



# COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

Couple & Family Therapy Program  
**FRAN 6100 Trauma & Resilience**

## COURSE OUTLINE Winter 2022

### 1. GRADUATE CALENDAR DESCRIPTION

**Credit Weight:** 0.5 credits

**Course Hours:** 3-0 within hybrid format

**Pre-Requisite(s):** to be taken within approved CFT course of study

**Co-Requisites(s):** to be taken within approved CFT course of study

**Restriction(s):** only to be taken within approved CFT course of study

### 2. COURSE DESCRIPTION

This seminar focuses on clinical issues related to trauma and resilience in couple and family therapy, with emphasis on forms of violence and abuse in relationships, and on resilience, resistance and hope in the face of such violation. Participants will be invited to critically examine the social contexts in which violence occurs, to deconstruct notions of trauma and violence and to consider how discourses of race, class, gender, sexuality, nationality, age and other categories of identity and power mutually influence one another in all aspects of the experience of violation and abuse. We will consider a number of approaches for understanding and responding to trauma, drawing on texts from psychology and psychiatry, in addition to those selected from the field of couple and family therapy. A primary focus of this course will be on discerning and expanding repertoires of protest, resistance, and resilience. Note that relevant Educational Goals [EG] and Expected Student Learning Outcomes [ESLO] are indicated below. For complete listing of these, see the Student Orientation Manual.

### 3. TIMETABLE

**Lecture:** Thursdays 12:30-3:30pm

**Location:** hybrid online/Maplewoods classroom

### 4. INSTRUCTIONAL SUPPORT

**Course Instructor:** Ruth Neustifter, Ph.D., RMFT, RP

Cell Phone: 519 994 1014 (texts or Telegrams encouraged)  
E-mail: ruthn@uoguelph.ca (please just text or Telegram me)  
Office: Office hours held online by Telegram  
Class Telegram Group: <https://t.me/+vHFTpOiMcRA3NDdh>

### 5. LEARNING RESOURCES

**Required Resource(s):** Telegram App

Telegram is a free chat app that works on smartphones, tablets, and computers that run Android, Windows, Linux, MacOS, or iOS - so that should cover everyone in the class when it comes to tech. You can learn about it and find download links at <https://telegram.org>. All students are expected to join the class's Telegram group in a way that allows you to check it at least every couple of days, or at least ensure that a classmate is checking it and updating you just as often. I will use our Telegram group to make class announcements, hold office hours by text/video, share resources, receive your feedback, ask for feedback, and more. I suggest that you all set your tech so that it doesn't disturb you if people use the group at odd hours; I do the same. Telegram is the quickest way to reach me within my working hours, however I am never on-call for this class. It is a sign of good work/life boundaries when folks do not always respond to chat messages immediately. As for etiquette, I don't want to have to say more than: be a good, kind person who is aware of the importance of anti-oppression, power, consent, and so on.

**Recommended Resource(s):** Both required and recommended readings and media are available on Courselink for this course. They are updated regularly, including over the course of the semester in the case of recognizing current events. Required resources will be posted at least 3 days prior to every class meeting.

## 6. LEARNING OUTCOMES

This course contains a very wide reaching breadth of topics, more than anyone could gain mastery in over the course of a single semester. My goal is to give you enough information that you can more competently work with clients around issues related to the class, and that you can also be a strong and motivated critical thinker around increasing your knowledge in these areas every year of your career. I approach these topics as sexuality educator who is also a therapist that works with trauma and sexual issues. We do not adhere to a specific model of trauma therapy here, rather I am teaching with the idea that you will BYOModel to this work.

By the completion of this course, the successful student will be able:

1. To explore and evaluate selected approaches to trauma and resilience from the fields of psychology, neurobiology and couple and family therapy, and to identify the unique contributions as well as the potential limitations of these approaches. (EG-1, ESLO 1a)
2. To develop a critical understanding of key concepts in "trauma therapy", including violence, abuse, trauma, resilience, accountability, safety, reconciliation, and forgiveness. (EG-1, ESLO 1a)
3. To examine the ways in which discourses of race, class, gender, sexuality, nationality (and/or nation-building) and age mutually influence one another in both social discourses and embodied Page 2 of 9 experiences of trauma and how the contradictions within these discourses can also provide sites of resistance. (EG-4, ESLO 4a)
4. To enhance practical clinical skills in discerning the presence of violence and trauma, approaching conversations with individuals, couples and families, creating safety, and facilitating generative conversations which promote accountability and change. (EG-1, ESLO 1b, 1c)
5. To critically reflect on one's own assumptions about and constructions of power, powerlessness, violence, abuse, trauma, resilience, resistance and hope. (EG-4, ESLO 4a, 4b, 4c)
6. To begin to develop one's own unique and preferred clinical positions and responses. (EG-1, ESLO 1c; EG-2, ESLO 2b)
7. To enhance the ability to make choices about how and when to remain in connected dialogue with clients, colleagues, supervisors and self when faced with disturbing clinical material, complex explanations, challenging ethical dilemmas, diverse and sometimes opposing viewpoints, and our own powerful reactions. (EG-1, ESLO 1b)

## 7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

## Content Warnings

This course contains content, media (photos, video, etc.), and discussions that are likely to include countless topics that are understandably triggering in both big and little ways for some folks. I strongly encourage you to take good care of yourself. I trust that if you step/sign out, turn off your camera, visibly leave your chair, or start doing some other non-disruptive activity at the same time then you are doing exactly the right thing for you. Please, please, please use these and other techniques to manage your individual and interpersonal well being during this course. At the same time, the content of this course is essential to doing safe and competent work with clients, and so you remain responsible for the content of the course. You can do this by reviewing the video later, or by speaking with me to work out alternative routes together. I know that there may be things about my demographics and background that make parts of the class harmful to certain students; there's nothing like hearing a white person rage about racism that their own race benefits from, for example. If I am the wrong person for you to learn some of these topics from, I am eager to engage with you about other ways for you to get that specific class content. That could mean me bringing in guests to the class, or you using some class time to engage with other resources. It's important that we collaborate on this, as I am ultimately responsible for assessing your marks in this class but I'll do my damndest to respect you. I ask that you also do your best to help me by clearly stating your needs, limits, and boundaries as soon as you're aware/able so that I can respect you to the best of my abilities.

Sometimes during this class you will be asked to consider, reflect upon, and perhaps write or draw about your personal-professional journey and experiences related to the topics in this course. We will have many class conversations in which we can discuss our personal-professional development and experiences in these areas. All of this is designed to help your growth as professional clinicians in training; please only engage to the extent that it serves this goal and does not harm you or others.

Please respect that this is not a personal processing, support, or therapy group. It is very likely that you'll have sudden and upsetting realizations about your life, the lives of loved ones, beloved people in your life, or similarly difficult moments. I care about you greatly and this is important; please be pro-active in finding and/or surrounding yourself with the support that helps you most. We must also show our respect for each other in this class by staying focused on course content and not side tracking into personal processing of these realizations. Your fellow classmates may not be in a place where they can hear and hold this content without being harmed, and it may also put people in difficult positions around reporting responsibilities and such. I am here to help you outside of class, which can include helping you find and access needed community and support systems. I can't be your therapist, but I do care and I can try to listen and offer resources for further support.

## Discomfort and Neutrality

On Discomfort:

The topics in this class should be uncomfortable, especially around ways in which you experience privilege and have internalized oppressive and otherwise harmful thoughts/beliefs/behaviours/etc. This is an important part of learning around trauma and resilience. The topics in this class unfortunately will also be uncomfortable around the ways in which you have been on the receiving end of oppression and harm, and I am sincerely sorry for that. Please see the above section on content warnings and join me in uplifting your wellbeing and mental health above all else.

On Neutrality:

It is important to consider nuance and complexities; this is not the same as neutrality and is essential to being anti-oppressive. It is not appropriate to play devil's advocate nor to strive for neutrality when it comes to ways in which people harm each other and are harmed. It is absolutely essential to recognize power and privilege in all of this, and the immense role of white supremacy as a foundation for an unending flood of endless oppressions. Remember: attempts to be neutral always favour the oppressor and never the oppressed. Also remember: due to larger contexts of power and privilege there is no such thing as reverse-racism, reverse-ableism, heterophobia, cisphobia, etc..

	Potential Topics
Week 1	<ul style="list-style-type: none"><li>• Course intro and welcome</li><li>• This histories of the field when it comes to trauma/resilience</li><li>• The impact of white supremacy on how the field typically thinks about trauma/resilience</li><li>• Our own needs and commitment to doing excellent trauma/resilience work</li></ul>

Week 2	<ul style="list-style-type: none"> <li>• Anti-oppressive &amp; Intersectionally aware trauma/resilience</li> <li>• Cultural humility and trauma/resilience</li> <li>• Decolonizing responses to trauma/resilience</li> <li>• Community resources and responses around trauma/resilience</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Recognizing and addressing our own biases, stigma, and areas of being uninformed or misinformed</li> <li>• Recognizing the impact of colonized thinking and white supremacy around trauma/resilience on clients and ourselves</li> <li>• Recognizing, mitigating, and communicating the impact of the above on duties to report</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Recognizing the harms of missing issues of trauma/resilience in therapy</li> <li>• The common approach of ignoring issues of trauma/resilience in therapy</li> <li>• Where there is trauma, there is always always always resilience</li> <li>• Systemic, intergenerational, hereditary, historic, and other types trauma/resilience</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Polyvagal basics around trauma/resilience</li> <li>• Making it relational</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Somatic basics around trauma/resilience</li> <li>• Making it relational</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• DSM basics around trauma/resilience</li> <li>• Medication basics around trauma/resilience</li> <li>• Making it relational</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>• Why do we teach our models of relational therapy for trauma/resilience when it isn't the gold standard approach?</li> <li>• How much and what parts are our responsibility when working with trauma/resilience</li> <li>• Avoiding a saviour mentality as a therapist, even if it is from a place of genuine love</li> <li>• Community and collectivist approach, surrounding clients with care</li> <li>• Making referrals, helping to support clients in accessing services</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• Power &amp; control in intimate partner relationships, physical and otherwise</li> <li>• When violence within families/relationships isn't about power &amp; control</li> <li>• Assessing for IPV in the CFT program and beyond</li> <li>• Emotional support for clinicians</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• Assessing for suicide and self harm risks in the CFT program and beyond</li> <li>• Common assessment assumptions, both good and bad</li> <li>• Considering our own thoughts and feelings around self harm and suicide</li> <li>• Emotional support for clinicians</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>• Sexual violence across the lifespan, within intimate relationships and not</li> <li>• Safety planning before, during, and after periods of sexual violence</li> <li>• Types of sexual assault that aren't about physical force</li> <li>• What if they see it as normal, expected, not that bad, and maybe even romantic?</li> </ul>
Week 12	<ul style="list-style-type: none"> <li>• Nurturance as the opposite of violence</li> <li>• Consent for clients, therapists, and supervisors or other bosses</li> <li>• Remembering and appreciating the goodness in the world</li> </ul>

**Note:** This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

## 8. ASSESSMENT DETAILS

Assessment Item	Weight	Notes
Reflection Posts	30%	1 separate discussion board post at the end of each class period
Applying Stuff posts	30%	1 separate discussion board post at the end of each class period
Final Project	40%	Due to the dropbox on Courselink within 1 week after the last scheduled class
<b>Total</b>	<b>100%</b>	

### Assignments

Grading of assignments happens throughout the semester. As long as you submit things on time, you will have ample scores available to you prior to the 40th day of classes.

You will have

- 2 small discussion board assignments due after each class
- 1 larger final project at the end of the semester
- Plus all in-class work/participation. This is not graded yet still expected. Basically, I trust you to do this.

### Reflection Posts

Each Reflection Post should take **no more than 20 minutes** to write and should not be stressful. I know that everyone will produce a different amount in 20 minutes, and so grading is based on quality of what is there much more so than the amount. Casual writing is great. You can also choose to do this as a video or other format.

- 1-2 pages: paragraphs or bullet points ok
- Post to that week's content on Discussion Board
- 11 out of 12 of these posts are required to complete the course - lowest score dropped from grading (yes, that means you can skip a week if you choose)
- Responses to others are not required, but are encouraged
- Due before the next class period, but hopefully is posted right away

#### **Choose some of these points to explore, or come up with your own:**

- What stood out to you or stuck with you from this content?
- What was new, not new, great, terrible?
- What have you learned about yourself and your communities, personally and/or professionally, from this content?
- How do you want this content to impact the way you work?
- What else do you want to learn about these topics, and how will you pursue that?

### Applying Stuff Posts

Each Applications Project should take **no more than 30 minutes per project** to create and should be a moderate amount of effort. Use APA references as needed and format things nicely. Content **MUST** be original to you. You

can also choose to do this as a video or other format. Again, I know that everyone produces a different amount in 30 minutes, and I trust that the amount you submit is what you were able to do well in that time.

- Create something useful to use with your clients and/or communities, based on (or expanding on) the class content
- Ideas could include questions list, worksheet, info sheet, informative tiktok, public art, mini zine, guided meditation, etc.
- These are class-community resources. Include your name as you'd like it to look for those who may utilize your creations.
- Feeling overwhelmed by these options, or don't like such unstructured assignments? You can create a list of about 6-12 questions or conversation starters inspired by this week's content each time, if you prefer.

**Additional Details:**

- 1 project per class, lowest week is dropped (yes, that means you can skip one, if you choose)
- Must be original work - cannot plagiarize existing content
- Submit by discussion boards for that week by next class
  - Responses to others are not required, but are encouraged

**Final Project: Specialized Clinical Applications for Diverse Populations**

**This final assignment has three parts:**

- 1) Write your own 200–350-word hypothetical example based in your own work and relevant to class topics.
- 2) Create a 1 page mindmap (or similar) of your **intersectionally aware, anti-oppressive, trauma informed, and decolonized** response to your hypothetical:
  - captures your range of considerations, questions, guesses, ideas, wonderings
  - potential directions for identifying oppressions systemically
  - potential directions for identifying strengths systemically
- 3) Write 300-600 words summarizing:
  - what/how class content and discussions influenced and impacted your work on this assignment
  - the ways in which intersectional and anti-oppressive thinking influenced and impacted your work on this assignment
  - IMPORTANT: I welcome additional writing on how these things impacted you as a person and professional, but if you choose to include that it won't be a graded element. You must still include the above two points for 300-600 words or so.

**More details on the Final Project assignment:**

- Upload to **Dropbox on courselink** due no more than 1 week after the last scheduled class.
- Use APA as necessary. All content must be original.
- Not into mindmaps? You can do the same thing with a table, flow chart, tiered bullet points, etc.
- You may create your mindmap digitally or draw it by hand and include a clear digital picture of your work. I will not be able to give points for unclear images.
- Take a look at the Discussion Board for Week 12. I will post sample Final Projects during the semester, to help illustrate options and expectations.

**Alternative MRP Option for Final Project (Only For Second Year Students):**

Second year students may choose an alternative format for their Final Project. The MRP option allows second years who are interested in doing their MRP on a topic related to the course to write part of it for their MRP. This option is likely much more

work than the regular Final Project described above and should be approached as a paper that will take you at least half of the semester to complete. You will be expected to write 5-10 new pages of potential MRP content for this option. You cannot use content you've already written for your MRP, this option requires new content. Furthermore, if I am not on your committee then I have no say in whether your MRP Final Project will be acceptable as part of your MRP. That means I can't promise that just because I love it or don't love it, your committee will feel the same. If you are interested in the MRP option you must tell me before the 3rd week of class, and we must meet and agree on a set of requirements for you before the 5th week of class. You will then send our agreement to your advisor (copying me) for their approval. Your advisor must email me with approval of our agreement by the 6th week of class. Each student who chooses this option can expect personalized requirements based on where they are in their MRP process. MRP Option Final Projects will include several rounds of submitting specific work to me for feedback & fixing along the way, they absolutely cannot be written all at once and submitted at the end of the semester.

### **Optional CFT Community Consultation Circles**

Twice during the semester there will be scheduled online community consultation circles. These are clinical consultation sessions that take place in the evening, are optional but really great opportunities to learn, contribute knowledge, and form professional connections. All students are encouraged to attend, and the instructor has invited CFT graduates, sessional instructors, etc., to join. Students who are not current CFT students may not be able to join, depending on what is permissible and ethical regarding client confidentiality, etc..

### **Evaluation**

Students will be evaluated based on graded materials, in addition to class participation and effort. Students will also be asked to evaluate themselves qualitatively, and also to evaluate the instructor. It is always the instructor's job to not be fragile around this and critical feedback is welcome. However, please also include positive feedback so that I know what is going well, and what should be kept and because it is disheartening and demotivating if folks only give feedback when they are distressed and never when they are pleased.

You have the right to determine the grade you want to try to earn in this course, and I will do my best to give you the information you need to try to do that. In other words, it is not expected that everyone aim for 100% in this course. Please review this table to help you determine if you want to prioritize all assignments, or some over others. Any assignment that receives below a 90% will include feedback with an opportunity to raise your score as high as a 95, if you would like to. You may choose whether or not to resubmit these assignments. All assignments and resubmissions must be submitted within 1 week after the last class meeting, at which point it is too late receive feedback for resubmission. If you want to submit or resubmit an assignment in time for resubmission feedback it must be received by the second to last class meeting.

## **9. 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:**

Please strive to submit your assignments by the deadlines given. This helps you to keep up with the class material and engaged with the course each week. It also shows respect for my boundaries around how my professional time is scheduled; late assignments require unplanned and unscheduled work time on my side. My

late policy is based on mutual trust, and I can only maintain this policy so long as each cohort continues to submit their work by the deadlines most of the time.

There are no late penalties for this course; it is the philosophy of the instructor that late penalties serve to punish people for having real lives, families, needs, and bodies. If you submit an assignment after the deadline, it is not necessary to advise me in advance or obtain my permission from you to submit an assignment late. I don't need to know why it is late, unless you (or the University) think that I should know. I trust that you were doing the best you can and that if this is the result of poor scheduling on your part, you will actively take steps to quickly improve this skill/ability without me punishing you. Life happens. I get it.

In order for final grades to be completed and submitted within my allotted time (aka: before I get in trouble at work or have to do extra paperwork for lateness), all assignments are to be submitted by the deadline for the Final Project. If you choose to submit multiple assignments at the end of the semester because you fell behind then you must understand that it will negatively impact my ability to give feedback, allow you to resubmit, and engage fully with your work. It also impacts me negatively as a human and a professional, by exceeding the time I have allowed to do my own work for this class. All of that said, I will gladly do these things to help support you if your semester is such that this is truly unavoidable. I am glad you are here, and I will respect that you are doing your best however that turns out around deadlines.

#### **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.

Additional: If I give you less than full credit for either weekly discussion board post that you have submitted on time, then I will reach out to you to offer guidance and the opportunity to re-submit for more credit if you want. This is totally up to you and must be completed by the due date of the Final Project.

#### **Turnitin Software:**

[From Instructor: The below is the University's recommended language for this part of the course outline. However, I do not use this 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:**

[from instructor: I strive for universal accessibility including recording classes for later viewing, not punishing late assignments with lower scores, refusing to use TurnItIn software, and posting class media and readings ahead of time online for each week. If you realize that I could potentially increase the universal accessibility of this class, please let me know and I will work on that if possible!]

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 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.

The [Academic Misconduct Policy](#) is outlined in the Graduate Calendar.

#### **Recording of materials:**

[note from instructor: I am recording all classes and sharing links to them within 48 hours and usually less. Links are on Courselink for you. Please do not share these recordings with anyone other than people who are aiding you in your learning.]

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

#### **Resources:**

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

#### **Disclaimer:**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

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

#### **Illness:**

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

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

For information on current safety protocols, follow these links:

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

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