family Therapy</i>, 15: 149-158. https://doi.org/10.1111/j.1752-0606.1989.tb00794.x</p>

Week	Topics	Assigned Readings
9	Presentations	<p>Group C – Student 7, 8, 9 Group D – Student 10, 11, 12</p> <p><i>Optional Readings</i></p> <p>Prass, M. A., Bywater, A. R., & Schreier, B. A. (2024). Advice in psychotherapy: Ethical, clinical, and cultural considerations.. <i>Professional Psychology: Research and Practice</i>. Advance online publication. https://dx.doi.org/10.1037/pro0000596</p>
10	Presentations	<p>Group E – Student 13, 14, 15 Group F – Student 16, 17, 18</p> <p><i>Optional Readings</i></p> <p>Chelsey L. Holden, Michelle M. Jeanfreau & Pat L. Sims (2021) MFTs: Confidence, Comfort, and Training to Address Client Financial Concerns, Marriage & Family Review, 57:3, 267-284, DOI: 10.1080/01494929.2020.1859038</p>
11	Presentations	<p>Group G – Student 19, 20, 21 Group H – Student 22, 23, 24</p> <p><i>Optional Readings</i></p> <p>Pope, K. S., Keith-Spiegel, P., & Tabachnick, B. G. (1986). Sexual Attraction to Clients: The Human Therapist and the (Sometimes) Inhuman Training System. <i>The American Psychologist</i>, 41(2), 147–158. https://doi.org/10.1037/0003-066X.41.2.147</p>
12	Goodbyes	<p><i>Optional Readings</i></p> <p>Sarris, J., Halman, A., Urokohara, A., Lehrner, M., & Perkins, D. (2024). Artificial intelligence and psychedelic medicine. <i>Ann NY Acad Sci.</i>, 1540, 5–12. https://doi.org/10.1111/nyas.15229</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
Personal Code of Ethics	1.2, 2.1, 2.2, 3.2, 5.1, 6.1, 6.2, 6.3, 7.3	Monday before Week 4 at 12pm	30
Weekly Journal Reflections	1.1, 1.2, 2.1, 2.2, 3.2, 5.1, 6.1, 6.2, 6.3, 7.1, 7.3, 8.1, 8.2, 8.3	Week 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	30
Ethical Dilemma Class Presentation	1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 5.1, 6.1, 6.2, 6.3, 7.3, 8.1, 8.2, 8.3	Weeks 8-11	30
Class Participation	1.1-1.3, 2.1, 3.1-3.3, 4.1, 4.4, 5.1, 5.2, 8.1, 8.2	Throughout Semester	10
			Total: 100%

Assessment Details

1. In-Class Participation

Participation in this course is understood as active ethical engagement rather than frequency of speaking. As therapists-in-training, students are expected to bring the same attentiveness, reflective capacity, and professional presence to the classroom that they would bring to ethical consultation or clinical dialogue. Participation includes thoughtful contribution, attentive listening, and a willingness to engage with complexity, ambiguity, and disagreement in a respectful and collegial manner.

What this includes:

- Presence – attending class regularly, arriving on time, and remaining engaged throughout class
- Attentive listening – listening carefully to peers, demonstrating curiosity for differing ethical perspectives, and refraining from interruption
- Quality of contributions – offering comments or questions that demonstrate integration of readings, ethical frameworks, and class discussions
- Risk-taking – willingness to engage difficult or uncertain ethical questions without seeking premature closure
- Collegial engagement – contributing to a classroom climate that supports respectful dialogue, ethical humility, and professional responsibility

Evaluation will be based on:

- Depth over frequency (40%) – contributions demonstrate integration of course material

- Attentiveness and respect (25%) – consistent listening, care in how responses are offered, and respect for differing viewpoints
- Engagement with ethical tension (20%) – willingness to remain present with ambiguity, disagreement, or uncertainty
- Preparedness (15%) – evidence of having completed readings and reflected prior to class

2. Weekly Journal Reflections

Weekly journal reflections provide a structured space for students to engage in ethical self-reflection and integration of course readings, class discussions, and emerging clinical experience. Journals are intended to support the development of ethical awareness, discernment, and professional judgment over time. Reflections may explore ethical tensions, questions, or uncertainties and how these may arise in therapeutic contexts.

Evaluation will be based on:

- Depth of ethical reflection (40%) – demonstrates engagement with complexity, ambiguity, and ethical tension beyond surface reactions
- Integration of course material (30%) – thoughtful and accurate connection to readings, ethical frameworks, or class discussions
- Connection to clinical identity (20%) – clear links between ethical reflection and emerging therapeutic stance or decision-making
- Clarity and flow (10%) – writing is coherent, focused, and submitted on time

3. Major Assignment – Personal Code of Ethics

This assignment supports the transition from awareness of ethics to discernment. Students are invited to articulate a personal code of ethics that informs both personal and professional life, with attention to how ethical commitments are tested, strained, or complicated in real-world contexts. The focus is on ethical formation, decision-making under pressure, and the relational impact of ethical choices.

Instructions

Write a 5–7-page reflective paper that:

- Identifies and defines **3–5 personal ethical commitments**
- Explores the origins and significance of each ethic
- Examines situations in which these ethics may be challenged, contradicted, or come into tension
- Reflects on how ethical decisions would be navigated when costs or consequences are involved
- Considers the impact of ethical decisions on self, relationships, work, and broader systems
- Integrates relevant course concepts or readings where appropriate

Evaluation will be based on:

- Clarity of ethical commitments (30%) – ethics are clearly defined, specific, and thoughtfully articulated
- Depth of ethical reflection (30%) – demonstrates insight into ethical tension, contradiction, and decision-making
- Discernment and reasoning (25%) – shows capacity to reason through ethical complexity rather than assert conclusions
- Clarity and writing quality (15%) – organization, coherence, and professional tone

4. Final Assignment – Ethical Dilemma Group Presentation

This assignment represents the integration phase of the course. Students work collaboratively to analyze a real-world ethical dilemma or professional issue in psychotherapy. The focus is on ethical discernment, application of ethical decision-making models, systemic awareness, and professional accountability.

Instructions

In groups, students will:

- Identify a relevant ethical dilemma or professional issue from media, practice contexts, or public discourse
- Present the dilemma clearly and concisely to colleagues
- Identify key ethical tensions, power dynamics, and contextual factors
- Apply an Ethical decision-making model, along with other relevant course frameworks
- Propose and justify an ethically defensible course of action
- Facilitate discussion among peers
- Provide PowerPoint slides, a handout, and a list of 3–5 external resources

Evaluation will be based on:

- Ethical discernment (30%) – clear identification of ethical tensions, competing values, and contextual influences
- Application of ethical frameworks (25%) – effective and thoughtful use of course models and concepts
- Systemic and relational awareness (20%) – attention to power, relationships, culture, and institutional context. While also attending to intentions, constraints, and pressures of the professional
- Quality of proposed ethical response (15%) – reasoning, accountability, and acknowledgment of limitations
- Professional presentation and collaboration (10%) – clarity, organization, and equitable group participation

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 in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the graduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

Students have until the last day of classes to drop courses without academic penalty. 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 Calendar](#) is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs.

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).

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

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.