**FRAN\*6950 Practicum I – Psychotherapy and Advanced Interviewing Skills**

**Course Outline – FALL 2025**

1. **GRADUATE Calendar Description**

 This is the first in a series of three clinical practica in the Master of Psychotherapy Program and is designed to provide focused and advanced understanding of interviewing skills drawn from a wide range of psychotherapeutic approaches and influenced by systemic-relational and collaborative-post-modern theories. This course features an integration of theory into practice and supervised clinical practice in relational and systemic family therapy. It involves conceptualizing clinical work with clients from a wide diversity of relational systems. In addition to class time, students will start to meet with clinical supervisors each week for a minimum of 1.5 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 6800, FRAN 6890, FRAN 6920

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

**Restriction(s):** MP Students only

1. **course Description**

This is the first in a series of three clinical practica in the MP Program. This first Practicum is designed to provide focused and advanced understanding of interviewing skills drawn from a wide range of psychotherapeutic approaches and influenced by systemic- relational and collaborative-post-modern theories. The course is also intended to support students as they begin to meet with clients both face to face and virtually. This course is linked with the Orientation to Clinical Practice 0.0 credit course.

This practicum course requires active participation in a range of academic, experiential and clinical activities designed for professional development. Registration and participation in this course are limited to graduate students registered in the MP Program.

1. **timetable**

**Lecture:**  Thursdays 11:30-2:30

**Location:**  Maplewoods Room 129

**Supervision:** September 12 to December, 2025 (ad hoc week of September 2nd and December 15th), 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.

1. **instructional support**

**Course Instructor and Co-Supervisor:** Catherine Taylor, MSc, RP, RMFT-SQ

**Email:** ctaylo48@uoguelph.ca

**Telephone:**  250-686-3843 (cell)

**Office Hours: By appointment only, Wednesday-Friday**

**Client Services Coordinator:** Amanda Buda

**Email:** rptp.admin@maplewoods.uoguelph.ca

**Office:** Maplewoods Centre, Room 147

**Office Hours:** By Appointment

1. **learning resources**

**Required Resource(s):**

All course materials will be made available to students online.

**Recommended Resource(s):**

1. **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 advanced interviewing skills influenced by Relational Systemic and Collaborative Therapy Practice as central to the field psychotherapy. Including some underlying assumptions, the historical-contextual development of this perspective, major concepts, 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**. Apply advanced interviewing and session structuring skills in on-going clinical work 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. Facilitate and participate in clinical teams, as a therapist and team member. | 1.2, 3.2, 4.3, 4.4, 4.5, 7.1, 7.2, 7.3, 7.4, 7.5 | 1.2, 1.4, 1.5, 4.2, 4.3, 4.5  | 1.2, 2.2, 3, 4.1, 4.3, 4.4  |
| **Assessment, Hypothesizing and Documentation Skills**. Engage in Collaborative, Post-modern and psychotherapeutic 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 collaborative oriented clinical documents, (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.** To begin to consider the application of ethical principles, codes of ethical conduct, standards of practice and “best practices” in clinical work. This learning outcome will be achieved through the integration of class discussion, supervision, and reflective writing assignments.  | 1.2, 2.1, 2.2, 4.3, 6.1-6.4, 7.2, 7.5  | 3.1-3.5, 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 collegial interactions, supervision, and in conceptual therapeutic role plays. 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.**Develop a foundational 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, 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  |

1. **Teaching and Learning Activities/class schedule**

| **Week** | **Topics** | **Assigned Readings &** **Guest Speakers** | **Assignments** |
| --- | --- | --- | --- |
| **1****Sept 4** | Welcome Course Outline Intro to Therapy ModelsTherapist’s Way of Being  | Davis, S. D., Fife, S. T., Whiting, J. B., & Bradford, K. P. (2021). Way of being and the therapeutic pyramid: Expanding the application of a common factors meta‐model. *Journal of Marital and Family Therapy, 47*(1), 69–84. <https://doi.org/10.1111/jmft.12466>Chapter 1 (p. 15-45). Madsen, W. C. (2007). Collaborative therapy with multi-stressed families (2nd ed.). Guilford Press. | **Due: Weekly journals start next week!** |
| **2****Sept 11** | Collaborative-Dialogic Practice: Philosophical Stance Part 1 | Part 1: Introduction in Railsback, K. (2024). *Understanding Postmodern Family Therapy: Interweaving Theory and Applying Models in Context* (1st ed.). Routledge. <https://doi.org/10.4324/9781003439349>Chapter 1 (p. 3-17). Anderson, H., & Gehart, D.R. (Eds.). (2022). *Collaborative-Dialogic Practice: Relationships and Conversations that Make a Difference Across Contexts and Cultures* (1st ed.). Routledge. <https://doi.org/10.4324/9781003156260>Anderson, H. (2012). Collaborative Relationships and Dialogic Conversations: Ideas for Relationally Responsive Practice. *Family Process, 51*, 8-24 **Optional, for background on systemic thinking.** Chapter 1, Systemic Thinking (p. 1-28): Nelson, T. (2019). *Solution Focused Brief Therapy with Families.*  | **Due: Learning Goals due to Catherine and Supervisor by Sept 12 at 11:59 pm.** |
| **3****Sept 18** | Collaborative-Dialogic Practice: Philosophical Stance Part 2 | Rober, P., & Seltzer, M. (2010). Avoiding Colonizer Positions in the Therapy Room: Some Ideas About the Challenges of Dealing with the Dialectic of Misery and Resources in Families. *Family Process*, *49*(1), 123–137. https://doi.org/10.1111/j.1545-5300.2010.01312.xChapter 4: Anderson, H., & Gehart, D.R. (Eds.). (2022). *Collaborative-Dialogic Practice: Relationships and Conversations that Make a Difference Across Contexts and Cultures* (1st ed.). Routledge. <https://doi.org/10.4324/9781003156260>Smith, 2004, Relational Attunement. In Pare, D.A., & Larner, G. (2004). *Collaborative Practice in Psychology and Therapy* (1st ed.). Routledge. <https://doi.org/10.4324/9781315808895> | **Due: Lines of Influence Assignment Due September 18** |
| **4****Sept 25** | Hypothesizing and Formulation | Rober, P. (2002). Constructive hypothesizing, dialogic understanding, and the therapist’s inner conversation: some ideas about knowing and not knowing in the family therapy session. *Journal of Marital and Family Therapy, 28(4),* 467-478.Sheinberg, M., & Brewster, M.K. (2014) Thinking and working relationally: Interviewing and constructing hypotheses to create compassionate understanding. *Family Process, 53*, 618-639.Bertrando, P., & Arcelloni, T. (2014). Emotions in the practice of systemic therapy. Australian & New Zealand Journal of Family Therapy, 35, 123-135. **Optional:** Madsen chapter 2, (p. 46-74 only). Madsen, W. C. (2007). *Collaborative therapy with multi-stressed families* (2nd ed.). Guilford Press.  |  |
| **5****Oct 2** | Reflection, Reflecting Teams & Language  | Andersen, T. (1995). Reflecting processes: Acts of informing and forming. In T. Andersen (Ed.), \*Reflecting team in action\* (pp. 11–37). GuilfordWeingarten K. The Art of Reflection: Turning the Strange into the Familiar. Fam Process. 2016 Jun;55(2):195-210. doi: 10.1111/famp.12158. Epub 2015 Jun 27. PMID: 26118842.**Optional:** Bird, Johnella (2004). Talk that sings: Therapy in a new linguistic key (Chapter 1) in The politics of language-making, pp. 3-42. Aukland, NZ: Edge Press. |  |
| **6****Oct 9** | Self of the Therapist & Inner Dialogue  | Rober, P. (2008). The Therapist’s Inner Conversation in Family Therapy Practice: Struggling with the complexities of therapeutic encounters with families. *Person-Centered & Experiential Psychotherapies*, *7*(4), 245–261. <https://doi.org/10.1080/14779757.2008.9688471>Aponte, H. J., & Kissil, K. (2014). “If I Can Grapple With This I Can Truly Be Of Use In The Therapy Room”: Using The Therapist’s Own Emotional Struggles To Facilitate Effective Therapy. *Journal of Marital and Family Therapy*, *40*(2), 152–164. https://doi.org/10.1111/jmft.12011Peggy, Penn (2007). Listening voices. In Harlene Anderson & Diane Gehart (Eds.), *Collaborative Therapy: Relationships and conversations that make a difference* (pp.99-108). New York: Routledge.  |  |
| **7****Oct 16** | Collaborative-Dialogic Practice Wrap up Intro to Solution Focused Therapy  | Lowe, R. (2005). Structured Methods and Striking Moments: Using Question Sequences in “Living” Ways. *Family Process*, *44*(1), 65–75. <https://doi.org/10.1111/j.1545-5300.2005.00042.x>Chapter 1: Dolan, Y. (2023). *Solution-Focused Therapy: The Basics*. Routledge. Chapter 1 & 2 in De Jong, P., & Berg, I. K. (2008). *Interviewing for solutions* (3rd ed.). Thomson Higher Education. |  |
| **8****Oct 23** | SFT Philosophy & AssumptionsSFT Process of Therapy | Chapter 2: Dolan, Y. (2023). Solution-Focused Therapy: The Basics. (p. 25-47). Chapter 3 & 4 in Nelson, T. (2019). *Solution-Focused Brief Therapy with Families.* Routledge. (p. 53-107) | **Due: Transcript Assignment Due Oct 23** |
| **9****Oct 30**  | SFT in Practice Part 1: Session structure and format, exploring the problem, goal setting  | Chapter 3 in Selekman, M. D. (1993). *Pathways to change: Brief Therapy solutions with difficult adolescents*. Guilford Press. (p. 45-89)Chapter 5 in Lipchik, E. (2002) *Beyond technique in solution-focused therapy: working with emotions and the therapeutic relationship*. The Guilford Press. (p. 78-107).  |  |
| **10****Nov 6** | SFT in Practice Part 2: SFT questions and other interventions,  | Chapter 3: Dolan, Y. (2023). Solution-Focused Therapy: The Basics. (p. 48-62). Chapter 5: Nelson, T. (2019). *Solution-Focused Brief Therapy with Families.* Routledge. (p. 53-107) **Optional resources**: (Chapter 10, p. 149-193) in Bannink, F (2010). 1001 Solution-focused questions: Handbook for solution-focused interviewing. Chapter 10 in O’ Connell, B. (2012). *Solution-Focused Therapy (Third edition.).* SAGE Publications. https://doi.org/10.4135/9781473957794 Appendix (p. 355-377) in De Jong, P., & Berg, I. K. (2008). *Interviewing for solutions* (3rd ed.). Thomson Higher Education |  |
| **11****Nov 13** | TBD: Student’s choice/ Catch Up Week  | TBD  |  |
| **12****Nov20**  | Consolidation & Integration  | TBDWrap up and Celebration | **Due: Final Reflection Paper Nov 28th**  |

***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 Course Link 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.

1. **Assessment details**

| **Assessment** | **LOs Addressed** | **Due Date** | **% of Final** |
| --- | --- | --- | --- |
| Active Class & Supervision Participation  | 1.1-1.3, 2.1, 3.1-3.3, 4.1-4.4, 5.1, 8.1, 8.2 | Throughout Semester  | PASS/FAIL |
| Weekly Journal Reflections |  | 4.2, 5.1, 5.2, 7.1, 8.1, 8.2, 8.3 |  Wednesdays by 4:30 pm Weeks 2-11 | PASS/FAIL |
| Lines of Influence |  | 2.1, 2.2, 2.3, 3.2, 7.4 | Week 3 | PASS/FAIL |
| Transcript Analysis of Session  | 2.1-2.3, 3.2, 3.3, 4.3, 4.4, 5.1, 7.1-7.5 | Week 8 | PASS/FAIL |
| Final Course Reflection  | 1.2, 4.4, 5.1, 7.1, 8.1, 8.2, 8.3  | Week 12 |  |
| 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:**

**Class Participation- Every Class**

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

**Weekly Journal Entries**

Due **weekly** on Wednesdays by 4:30 pm from weeks 2-11. In this assignment, students will write a one-page (250 words) journal entry each week, due the day before class. These journal entries will be posted on Courselink in the discussion section and will be visible to the instructor and your classmates. These reflections are not meant to be academic writing, but rather spaces for curiosity, creativity, and self-awareness. Students are encouraged to explore their inner dialogue, notice their assumptions, and reflect on what it means to enter the therapy room for the first time.

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 the theory of Collaborative/Dialogic Practice and/or Solution-Focused Therapy 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.

**Lines of Influence Assignment**

**Purpose:**
 To consider the people places things and events in your life that have collectively helped to shape you and the ideas, beliefs, values, moral and ethical compasses you currently hold about becoming a therapist and your personal theory of change (what is change, how does change occur)?

**The Task:**
In this exercise you are invited to consider, who and/or what, over the course of your life, has contributed in a meaningful way to your current personal theory of change and ideas about what it means to become a therapist. What **people, places, things or events** do you identify as contributing to where you currently see yourself now as you enter this program. What lines or connections do you draw between some of those people, places, things or events to where you see yourself now as you begin the program and to the idea you hold about change?

***People***: family, friends, colleagues, supervisors, teachers, clergy, celebrities, clients, unknowns, etc.
***Places:*** a geographic place like a home, a classroom, place of worship, outdoor space, fantasy place etc.
***Things***: Social location, culture and diversity, power; an article, artifact, book, video or movie, song, story, keepsake, video game, ritual, or religious spiritual practice, etc.
***Events:*** a high or low or in between point in life, a conversation, a eureka moment, a birthday, meeting someone, lecture, concert, birth, death, illness, etc.

**What to produce:**This exercise is only partially a written exercise and has three components.

A) Find a way to draw out a map, a diagram, a timeline or collage that can sort or organize the influences you have identified. Use your creativity! You can do this electronically or on paper, using whatever materials you would like.

B) Select two influences and write one page for each on what it is about that (person, place, thing or event) that was influential. In what ways has it influenced your ideas about change and how change occurs and on what it means to become a therapist.

C) Write 2 pages max reflecting on this process. What did you learn about yourself that you did not know or fully realize? What did you have reinforced for yourself? In doing this exercise what, if any patterns did you notice about how you are influenced, or commonalities or differences between the things that seem to have most influenced you? This assignment will be submitted and reviewed by the instructor.

*A note on disclosure: While there is a hope that students will reflect openly within and only to themselves about all the aspects (good, challenging, indifferent) that may have had influence on them to reach this point in life there is NO REQUIREMENT OR EXPECTATION you disclose any information (personal or professional) that is beyond your comfort level or desire to do disclose.*

**This assignment is due on Sept. 18th. It can be submitted to Courselink, or a hard copy can be submitted in class that day.**

**Transcript Analysis of Session:**

This assignment is an opportunity to enhance your understanding of collaborative practices in dialogue with clients and to reflect on your relational stance, or “way of being” in session.

Select a client with whom you are working with and choose a 10–15-minute (+/- 2 minutes) segment from a therapy session. You will be transcribing this segment verbatim (word-for-word). Note while MS Teams will transcribe for you this process can be a bit labour intensive.

* Consider a segment that, in your estimation, reflects a collaborative dialogue oriented to ‘meaning making’. For example, this might include a minor ‘aha’ moment for you and your client, a slight ‘shift’ or introduction of new information that appears to be illuminating in some way for the client, new meaning or a metaphor that emerges in the context of dialogue that appears to change perspective on area of focus for therapy in a helpful direction.
* Prepare the transcript (as complete as possible with respect to verbal content, including pauses and fumbling for words), using two columns to allow half-page width for transcript and half-page width for your comments.
* In the right-hand column include your comments regarding what you think is happening in the dialogue (sentence- by-sentence or line-by-line, e.g., your intentions, what you were thinking at the time, your understanding in reflecting back now what client might have been intending or responding to, opening/closing of space, type of question or positioning, etc.).

In addition to the transcript analysis, students will also provide the following information:

1. Client’s social location and relevant sociocultural and family history of the client(s).
2. Client’s reason for therapy and client’s hopes for therapy.
3. A 1-2 page reflection on the relational stance, or way of being you were enacting in this dialogue. You may consider question such as:
	1. How would you describe the relational stance you held in this dialogue?
	2. Does this align with your preferred relational stance? If so, what helped you show up in this way in session? If not, what invited you into a non-preferred relational stance?
	3. What do you imagine the effect of your relational stance was on the client? On the dialogue? On the therapeutic work?

Any identifying information regarding clients must be omitted, and client names shall not be used. The instructor would also prefer that therapist’s request and receive their client’s permission to participate in this activity.

**This assignment will be submitted to the student’s Assignments folder on Microsoft Teams on October 23.**

**Final Reflection Paper:**

Each student will write a 4-6 page paper reflecting on your learning experience in this course. This is a reflection paper not an academic paper, but you are encouraged to reference specific concepts from the course material as they relate to your reflections. Your paper must include reflections on: (1) your developing way of being as a therapist and (2) your experience learning and practicing the models learned in class. Recommended concepts for students to reflect on are:

* How has your preferred relational stance evolved over the course of the semester?
* How have you grown in understanding your therapeutic style and voice as a therapist?
* Reflections on the process of learning and practicing Collaborative-Dialogic Practice and SFT
* Which elements of each model fit with your personal style and developing therapeutic style? Which elements of each model challenged you the most?
* What elements of Collaborative-Dialogic Practice and SFT do you want to hold onto/let go of as you move forward in your practice?
* What shifts or consolidations have occurred in your thinking regarding:
	+ Assumptions about change
	+ The therapist-client relationship
	+ The role of the therapist in the change process
	+ Lingering questions and hopes for future learning

(It is not expected that you will reflect on all these questions, they are meant as reflective prompts).

**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 30 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

**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.

1. **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](https://calendar.uoguelph.ca/graduate-calendar/general-regulations/grounds-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](https://calendar.uoguelph.ca/graduate-calendar/general-regulations/registration/registration-changes/) 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](http://www.uoguelph.ca/sas)

**Academic misconduct:**

The [Academic Misconduct Policy](https://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-misconduct/) 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](https://www.uoguelph.ca/registrar/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.

Appendix A – Learning Outcomes