

FRAN*6960 - Practicum II - Collaborative and Post-Modern Therapies in Psychotherapy

Winter 2025 Course Outline

Section: 01

Credits: 1.00

Land Acknowledgement: Guelph

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 respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

Calendar Description

This is the second in a series of three clinical practica in the Master of Psychotherapy program and focuses on the study of, and training in, collaborative and post-modern therapies, including dialogic, solution-focused and narrative therapy. This course features an integration of theory into practice and supervised clinical practice in relational and systemic family therapy. 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 1.5 hours of supervision. Supervision over the semester will involve individual/dyadic, group, and live clinical teams.

Prerequisite(s): FRAN*6950

Restriction(s): Restricted to Master of Psychotherapy students.

Department(s): Department of Family Relations and Applied Nutrition

Lecture Schedule

Instructor Information

Carlie Pagens

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Melisse Dedobbeleer

Email: mdedobbe@uoguelph.ca

Textbooks

Title	Author	ISBN
Solution Focused Therapy	O'Connell, Bill	9781473957794

Learning Resources

Required Resources

Required readings, course schedule and topics are found on Ares

Campus Resources

If you are concerned about any aspect of your academic program: Make an appointment with a [Program Counsellor](#) in your degree program. If you are struggling to succeed academically: There are numerous academic resources offered by the [Learning Commons](#) including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills.

Cost of Textbooks and Learning Resources

Textbook / Learning Resource	Required / Recommended	Cost
Solution Focused Therapy	Required	Free online/on reserve \$20 for purchase

Additional resources available through ARES free of charge.

Students are advised that prices are often determined by the publisher or bookstore and may be subject to change.

Library Course Reserve (Ares)

For this course, you will be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve. For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621 | Email: libres2@uoguelph.ca | Location: McLaughlin Library, First Floor, University of Guelph

Course Learning Outcomes

1. **Conceptual.** Develop an understanding of the conceptual aspects of Collaborative and Post-Modern Therapy Models as a leading-edge approach within the field of psychotherapy, 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.
2. **Therapeutic Interviewing and Team Skills.** Apply Collaborative and Post-modern therapy practices 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.
3. **Assessment, Hypothesizing and Documentation Skills.** Engage in Collaborative and Post-modern therapy practices of: (a) collaboration with clients regarding the resources and constraints they are experiencing, (b) co-development with clients of initial goals for the therapy work, (c) writing 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.
4. **Ethics, Accountability and Professional Identity Development.** Understand and comply with ethical principles, codes of ethical conduct, and “best practices” in clinical work. Review personal ethics, extend development of preferred professional identity, and learn Collaborative and Post-modern therapy 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.
5. **Diversity.** Develop an awareness of differences and use this awareness to engage respectfully and compassionately in therapeutic conversations, collegial interactions, and supervision/consultation. This learning outcome will be supported through class discussions, reflective writing assignments, and supervision.
6. **Power Relations and Reflexivity.** Strengthen and continue to develop 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.

RPTP Competency Map

Course Learning Outcomes	Program Learning Outcomes	CRPO Competencies	CAMFT Competencies
<p>Conceptual. Develop an understanding of the conceptual aspects of Collaborative and Post-Modern Therapy Models as a leading-edge approach within the field of psychotherapy, 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.</p>	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
<p>Therapeutic Interviewing and Team Skills. Apply Collaborative and Post-modern therapy practices 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.</p>	1.2, 4.2, 4.3, 4.4, 4.5, 7.1, 7.2, 7.3, 7.4, 7.7	1.2, 1.4, 1.5, 3.5, 4.2, 4.5	1.2, 2.2, 3, 4.1, 4.3, 4.4
<p>Assessment, Hypothesizing and Documentation Skills. Engage in Collaborative and Post-modern therapy practices of: (a) collaboration with clients regarding the</p>	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

<p>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.</p>			
<p>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 learn Collaborative and Post-modern therapy 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.</p>	<p>1.2, 2.1, 2.2, 3.3, 4.3, 6.1, 6.2, 6.3, 6.4, 7.2, 7.5</p>	<p>3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 4.3, 4.6</p>	<p>1.4, 1.5, 2.1, 2.2, 4.1, 4.2, 4.4</p>

<p>Diversity. Develop an awareness of differences and use this awareness to engage respectfully and compassionately in therapeutic conversations, collegial interactions, and supervision/consultation. This learning outcome will be supported through class discussions, reflective writing assignments, and supervision.</p>	<p>3.1, 3.2, 3.3, 5.1, 5.2, 7.1</p>	<p>1.5, 2.1, 2.2, 2.3, 4.3</p>	<p>2.1, 2.2, 3, 4.2, 4.4</p>
<p>Power Relations and Reflexivity. Strengthen and continue to develop 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.</p>	<p>2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.5, 6.2, 7.5</p>	<p>1.4, 1.5, 3.4, 3.5, 4.3</p>	<p>2.1, 2.2, 3, 4.2, 4.3, 4.4</p>

Schedule of Topics and Assignments

1	<p>Course Orientation</p> <p>Jan. 9, 2025</p>	<p>Reiter, M. D., & Sabo, K. (2025). Psychotherapist Growth. In <i>Succeeding in Your Psychotherapy Practicum and Internship</i> (1st ed., pp. 199–212). Routledge.</p> <p>https://doi.org/10.4324/9781003433484-15</p>
2	<p>Theories of change</p> <p>-Common factors</p> <p>-</p> <p>Transtheoretical model</p> <p>Intro to Solution-Focused Therapy</p> <p>Foundations and Assumptions of the model</p> <p>Jan. 16, 2025</p>	<p>Fife, S., Whiting, J., Bradford, K., & Davis, S. (2014). The therapeutic pyramid: A common factors synthesis of techniques, alliance, and way of being. <i>Journal of Marital & Family Therapy</i>, 40, 20-33</p> <p>Sprenkle, D. H., & Blow, A. J. (2004). COMMON FACTORS AND OUR SACRED MODELS. <i>Journal of Marital and Family Therapy</i>, 30(2), 113–129.</p> <p>https://doi.org/10.1111/j.1752-0606.2004.tb01228.x</p> <p>O’Connell, Bill (2016) Chapters 3-5 (available online in Library)</p> <p>https://sk-sagepub-com.subzero.lib.uoguelph.ca/Books/solution-focused-therapy-3e</p> <ul style="list-style-type: none"> • Revision of individual learning goals
3	<p>Solution focused therapy techniques</p> <p>Part 1 Structuring the session & format</p>	<p>Macdonald, A. J. (2011). <i>Solution focused therapy: Theory, research & practice</i>. SAGE Publications Ltd. (Parts 1 & 2)</p> <p>O’Connell, B. (2012). <i>Solution-focused therapy</i>. SAGE Publications Ltd Ch. 4</p>

	Goal setting Treatment planning SFT between sessions Jan. 23, 2025	Bannick, F (2010). 1001 Solution-focused questions: Handbook for solution focused interviewing. W W Norton & Co. (Chapter 10) (p. 149-193)
4	Solution focused therapy techniques Part 2 The miracle question Scaling questions Experiments Presupposing change questions Jan. 30, 2025	Dolan, Y. (2023). <i>Solution-Focused Therapy: The Basics</i> (1st ed.). Routledge. Ch. 3 https://doi.org/10.4324/9781003401230 O'Connell, B. (2012). <i>Solution-focused therapy</i> . SAGE Publications Ltd Ch. 5 https://www.youtube.com/watch?v=vTylNRr1RZM *the Miracle Question Bannick, F (2010). 1001 Solution-focused questions: Handbook for solution focused interviewing. W W Norton & Co. (Chapter 10) (p. 149-193)
5	SFT Techniques Part 3 Emotion and Agency Feb. 6, 2025	Lipchik, E. (2002). <i>Beyond technique in solution-focused therapy : working with emotions and the therapeutic relationship</i> . The Guilford Press. (Ch. 4) Walter, J.L., & Peller, J.E. (1992). <i>Becoming Solution-Focused In Brief Therapy</i> (1st ed.). Routledge. Ch. 10 (Enhancing Agency) & Ch. 12 (But I Want Them to be Different) https://doi.org/10.4324/9780203776919 *Emma – closing files
6	Single session and brief solution focused therapy Feb. 13, 2025	Dryden, W. (2023). <i>Single-Session Therapy (SST): 100 Key Points and Techniques</i> (2nd ed.). Routledge. 95-121. https://doi.org/10.4324/9781003386353 <ul style="list-style-type: none"> • Mid-term reflection paper
		Winter Break
7	EDI, Cultural and Social contexts in SFT Feb. 27, 2025	O'Connell, B. (2012). <i>Solution-focused therapy</i> . SAGE Publications Ltd, Ch. 7 https://sk-sagepub-com.subzero.lib.uoguelph.ca/Books/solution-focused-therapy-3e

		<p>Kim, J. S. (Ed.) (2014). <i>Solution-focused brief therapy: A multicultural approach</i>. Chapters: 1 & 2</p> <p>https://sk-sagepub-com.subzero.lib.uoguelph.ca/books/solution-focused-brief-therapy</p>
8	<p>Resistance, therapeutic alliance, adaptation of the technique</p> <p>Additional topic TBD*</p> <p>March 6, 2025</p>	<p>Lipchik, Eve. "CASE STUDIES; Mr. Spock Goes to Therapy: Good Therapy Means Knowing when to Break the Rules." <i>Family Therapy Networker</i> Jan 1996: 79. <i>ProQuest</i>. Web. 31 Aug. 2024 .</p> <p>De Jong, P., & Kim Berg, I. (2001). Co-Constructing Cooperation with Mandated Clients. <i>Social Work (New York)</i>, 46(4), 361–374.</p> <p>https://doi.org/10.1093/sw/46.4.361</p>
9	<p>SFT specific applications</p> <p>Trauma</p> <p>Addiction</p> <p>March 13, 2025</p>	<p>Froerer, Adam et al. (2018) <i>Solution-Focused Brief Therapy with Clients Managing Trauma</i></p> <p>Hanton, P. (2003). Solution-focused therapy and substance misuse. In <i>Handbook of Solution-Focused Therapy</i> (pp. 138-145). SAGE Publications Ltd,</p> <p>https://doi.org/10.4135/9781446280478</p>
10	<p>SFT specific applications – the family</p> <p>Couples</p> <p>Children and adolescents</p> <p>March 20, 2025</p>	<p>Iveson, C. (2003). Solution-focused couples therapy. In <i>Handbook of Solution-Focused Therapy</i> (pp. 61-73). SAGE Publications Ltd,</p> <p>https://doi.org/10.4135/9781446280478</p> <p>Choi, J., & Akdeniz, R. (2014). Solution-focused approach with multicultural families. In <i>Solution-Focused Brief Therapy: A Multicultural Approach</i> (Vol. 0, pp. 133-149). SAGE Publications, Inc.,</p> <p>https://doi.org/10.4135/9781483352930</p> <p>*video – Insoo Kim Berg</p> <p>https://www.youtube.com/watch?v=TPbGNVo07nl</p> <ul style="list-style-type: none"> • Transcript analysis of session due

11	Integrative practice (tying it all together) March 27, 2025	O'Connell, B. (2012). <i>Solution-focused therapy</i> . SAGE Publications Ltd Ch. 9 https://sk-sagepub-com.subzero.lib.uoguelph.ca/Books/solution-focused-therapy-3e Linda Metcalf, Me. P. L. L. (2017). <i>Solution Focused Narrative Therapy</i> . Springer Publishing Company Ch. 2 <ul style="list-style-type: none"> • Locate well-being plan from semester one
12	Course wrap-up Future of SFT, Therapist well-being Celebration April 3, 2025	Trepper, T.S., Dolan, Y., McCollum, E.E. and Nelson, T. (2006), STEVE DE SHAZER AND THE FUTURE OF SOLUTION-FOCUSED THERAPY. <i>Journal of Marital and Family Therapy</i> , 32: 133-139. https://doi.org/10.1111/j.1752-0606.2006.tb01595.x Postluns, K. & Gall T. L. (2020). Dear Mental Health Practitioner, Take Care of Yourselves: A literature review on Self-Care. <i>International journal for the advancement of counseling</i> , 42 (1), 1-20 <ul style="list-style-type: none"> • Revise well-being plan (six of eight dimensions) or create one from semester one • Final reflection paper due

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.

Teaching and Learning Activities

Weekly Activities

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 and MP cohorts.

Class Participation

Each student/intern is expected to come to class ready to engage in thoughtful, constructive, applied conversation and analysis of the assigned readings. Active class participation is based upon the ability to discuss, question, summarize, criticize, and incorporate the assigned readings and videos in class and to apply that knowledge in session.

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 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

Assignments

Reflections About Readings

In this assignment, students will read each of the assigned readings for the course. Students will then write one (1) question that each reading invites them to consider specific to their work as a therapist, something each reading has them reflecting about in their own practice. Questions are due the Sunday before that week's reading ie. Four days before class. Questions will be marked according to the following:

- Clarity of the questions asked
- Relevance to the topic at hand
- Degree to which the questions indicate critical engagement with and integration of the class readings for that date and topic
- Engagement of critical thinking with respect to theoretical assumptions and knowledge, and use of self-reflection regarding one's own values and beliefs, social locations, and power
- Incorporation of relevant personal or professional experience

Students will be permitted to have two 'skip' weeks wherein they will not have to produce reflection questions. If students wish to use a 'skip' week they need to communicate with the instructor they are opting to use their option of skipping a week.

Mid-Course Reflection Paper (2-3 pages)

The purpose of this assignment is for students to reflect their experience of learning solution focused therapy model and how it impacts the way they experience themselves and others. Students are asked to address the following questions:

1. What do you appreciate about the solution focused therapy model, and why (be specific)?
2. What does this suggest about what is important to you in how you prefer to work with clients?
3. What have you found challenging or difficult to integrate into your practice?
4. What is your understanding of how power and privilege are addressed and navigated when using solution focused therapy?
3. What would you expect to be the benefits and challenges of solution focused therapy in the field of mental health and psychotherapy?
4. What difference has it made to you in your understanding of yourself and/or others by learning about solution focused therapy?

Transcript Analysis of Session

Students will select a 10-minute section of video from a client session, transcribe it, and analyse it using the template below. 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.

Client Therapist Dialogue	Therapist's Position <ul style="list-style-type: none"> • What were you listening for? Why? 	Therapist's Response <ul style="list-style-type: none"> • What did you do? • What element/technique / assumption of solution focused therapy were you utilizing in this moment? 	Reflections <ul style="list-style-type: none"> • What was your hope in responding with this question/statement? • Does this align with your preferred professional identity? How so? • What alternative responses could also have been in alignment?
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In presenting their transcript and analysis to the instructor, the student will provide a short summary of their situation, including the following:

1. Client's reason for therapy – what name did the client give the problem?
2. Client's hopes for therapy
3. Relevant background information
4. What does the individual, couple, or family hold as most valuable, including key relationship, beliefs about the world, and intentions for themselves and their relationships?

The submission should be about 8-10 pages in length, not including any answers to questions 1-4. Students should incorporate most of the readings in their paper. The intention of this activity is to: (a) specifically link your practice to what you have learned in the course, (b) reflect on the self of the therapist in therapy process, (c) to reflect on your therapist position working with these particular clients.

Final Course Reflection

Provide a final reflection of the course as a whole. Possible themes to provide reflection on may be:

- What growth have you experienced as a clinician over the course?
- Self-of-the-therapist experiences in seeing clients. Are there key moments that where you felt particularly proud about? Became unstuck? Felt stuck or unsure?
- Are there particular SFT techniques you are most drawn to and what does this say about your developing style as a clinician?
- What do you see as potential difficulty or limitation of the model as you have experienced it this term?
- What difference has it made to you in your understanding of yourself and/or others by learning about solution focused therapy?
- How do you see yourself integrating solution focused therapy into your work as a psychotherapist? Consider all aspects of a client's experience (e.g., intake, access, cost, session notes, session, theory of change, etc.).

Assessment Breakdown

Description	Weighting (%)	Due Date
Weekly Reading Reflection	PASS/FAIL	Weekly Beginning Week 2
Learning Goals Revision	PASS/FAIL	Week 2 (Jan. 16, 2025)
Mid-term Reflection	PASS/FAIL	Week 6 (Feb. 13, 2025)
Final Reflection	PASS/FAIL	Week 12 (April 3, 2025)

Assessment Details

Assessment	LOs Addressed	Due Date	% of Final
Class Participation	1.1-1.3, 2.1, 3.1-3.3, 4.1, 4.4, 5.1, 5.2	Throughout Semester	PASS/FAIL
Learning goals		Week 2 Jan. 16, 2025	PASS/FAIL
Reflections About Readings	1.1-1.3, 2.1, 3.1-3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 8.1, 8.2	8 pm on the Sunday before class	PASS/FAIL
Mid-term Reflection Paper	1.1-1.3, 2.1, 3.1, 4.3, 4.4, 5.1, 8.2	Week 6 Feb. 13, 2025	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 10 March 20, 2025	PASS/FAIL
Final course reflection	1.1-1.3, 2.1, 3.1, 4.3, 4.4, 5.1, 8.2	Week 12 April 3, 2025	PASS/FAIL
Clinical Experience – including Clinical Teams, Supervision, and Clinical Work	1.2, 2.1-2.3, 3.1, 3.2, 5.1, 5.2, 6.1-6.4, 7.1-7.7	Throughout Semester	PASS/FAIL
Total:			PASS/FAIL

University Statements

.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.

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).

Course Statements

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.

Last Day to Drop Course

The final day to drop Winter 2025 courses without academic penalty is the last day of classes: April 04

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

Course Standard Statements

Course Policies

Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for Academic Accommodation of Religious Obligations (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-accommodation-religious-obligations/>)

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.

Course Technology Requirements/AI

Please note that the use of generative AI to class is limited to using AI as a part of the weekly readings.

While students are required to read each assigned reading, they are also permitted to use generative AI to summarize the reading and support their understanding of an article or chapter after they have read the reading themselves first. Should students choose to use generative AI as a part of their regular reading routine, they should refer to the article to ensure that the generative AI summary accurately reflects what the AI summary produces.

Students are not permitted to include text or insights from generative AI in the submitted weekly reflections. In this course, generative AI should be seen as a support in learning should students choose to utilize it, but not as a replacement for one's own thoughtful engagement in assigned reading.

Use of generative AI outside the stated use of summarizing articles for personal learning and use without citation will constitute academic misconduct. It is the student's responsibility to be

clear on the limitations for use and to be clear on the expectations for citation and reference, and to do so appropriately.

CSAHS Graduate Academic Misconduct Policy

The [Academic Misconduct Policy](#) is detailed 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.

Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. 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.