

## FRAN\*6930-01 Perspectives on Health and Well-Being

### COURSE OUTLINE – WINTER 2026

#### 1. GRADUATE CALENDAR DESCRIPTION

This course focuses on health and well-being among individuals and families, with the aim of fostering basic skills in understanding language of mental health, use of psychoeducation, collaborating with other health professionals, and advocacy and social justice. Frameworks and theoretical perspectives that have been applied to understanding and addressing mental health difficulties will be explored, including considerations of power and privilege, social determinants of health, and colonialism. Self-care, compassion fatigue, and burnout will also be addressed. 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

#### 2. COURSE DESCRIPTION

As therapists we are a part of the mental health system, which is a part of a larger health system, and our ability to engage and navigate these systems is important in our work with clients. We will focus on topics related to individual and family health and well-being and its connection and application to our work as family therapists/psychotherapists within the mental health system. We will examine various theoretical frameworks and perspectives that have been applied to understanding and addressing mental health difficulties, including considerations of power and privilege, social determinants of health, and effects of colonialism. In examining these topics, we will integrate theory, research, and practice and we will utilize a series of readings, discussions, guest speakers, and class presentations. These methods will work to foster basic skills in understanding language of mental health, use of psychoeducation, collaborating with other health professionals, and advocacy and social justice. Diversity factors, including gender, sexuality, racial/ethnic, cultural factors, and indigeneity, will be integrated throughout the course.

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:** Mondays from 2:30-5:30pm, January 5- March 30. No class February 16.

**Location:** This course is offered through remote synchronous delivery. Links to the Microsoft Teams or Zoom classes will be provided in CourseLink.

### 4. INSTRUCTIONAL SUPPORT

**Course Instructor:** Carlie Pagens, PhD Cand., RP, RMFT-SM

**Email:** cpagens@uoguelph.ca

**Telephone:** n/a

**Office:** Maplewoods Centre

**Office Hours:** Upon Request

### 5. LEARNING RESOURCES

*All articles, readings, and videos as assigned have been made available to students online through Ares at no cost.*

#### Required Resource(s):

D'Arrigo-Patrick, Hoff, C., Knudson-Martin, C., & Tuttle, A. (2017). Navigating critica theory and postmodernism: Social justice and therapist power in family therapy. *Family Process*, 56(3), 574–588.

Druker, A. (2014). What to do when a diagnosis doesn't fit? *International Journal of Narrative Therapy and Community Work*, 4, 16–23.

Frank, A. (2006). Health stories as connectors and subjectifiers. *Health* (London, England : 1997), 10(4), 421–440.

Garven, R. (2011). Creating dialogic contexts for multidisciplinary clinical reviews: The reflecting team process. *Australian and New Zealand Journal of Family Therapy*, 32(4), 283–299.

Johnson, D.J., Levings-Gregory, M., Pickens, J. C., & Andrews, L. (2020). Using social media to change the narrative around chronic illness. *Australian and New Zealand Journal of Family Therapy*, 41(1), 67–79.

Larner, G. (2009). Integrative Family Therapy with childhood chronic illness: An ethics of practice. *Australian and New Zealand Journal of Family Therapy*, 30(1), 51–65.

Lavallee, L.F. & Poole, J. M. (2009). Beyond recovery: Colonization, health and healing for Indigenous People in Canada. *International Journal of Mental Health and Addiction*, 8(2), 271–281.

Milberg, A. & Friedrichsen, M. (2017). Attachment figures when death is approaching: A study applying attachment theory to adult patients' and family members' experiences during palliative home care. *Supportive Care in Cancer*, 25(7), 2267–2274.

Nikki Kiyimba & Reona Anderson (2022) Reflecting on cultural meanings of spirituality/ wairuatanga in post-traumatic growth using the Māori wellbeing model of Te Whare Tapa Whā, *Mental Health, Religion & Culture*, 25:3, 345-361, DOI: 10.1080/13674676.2022.2028750

Posluns, K. & Gall, T. L. (2019). Dear mental health practitioners, take care of yourselves: A literature review on self-care. *International Journal for the Advancement of Counselling*, 42(1), 1–20.

Reeves, A. & Stewart S.L. (2017). Historical perspectives on indigenous healing. In *Indigenous Cultures and Mental Health Counselling*. Routledge, pp. 155–170.

Reynolds, V. & Hammoud-Beckett, S. (2018). *Social justice activism and therapy: Tensions, points of connection, and hopeful skepticism*. In Audet, C. & Pare, D. (Eds.) *Social Justice and Counselling*. NY: Routledge p. 3-15.

Tambling R. R., Hynes, K. C., & D'Aniello, C. (2020). Are barriers to psychotherapy treatment seeking indicators of social determinants of health?: A critical review of the literature. *The American Journal of Family Therapy*, 1–16.

Wamboldt, M., Kaslow, N., & Reiss, D. (2015). Description of relational processes: Recent changes in DSM-5 and proposals for ICD-11. *Family Process*, 54(1), 6–16.

Weingarten, K. (2013). The “cruel radiance of what is”: Helping couples live with chronic illness. *Family Process*, 52(1), 83–101.

Zalaquett, C.P., Fuerth, K. M., Stein, C., Ivey, A. E., & Ivey, M. B. (2008). Reframing the DSM-IV-TR from a multicultural/social justice perspective. *Journal of Counseling and Development*, 86(3), 364–371.

#### Recommended Resource(s):

Crystal Arnold, Jennifer Atchison & Anthony McKnight (2021) Reciprocal relationships with trees: rekindling Indigenous wellbeing and identity through the Yuin ontology of oneness, *Australian Geographer*, 52:2, 131-147, DOI:10.1080/00049182.2021.1910111

Hird, S. (2005). *Psychotropic medications*. In Austrian, S.G. (Ed) Mental disorders, medications, and clinical social work (3rd ed.). NY: Columbia University Press, pp 254-269.

Russo, J.A., Coker, J. K., & King, J. H. (2017). *DSM-5 and family systems*. Springer Publishing Company

## 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
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1. Identify the key theoretical underpinnings and empirical literature central to the mental health field including psychiatry, family therapy, and psychotherapy through scholarly course readings, written and oral assignments, and synchronous class discussions.	1.1-1.3, 3.1, 4.1, 4.2, 5.1, 8.1-8.3	1.1, 1.2, 1.3, 1.5, 5.1, 5.2	1.1, 1.3, 1.4, 3, 4.1, 4.3, 4.4
2. Demonstrate capacity to engage in critical consumption and interpretation of the scientific and theoretical literature (i.e., evaluate its significance, limitations, and contributions, taking into account considerations of power and privilege, social determinants of health, and colonialism) through scholarly course readings, written and oral assignments, and synchronous class discussions.	1.1-1.3, 3.1, 4.1, 4.2, 5.1, 8.1-8.3	1.1 - 1.5, 5.1, 5.2	1.1, 1.3, 1.4, 3, 4.1, 4.3, 4.4
3. Demonstrate knowledge of selected DSM-5 mental disorders through scholarly course readings, oral assignments, and synchronous class discussions.	1.2, 3.1, 3.2, 4.1, 4.2, 5.1, 8.2	1.1 - 1.3, 1.5, 3.1, 5.1, 5.2	1.3, 4.1, 4.3
4. Identify a range of evidence-based models and theories and apply them to psychotherapy and family therapy cases through scholarly course readings, written and oral assignments, and synchronous class discussions.	1.1 – 1.3, 4.2, 4.3, 5.1, 7.2	1.1 – 1.5, 5.1, 5.2	1.1, 1.2, 1.3, 4.1, 4.3, 4.4
5. Demonstrate awareness of and sensitivity to cultural and contextual factors pertaining to health and illness (e.g., social determinants of health) through scholarly course readings, written and oral assignments, and synchronous class discussions.	2.1, 2.2, 3.1 – 3.3, 4.1, 4.3, 5.2, 8.1 – 8.3	1.1, 1.4, 1.5, 4.3, 5.1, 5.2	1.1, 1.3, 3, 4.2 – 4.4
6. Create a personal theoretical, diversity-oriented approach to working with clients through a reflective writing assignment with consideration of safe effective use of self.	2.1 – 2.3, 3.1 – 3.3, 4.4, 5.1, 7.2, 7.3	1.1 – 1.5, 4.3, 5.1, 5.2	1.2, 1.3, 1.4, 2.1, 3, 4.1, 4.3, 4,4
7. Develop a self-care plan to address personal health and wellbeing, compassion fatigue, and burn-out through reflective writing assignment.	2.1, 2.2, 2.3, 4.4, 6.2, 7.3	1.4, 3.3, 4.3	2.1, 3, 4.1, 4.2

## 7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assigned Readings	Activities, Assignments, and Due Dates
1	Intro Health of the Therapist  Models of Wellbeing	<p>Frank, A. (2006). Health stories as connectors and subjectifiers. <i>Health</i> (London, England : 1997), 10(4), 421–440.</p> <p>Posluns, K. &amp; Gall, T. L. (2019). Dear mental health practitioners, take care of yourselves: A literature review on self-care. <i>International Journal for the Advancement of Counselling</i>, 42(1), 1–20.</p> <p>Tambling R. R., Hynes, K. C., &amp; D'Aniello, C. (2020). Are barriers to psychotherapy treatment seeking indicators of social determinants of health?: A critical review of the literature. <i>The American Journal of Family Therapy</i>, 1–16.</p>	

Week	Topics	Assigned Readings	Activities, Assignments, and Due Dates
2	Social Justice and Activism  Indigenous Perspectives on Health and Wellbeing, Impacts of Colonialism	<p>Lavallee, L.F. &amp; Poole, J. M. (2009). Beyond recovery: Colonization, health and healing for Indigenous People in Canada. <i>International Journal of Mental Health and Addiction</i>, 8(2), 271–281.</p> <p>Nikki Kiyimba &amp; Reona Anderson (2022) Reflecting on cultural meanings of spirituality/wairuatanga in post-traumatic growth using the Māori wellbeing model of Te Whare Tapa Whā, <i>Mental Health, Religion &amp; Culture</i>, 25:3, 345-361, DOI: 10.1080/13674676.2022.2028750</p> <p>Reeves, A. &amp; Stewart S.L. (2017). Historical perspectives on indigenous healing. In <i>Indigenous Cultures and Mental Health Counselling</i>. Routledge, pp. 155–170.</p> <p>Reynolds, V. &amp; Hammoud-Beckett, S. (2018). <i>Social justice activism and therapy: Tensions, points of connection, and hopeful skepticism</i>. In Audet, C. &amp; Pare, D. (Eds.) <i>Social Justice and Counselling</i>. NY: Routledge p. 3-15.</p> <p>Optional:</p> <p>Crystal Arnold, Jennifer Atchison &amp; Anthony McKnight (2021) Reciprocal relationships with trees: rekindling Indigenous wellbeing and identity through the Yuin ontology of oneness, <i>Australian Geographer</i>, 52:2, 131-147, DOI:10.1080/00049182.2021.1910111</p>	

Week	Topics	Assigned Readings	Activities, Assignments, and Due Dates
3	DSM and the Medical Model	<p>Druker, A. (2014). What to do when a diagnosis doesn't fit? <i>International Journal of Narrative Therapy and Community Work</i>, 4, 16–23.</p> <p>Garven, R. (2011). Creating dialogic contexts for multidisciplinary clinical reviews: The reflecting team process. <i>Australian and New Zealand Journal of Family Therapy</i>, 32(4), 283–299.</p> <p>Wamboldt, M., Kaslow, N., &amp; Reiss, D. (2015). Description of relational processes: Recent changes in DSM-5 and proposals for ICD-11. <i>Family Process</i>, 54(1), 6–16.</p> <p>Zalaquett, C.P., Fuerth, K. M., Stein, C., Ivey, A. E., &amp; Ivey, M. B. (2008). Reframing the DSM-IV-TR from a multicultural/social justice perspective. <i>Journal of Counseling and Development</i>, 86(3), 364–371.</p> <p>Reference Only:</p> <p>Hird, S. (2005). Psychotropic Medications. In Austrian, S.G. (Ed) <i>Mental disorders, medications, and clinical social work (3rd ed.)</i>. NY: Columbia University Press, pp 254-269.</p>	<p><b>Due: Part 1 Reflection Paper &amp; Wellbeing Plan due January 19</b></p>

Week	Topics	Assigned Readings	Activities, Assignments, and Due Dates
4	Intersection of Physical and Mental Health  Interdisciplinary Teams	<p>Johnson, D.J., Levings-Gregory, M., Pickens, J. C., &amp; Andrews, L. (2020). Using social media to change the narrative around chronic illness. <i>Australian and New Zealand Journal of Family Therapy</i>, 41(1), 67–79.</p> <p>Larner, G. (2009). Integrative Family Therapy with childhood chronic illness: An ethics of practice. <i>Australian and New Zealand Journal of Family Therapy</i>, 30(1), 51–65.</p> <p>Milberg, A. &amp; Friedrichsen, M. (2017). Attachment figures when death is approaching: A study applying attachment theory to adult patients' and family members' experiences during palliative home care. <i>Supportive Care in Cancer</i>, 25(7), 2267–2274.</p> <p>Weingarten, K. (2013). The “cruel radiance of what is”: Helping couples live with chronic illness. <i>Family Process</i>, 52(1), 83–101.</p>	
5	Anxiety  Mini-Module: Global Wellbeing Efforts	Readings TBD	Student Presentation
6	Depression  Mini-Module: Nature & wellbeing	Readings TBD	Student Presentation
7	Borderline Personality Disorder  Mini-Module: Movement	Readings TBD	Student Presentation
8	Personality Disorders  Mini-Module: Sleep	Readings TBD	Student Presentation
9	Eating Disorders  Mini-Module: Mindfulness	Readings TBD	Student Presentation
10	ADHD  Mini-Module: TBA	Readings TBD	Student Presentation

Week	Topics	Assigned Readings	Activities, Assignments, and Due Dates
11	Substance Use Mini-Module: TBA	Readings TBD	Student Presentation
12	Health of the Therapist: Compassion Fatigue and Burnout	Readings TBD	<b>Part 2 Reflection Paper due March 30</b>  <b>Ending Rituals and Class Celebration</b>

**Note:** This is a tentative schedule; however, due to various unknown factors there may be changes.

There will likely be some changes to mini-modules due to availability of guest speakers. Any changes will be announced during class or posted on the CourseLink site.

## 8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Class Participation	1.1 – 1.3, 2.1 – 2.3, 3.1 –	Evaluated week 6	10 total
Mid Semester Participation	3.3, 4.1, 4.2, 5.1, 5.2, 7.1,	& 12	5
End of Semester Participation	8.1 – 8.3		5
Wellbeing Plan & Reflection Paper Part 1 –	2.1 – 2.3, 3.2, 4.1, 4.4, 5.1,	Week 3	15
Wellbeing of the Therapist	6.2, 7.3		
Final Reflection Paper Part 2 – Personal	1.1 – 1.3, 2.1 – 2.3, 3.1 –	Week 12	15
Theoretical Approach to Therapy	3.3, 4.1 – 4.4, 5.1, 7.3, 8.1 – 8.3		
Presentation Preparation Dialogue	1.1 – 1.3, 3.1 – 3.3, 4.1 – 4.3, 5.1, 5.2, 6.2, 7.1, 8.1 – 8.3	Two weeks prior to scheduled presentation	15
Group Presentation	1.1 – 1.3, 3.1 – 3.3, 4.1 –	See course schedule	45 total
Perspectives on a Diagnosis	4.3, 5.1, 5.2, 7.1, 8.1 – 8.3		15
Approaches to Healing			20
Assigned Reading and Resource Handout			10
<b>Total:</b>			<b>100%</b>

## Assignment Details

### **Class Participation (5% midterm, 5% end of term, total 10%)**

This component is intended to encourage student-to-student and student-to-instructor learning through collaborative, critical and respectful discussion. This would include asking questions, providing space for peers' perspectives, engaging in class activities, and participating in reflective practices to further develop self of the therapist. Students are expected to attend class on time, stay until the end of class, and have cameras turned on throughout the duration of class.

Students will receive their class participation marks at two different times. Students will receive a mid-semester participation grade for their participation from weeks 1-6. Their second participation mark will be from their participation weeks 7-12.

### **Reflection Paper & Wellbeing Plan Part 1 – Wellbeing of the Therapist (3-5 pages; 15%)**

This part of the assignment is intended to help you reflect on the health of the therapist, and the steps you are or want to take in engaging with and maintaining sense of health throughout your work as a therapist. The assignment has two elements (Wellbeing Plan & Written Reflection):

#### Wellbeing Plan (Part 1- 1-2 pages)

Create a wellbeing plan for yourself that includes the following:

1. Clearly addresses at least 6 of the 8 dimensions of wellbeing (emotional, physical, spiritual, environmental, occupational, social, intellectual, financial)
2. Names things that you can do in less than 2 minutes, less than two hours, and more than two hours to support your wellbeing in each of these dimensions.
3. Names one thing in each dimension that can help in the moment (maybe when you are struggling) and one that promotes wellbeing long-term (prevention)

#### Written Reflection (Part 2- 2-3 pages)

Write a reflection on the following questions:

1. How do you define “wellbeing”? How do you know that your wellbeing is what you want it to be (i.e., are there particular signs or markers)?
2. How does your wellbeing impact you as a therapist and your work with clients?

3. What are the roles of boundaries in wellbeing and how might they protect you from burnout or compassion fatigue.
4. What was it like to put together a wellbeing plan? What are some hopes about your wellbeing this term and how can your wellbeing plan support that? What is one thing you could do monthly in each dimension (from the 6-8 you list in your wellbeing plan) to support your wellbeing that you might be willing to commit to for the semester?

Format: Wellbeing plan may be submitted as chart, list, or in a creative written format and can be submitted as a word document or pdf. Written reflection should be double-spaced, APA style

Location: Counselink Dropbox- Both elements must be uploaded to Dropbox. The written reflection must be submitted as a Word Document. Students may also choose to share their wellbeing plans on the discussion post to share wellbeing ideas with their peers.

Grading: See the grading rubric for details (CourseLink/Content/Assignment)

**Due January 19 at 11:59pm.**

### **Final Reflection Paper Part 2 – Personal Theoretical Approach to Therapy (5-7 pages, 15%)**

This part of the assignment is intended to help you reflect on your learning in the course, in particular, how different theories (medical model, family systems, alternative therapies, use of psychoeducation) fit with your current professional identity, assumptions, and values. In addition, this assignment is an invitation to explore whether and how it might be possible to integrate the social justice and biomedical frameworks. Students are asked to address the following questions:

1. Discuss whether and how biomedical/diagnostic and social justice frameworks can be integrated in therapy. Offer an actual (or hypothetical) example of how these can be used concurrently or integrated.
2. Discuss how social justice and medical/diagnostic considerations inform your current practice.
3. If you struggle to integrate a biomedical framework **OR** social justice perspectives into your therapy work, reflect on your reluctance and potential benefits of using that particular framework.
4. How do you see your role as a therapist and its power/privilege within the broader mental health and health systems? What have you come to learn regarding your preferred way of working with other mental health and/or health practitioners?
5. Overall, how has learnings/reflections from this course enriched your understanding of your preferred professional identity and the work you want to do as a therapist? What values inform this preferred professional identity?

Format: 5-7 pages, double-spaced, APA style

Location: Counselink Dropbox as a Word Document (no PDFs)

Grading: See the grading rubric for details (CourseLink/Content/Assignment)

**Due March 30 at 11:59pm.**

**Presentation Preparation Dialogue (30-45 minutes with instructor, 15%)**

This assignment is intended to engage students in generative dialogue and critical thinking in relation to their assigned topic. It is also an opportunity to engage in creative brainstorming on how best to present the information to their colleagues to support a collaborative and experiential learning environment. These dialogues are scheduled outside of class time and are attended as a group with those you will be presenting with.

Students are asked to come with their group prepared to the dialogue with the instructor with the following information:

- Different frameworks and perspectives on understanding the cause and symptoms of the assigned topic (e.g., DSM, family systems, social determinants of health, cultural considerations), including some preliminary research (articles, readings)
- Different approaches to treatment/healing for this specific topic (e.g., medications, alternative therapies, psychotherapy approaches), including some preliminary research (articles, readings)
- Ideas for how to present this information to the class – activity, videos, interview people in the field, case examples
- Ideas for potential resources to provide to the colleagues that they could apply in their work with clients and/or to support their learning on this topic
- Reflections on power and privilege within these frameworks and treatment modalities
- Questions they have about this topic, stuck points, curiosities

Format: Discussion with instructor

Location: Dialogue with instructor scheduled outside of class time. Meetings are scheduled 2 weeks prior to their scheduled presentation.

*Note- Students scheduled to present on March 2 will meet 3 weeks prior as there will not be meetings during reading week.*

Grading: See the grading rubric for details (CourseLink/Content/Assignment)

**Group Presentation (3 parts, 45%)**

**Perspectives on a Diagnosis - Part 1 (30 minutes)**

This part of the presentation is intended to help students develop the capacity to acquire knowledge of a diagnosis (note: may need to narrow the focus depending on the diagnosis), engage in critical analysis of the scientific and theoretical literature, and practice oral communication and presentation skills. Presentations should be grounded in empirical evidence and highlighting the various perspectives of a diagnosis, including biomedical/DSM, family systems, social determinants of health. Students will:

- Outline different perspective of the assigned diagnosis, which could include assessment tools, symptomology, underlying causes from different frameworks (biomedical, neurobiological, family systems, social justice, cultural considerations)
- Use creativity to explore the different perspectives and are encouraged to use different ways of knowing (including YouTube videos, podcast interviews, articles/books)
- Engage the class in critical thinking through an interactive activity or reflective practice that invites considerations of power and privilege

### **Approaches to Healing – Part 2 (50 minutes)**

This part of the presentation is intended to help students to develop the capacity to acquire knowledge of modalities of treatment and ways of healing, engage in critical analysis of the scientific and theoretical literature, and practice oral communication and presentation skills. Presentations should be grounded in empirical evidence and highlighting the various perspectives of treatment and ways of healing, including psychopharmacological, psychotherapy approaches, and alternative therapies. Students will:

- Outline different treatment modalities or ways of healing and coping in response to the assigned diagnosis, which could include medications, alternative therapies, psychotherapy models
- Use creativity to explore the different perspectives and are encouraged to use different ways of knowing (including YouTube videos, podcast interviews, articles/books)
- Provide a case example of a client who has been given this diagnosis along with reflective questions to engage the class in critical thinking in how approach to working with the client and the healthcare system, including an awareness of power and privilege, dominant social norms, the role of the therapist, partnership with other practitioners

### **Assigned Reading Resource Handout – Part 3**

One week prior to the presentation, the group will provide all students with one article to read prior to the presentation that provides foundational and relevant information about their particular topic.

On the day of the presentation or within one week after the presentation, the group will provide all students with a 1-page summary of the information from the presentation as a resource for them to reference. The 1-page summary can include the following:

- Helpful articles and book recommendations
- YouTube videos or podcast recommendations
- Potential activities or questions to use in session with clients

Format: PowerPoint Presentation Slides and 1-page Resource Handout. APA format is to be followed in all aspects of this assignment.

Location: In-Class Presentation. Handout to be posted on the CourseLink discussion post. Each students must also submit their PowerPoint slides and their handout to Dropbox.

## 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.

### **Learning Environment:**

As the course instructor, my intention is to co-create with the students a learning environment that is safe enough for all participants to engage in discussions that are mutually respectful, enriched with diverse viewpoints, and creating opportunities for growth and learning. As the course instructor, I recognize the power I hold as an evaluator as well as the person who has designed the focus of knowledge and methods of learning for this course. Throughout the course, I am open to feedback and a certain level of flexibility for the purpose of strengthen everyone's learning experience. I intend for this to be a collaborative learning space where the knowledge we learn together will evolve and deepen through a commitment to active participation and reflection. It is important for everyone to extend encouragement, acknowledgement, and appreciation to the others with respect to their struggles and successes in learning and professional development. The learning experience for all involved will be enriched as everyone comes with an assumption of shared responsibility for developing a cooperative and non-competitive environment.

### **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.

### **Use of AI**

Students are not permitted to use generative AI for any reason in this course. Please refer to the University of Guelph-issued [statement on artificial intelligence systems, ChatGPT, and academic integrity](#) from March 2023 and regulations and procedures around academic misconduct in the [graduate](#) calendar.

Students suspected of unauthorized use of AI will be submitted for an academic misconduct investigation.

### **Turnitin Software:**

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

## **10. UNIVERSITY STATEMENTS**

### **E-mail communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

### **When you cannot meet a course requirement:**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Graduate Calendar for information on regulations and procedures for [Academic Consideration](#).

### **Drop date:**

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Graduate Calendar.

**Copies of out-of-class assignments:**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Accessibility:**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: [www.uoguelph.ca/sas](http://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 Counselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

#### **Illness:**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

#### **COVID-19 Safety Protocols:**

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

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

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