

Department of Recreation and Leisure Studies| University of Waterloo | Winter 2022

REC 151 – Foundations of Therapeutic Recreation

Course Delivery: Please see course schedule – due to the evolving COVID-19 Pandemic course delivery will be **online** from January 5th to 27th 2022, with **in-person delivery** scheduled to resume from February 1st 2022.

Instructor: Kelsey Johansen | BMH 2204 (working remotely until January 31st 2022)
Pronouns: she / her / hers
Kelsey.Johansen@uwaterloo.ca (use REC 151 in subject line)
MS Team (Please see guidelines for MS Team below)

Office hours: Tuesdays 1:00pm to 2:00pm (via MS Teams)
Appointments outside these hours may also be available, please email to set one up.

Teaching Assistant: Victoria Atabakhsh
Pronouns: she / her / hers
vatabakhsh@uwaterloo.ca (use REC 151 in subject line)
OFFICE HOURS ABC

Calendar Description

This course is designed to examine models, theories, tools, and techniques required in the design, facilitation, and evaluation of therapeutic recreation services for individuals and groups.

Course Calendar Description

As the title implies, this course provides an overview of the foundations of therapeutic recreation. In this course, you will learn about the importance of having a philosophy, principals or values and ethics that guide therapeutic recreation practice and begin to develop a philosophical statement for yourself to guide your own TR practice. The course examines therapeutic recreation in the context of diverse settings where therapeutic recreation professionals work, from very clinical settings to residential, and even more community-based settings, such as social justice initiatives and not-for-profit organisations. It therefore explores the paradigm shift in therapeutic recreation, including the different philosophical foundations and social theories that guide the professional practice of therapeutic recreation in these different settings and the important role of a strength-based approach which cuts across these diverse settings and service populations. As such, this course provides the relevant foundation upon which a critical exploration of therapeutic recreation can occur. As such, it explores issues important to the practice of therapeutic recreation such as the therapeutic recreation process, practice models, and approaches to program design and evaluation, therapeutic recreation facilitation techniques and modalities, assessment, and documentation. Lastly, this course concludes by exploring the ways in

which therapeutic recreation specialists can employ advocacy, an ethic of care, and professionalism within their personal scope of strength-based practice.

Intended Learning Outcomes (ILOs)

Upon successful completion of the course, students will be able to:

1. Describe the history and development of therapeutic recreation/ recreation therapy and its relationship with leisure;
2. Articulate the paradigm shifts in health and human services which gave rise to a strength-based approach to therapeutic recreation/ recreation therapy;
3. Analyze and contrast multiple theories, approaches, principles, and models of practice for therapeutic recreation/recreation therapy and their relevance in different settings and with diverse populations;
4. Compare, contrast and critique the contemporary use of leisure as Therapeutic Recreation facilitation modalities in different settings and with diverse populations;
5. Identify, summarize and differentiate between different components of the therapeutic recreation process, including different approaches to assessment, planning, documentation and evaluation;
6. Articulate and describe the importance of an ethic of care, collaborative practice, professionalism, and advocacy within a strengths-based approach to therapeutic recreation/ recreation therapy professional practice;
7. Cultivate and demonstrate a critical awareness of the principals, values, ethics, and strengths important to their own therapeutic recreation professional practice; and,
8. Reflect critically on their future career aspirations as it relates to therapeutic recreation/ recreation therapy.

How the ILOs relate to Course Content

The ILOs listed above, as well as the course's description provided on the previous page, create a framework for exploring and deepening our understanding of foundations of therapeutic recreation and how they relate to a strengths-based approach to therapeutic recreation/ recreation therapy.

Through lectures, individual reading and reflection, including experiential learning activities and group work, you will gain a deeper understanding of the foundations of therapeutic recreation and the ways in which our collective and individual understandings of wellness, flourishing, well-being, and quality of life intersect with multidisciplinary theories, personal positionality and strengths, and the guiding philosophies / theories / principles of therapeutic recreation to produce the foundation of our professional practice – namely the ways that we “know, feel and do” therapeutic recreation while embodying a strengths-based approach. In this sense, REC 151 provides opportunities for students to:

1. Engage with theories which inform and are used in a strengths-based approach to therapeutic recreation;
2. Draw connections between theory, principles, and personal strengths; and,

3. Reflection on theories, principles, and personal strengths to articulate their own strengths-based approach to therapeutic recreation practice.

The ILOs that correspond with specific assessments in this course are discussed in the Evaluation Details section below. By completing these assessments students demonstrate the extent of their achievement of the corresponding ILOs.

Course Text and Other Preparatory Materials

The course text for this year is:

Anderson, L. & Heyne, L. (2021). *Therapeutic Recreation – A Strengths Approach* (2nd Ed.). Venture.

It is available at the University of Waterloo bookstore for purchase and as an e-book in the courses' e-Reserves in the library (<http://www.reserves.uwaterloo.ca/ares/>). Additional readings, like book chapters from different text, and journal articles, are also available as e-Reserves. You may print a hardcopy for personal use from there, with the exception of the e-book, if you choose or download it for reading and annotating electronically. Additional materials related to the Weekly In-Class Small Group Activities will be provided on LEARN.

Logistics and Communication

The following information is provided to help support your effective communication and participation in this course.

Course Time Zone

The time zone for this course is Eastern Standard Time (UTC - 05:00). This applies for all scheduled lectures, assignment due dates, Office hours, course-based appointments with Kelsey and Victoria, and the hours of instructor / TA availability.

Course Attendance and Participation

The predominant means of communication with your instructor and teaching assistant for this course will be in-class, LEARN Forums, MS Teams, and Email.

In-Class

Classes scheduled for in-person delivery will begin online on January 5, 2022. We are expecting to return to in-person teaching and learning as of Monday, January 24, as public health conditions allow. As such, in-class communication (including instruction, course attendance and participation, and discussion with the instructional team) is expected to resume then. **Please see the Course Schedule for details regarding online versus in-person instruction.**

LEARN Forums

Throughout the semester, the Course Forum is a place to connect with your instructional team, and peers. Please use the Forum Discussion Boards interact with the target audiences as describe below:

Introductions: This is a space to introduce yourself to your peers, teaching assistant and Instructor. Please introduce yourself by January 12th 2022 at 11:59pm to receive 1 bonus mark; instructions received after this will receive 0.5 bonus marks unless the student has enrolled in the course late.

FAQ's: This is a place to pose Frequently Asked Questions to your instructor, Kelsey Johansen.

Ask the TA: This is a place to pose questions to the Teaching Assistant, Victoria Atabakhsh.

MS Teams

We will have a dedicated REC 151 Team on MS Teams. Please be sure to download either or both of the MS Teams desktop or mobile app (available for iOS and Andriod). You **must** sign in using your @uwaterloo email address and accompanying password.

The REC 151 Teams space will host office hours (see details in the Section below) and provide opportunities for real-time interaction.

If you wish to reach out to Kelsey via Teams, you may do so between the hours of 9am to 12noon, and 1pm to 5pm EST Monday through Friday, excluding holidays and university closures. Please treat this the way you would stopping by a Faculty members office. Meaning, send a brief private message directly to Kelsey to determine whether she is available and await a response (like knocking on someone's door) before explaining your question(s).

- If her Teams status is set to **Busy**, she is in another meeting, in a breakout room helping another student, or working on a time sensitive task, and will not respond right away.
- If her Teams status is set to **Away**, she has temporarily stepped away from the computer and will respond when she returns.
- If her Teams status is set **Do Not Disturb**, she is either actively teaching, in another meeting, assisting another student or attending a Faculty / Departmental meeting, Professional Development Workshop or Conference - **please do not message her at this time.**
 - In this case, please either email her your inquiry or to set up an appointment.
- If her Teams status is set **Offline**, please either email her your inquiry or to set up an appointment, or wait until the resumption of regular business hours to message me on Teams.
- If her Teams status is set **Out of Office**, please either email her your inquiry or to set up an appointment, or wait until she has returned to work to message her on Teams.
 - In this case, it may be best to email the Teaching Assistant for this course.

Visibility and Presence

We recognize that being visible during online instruction, MS Teams meetings, or MS Teams Office hours is not always possible or desirable for you as a student. **You are not obligated to turn on your camera.** Access to the MS Teams space, via 2-factor authentication facilitated through your unique @uwaterloo.ca email address and accompanying password is the only identity verification required. Virtual instruction, MS Teams meetings, and office hours can be conducted via text, voice chat or video based on your personal preference. **Your instructor or TA having their camera on does not mean you have to.**

If you wish to personalize your presence, without turning on your camera, you may use a photograph of yourself or a personalized avatar (e.g. Bitmoji), by uploading it to your profile.

Be sure that the image or avatar maintains the professional nature of university communications and the *Inclusive and Respectful Engagement in Discussion Forums* policy of this course (see separate document on LEARN website).

Office Hours

Office hours for Kelsey and Victoria are listed above and will be facilitated via the MS Teams - REC 151 Team for the duration of the semester owing to space considerations related to physical distancing and the ongoing evolution of the COVID-19 Pandemic. **Office hours will be held via MS Teams even once in-person teaching resumes.**

During office hours, when you enter the MS Teams meeting space, all messages are visible to anyone already in the room. To request a one-on-one meeting with either Kelsey or Victoria, send them a Private message, and wait for them to open a breakout room for you. Once you accept the Breakout room invitation, only you and either the instructor or TA will be able to see the messages.

If Kelsey or Victoria are not in the main meeting room when you arrive, please wait for them to return from the breakout room in which they are confidentially assisting another student.

Email

I love hearing from students! You are an integral part of my facilitation and the experience of the course and this has never been truer than during semester which includes both online and in-person teaching and learning. I value your thoughts, feedback, ideas, questions, and the videos/articles you send me as a meaningful part of our shared learning experience.

Before emailing me or Victoria with a query about the course structure, assignment requirements, or other similar topics, please check the Syllabus, the Announcements on our course LEARN site, and the FAQs and Ask Your TA forums on our course LEARN site to see if you can find the answer on your own.

When emailing your Instructor or TA, your email must originate from your @uwaterloo.ca account, and must include REC 151 in the subject heading.

This is especially essential as Kelsey is teaching multiple courses this semester – including the course code in the subject heading helps to ensure a timely AND accurate response.

Please allow 2 business days (i.e., Monday - Friday, 9am to 5pm) for a response to your email. If that amount of time elapses without a response, and you have not received a temporary Out of Office reply, it is then appropriate to send a follow-up message. Please do not send the same email to both myself and Victoria unless it is **necessary** to copy us all to the message – choose the most appropriate person and direct your email to them.

If you have a question about your grade on an assignment, please note who has evaluated which piece, and connect accordingly.

A Note for Students with Disabilities

[AccessAbility Services](https://uwaterloo.ca/disability-services/), located in Needles Hall North, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, **please register with AccessAbility at the beginning of each academic term**, and do not hesitate to proactively discuss your needs with me. The AccessAbility office is open from 8:30 a.m. – 4:30 p.m. Monday to Friday. For more information, you can visit their website:

<https://uwaterloo.ca/disability-services/>.

Please note: I am happy to proactively discuss your accommodation needs with you, and how best to support your experience in the course. Please book an individual MS Teams appointment outside of Office Hours so that we can discuss your specific needs with the time they deserve. **It is your responsibility to communicate with me regarding your needs as proactively as possible.**

Teaching Style

I use a Socratic teaching style. Therefore, a large part of my teaching is interactive and includes posing questions. The aim of these questions is not to test your knowledge, but to encourage critical thinking and reflection and promote cooperative but ‘argumentative’ dialogue in which one perspective is debated and critiqued by questioning our assumptions and internal beliefs.

Recorded Lectures, Synchronous Lectures, and Notetaking Guides

Wherever a recorded lecture is presented for student’s independent viewing, closed captioning will be used. Additionally, students are encouraged to take notes, pausing and replaying sections as needed to attain a basic understanding of the materials discussed. To facilitate this a notetaking guide will be provided.

Wherever a synchronous lecture is presented (whether online or in-person), a notetaking guide will be provided.

Instructor's detailed notes / PowerPoints will NOT be provided to students. Instead, a Notetaking Guide, available as a .docx file will be provided to accompany each lecture under the corresponding Week's tab on LEARN – these notetaking guides are provided whether the lecture is recorded, synchronous online or synchronous in-person. These guides are not intended to replace independent learning, or watching of recorded lectures, nor are they comprehensive. Instead, they are made available to assist students in active notetaking while watching the recorded content.

.docx files are formatted to comply with AOD requirements for Accessibility, and to allow students to either actively take digital notes within the file or to print them and take manual notes while listening to / viewing the recorded content. As .docx files, they can also be combined with notes that students take during weekly independent and self-directed learning (e.g., while completing weekly readings).

Independent and Self-Directed Learning

Students will be required to undertake independent learning for this course; this is partially because of our remote teaching and learning beginning of the semester, but also to ensure that students acquire the skills needed for independent study in the upper years of their degree programs, and within their intended professions.

In this course, independent and self-directed learning entails completing weekly readings which will deepen their understanding of the materials presented in the recorded lectures, synchronous online lectures and in-person lectures. Students will then demonstrate their growing understanding of the materials by completing weekly Small Group Learning Activities on Thursdays (Weeks 2 through 11) which are a part of their formal assessments in this course. These small group activities will be facilitated via MS Teams Breakout rooms while we undertake remote learning, and will transition to small group in-class activities if and when in-person instruction resumes.

Small Group Learning Activities

In the context of remote teaching and learning, critical engagement with the course content and one's peers is facilitated through small group learning activities via MS Teams Breakout Rooms. These Small Group Learning Activities will transition to small group in-class activities if and when in-person instruction resumes.

The ongoing dialogue and feedback received through these **graded** activities are intended to help students to engage, critically, with the theories and concepts explored in class, while learning to apply them to their developing professional practice in therapeutic recreation.

Each week, small groups of 3 – 5 students will be presented with a series of questions, or a guided reflective activity, aimed at helping them understand and apply the weekly readings and course materials on a deeper and more meaningful level. Answering these questions or undertaking these reflective activities, and discussing individual responses with peers replicates in class discussions while helping students understand multiple viewpoints and applications of theory.

While I expect students to engage with these processes, I do not expect perfection, rather steady progression towards deeper and more meaningful critical thinking and engagement with theory.

Offering examples from your personal and professional experiences, including co-ops and placements, and exploring them through dialogue and in light of theory is highly encouraged in the Small Group Learning Activities. However, **students are reminded of the importance of discussing clients and scenarios in way that respects their rights to confidentiality, anonymity and respect.** Use of pseudonyms (e.g., my client), or gender-neutral pronouns (they / their) is therefore encouraged.

To facilitate a deeper and more reflective understanding of course content, students are strongly encouraged to ask questions about their interpretation and understanding of the weekly readings and reflective questions / activities. As such, **students should attend Thursday’s Small Group Activities sessions having already completed the weekly readings.**

Evaluation Details

The following Assessments comprised the **graded** evaluations in this course.

Assessment	Completed	Breakdown	ILOs	Due Dates/ Notes
1. Interest Inventory (5%)	Individually	Individual Survey facilitated on LEARN	8	Wednesday January 12 th , 2022 at 11:59pm (EST).
2. Weekly Small Group Learning Activities (30%)	Groups of 3 to 5 students	10 activities, choose 6 to submit 5% each	1,2,3,4, 5,6,7,8	Weekly , due Sundays* at 11:59pm (EST) during Weeks 2 through 11.
3. Test 1 – Units I and II (20%)	Individually	25 multiple choice, 3/5 short answer, 1/2 long answer	1,2,3,4	Test 1: Thursday February 17 th 2022
4. Test 2 – Unit III (20%)	Individually	25 multiple choice, 3/5 short answer, 1/2 long answer	4,5,6,7	Test 2: Tuesday April 5 th , 2022
5. Therapeutic Recreation Personal Philosophy Paper (25%)	Individually	Individual Reflection	1,2,3,4, 5,6,7,8	11:59pm (EST) Sunday April 10 th 2022

*While these Weekly assignments are due on Sundays at 11:59pm, students are welcome to submit them to Dropbox at any point AFTER class ends on Thursday.

Below I have provided a brief description of each of the course assignments. More detailed descriptions and instructions for each of these course components and their associated rubrics can be found on the LEARN course website. Please read each detailed assignment instruction document carefully before you begin to work on the assignment to ensure you understand what each assignment entails.

Summative Course Evaluation Details

1. Student Interest Inventory (5%) - The purpose of this survey is to set the stage for the rest of the semester, while allowing me and Victoria to understand your academic, professional, and personal background as it relates to the course content. **There are no right or wrong answers, and no studying is required.** Information provided by students is confidential, and will be used to ensure that In-Class Small Group Learning Activities match your areas of interest and align with your future career goals. It will also assist in structuring the course, including lectures in a way that meets everyone's individual learning needs.

- **If students enroll in the course after the first week, they must contact Kelsey to gain access to complete the Student Interest Inventory.**

2. Weekly In-Class Small Group Learning Activities (6 x 5% = 30% total) – Beginning in Week 2, and ending in Week 11, students will participate in a weekly In-Class Small Group Learning Activities in assigned groups of 3 to 5 students.

The literature is clear: students learn best when they are actively engaged in learning and not merely passive observers in the classroom, whether that be a virtual or in-person classroom. Given the interactive nature of this course, active engagement with the weekly course content is essential to your learning. What this means is that you will get the content for this course in a number of different ways that include lectures on concepts or theories of interest that will be presented either virtually via MS Teams Lectures or In-Person Lectures on Tuesdays and on Thursdays you will have an opportunity to apply and reflect on this material through your active engagement with personal and small group reflection exercises that are designed to help you put the concepts, theories, or ideas into context and/or practice. This is also an opportunity to think more deeply about the content and what it means in the context of your own life and therapeutic recreation practice. There are ten course topics (presented in Weeks 2 to Week 11) you will be asked to engage with in an active way with your small group in-class and you will be required to complete and submit six of the ten accompanying personal reflection exercises using the templates created for each week by Sunday at 11:59pm.

3. Test 1 (20%) – This test will evaluate your knowledge, understanding and ability to apply content from Units I and II of the course. **Tests will be administered in class.** Students will have 75 minutes to complete it.

The format of Test 1 is as follows:

- 20 multiple choice questions – answer all the questions
- 3/5 short answer questions – select 3 short answer questions out of a possible 5 short answer questions to respond to, and
- 1/2 long answer questions – select 1 long answer question out of a possible 2 long answer questions to respond to.

NOTE: Students are expected to write the quizzes at the scheduled time. Students will only

be allowed to write the quizzes outside of the scheduled time in extreme circumstances (illness with a doctor's note, family emergency with documentation, or a University related event with a note from a senior staff or faculty member). **Please see the COVID-19 Contingency Plan Document for details regarding alternative delivery of tests if remote learning continues up to the date of Test 1.**

4. Test 2 (20%) – This test will evaluate your knowledge, understanding and ability to apply content from Unit III of the course. **Tests will be administered in class.** Students will have 75 minutes to complete it.

The format of Test 2 is as follows:

- 20 multiple choice questions – answer all the questions
- 3/5 short answer questions – select 3 short answer questions out of a possible 5 short answer questions to respond to, and
- 1/2 long answer questions– select 1 long answer question out of a possible 2 long answer questions to respond to.

NOTE: Students are expected to write the quizzes at the scheduled time. Students will only be allowed to write the quizzes outside of the scheduled time in extreme circumstances (illness with a doctor's note, family emergency with documentation, or a University related event with a note from a senior staff or faculty member). **Please see the COVID-19 Contingency Plan Document for details regarding alternative delivery of tests if remote learning continues up to the date of Test 2.**

5. Therapeutic Recreation Personal Philosophy Paper (25%) – It is important that therapeutic recreation/recreation therapy professionals have a clear sense of their own personal philosophy as this philosophy shapes our understanding of our TR role and the ways we approach our TR practice. In this assignment you will begin to construct your own personal statement about what therapeutic recreation means to you, the values that are important to you that you will bring into your practice, and the models and/or theories that speak to you and will inform your practice.

Policies

It is every student's responsibility to review and know these policies, to seek clarification on any policy elements which they do not understand, and to read the material provided in the links under each policy statement.

Course Policies

Extensions

Fair consideration of all requests for extensions on coursework will be given, provided they are requested as proactively as the situation allows. For this reason, extensions will be considered if requested 72 hours before the due date unless an emergency occurs.

If you are struggling to meet a deadline, please contact me, rather than miss the deadline.

Students should be aware that ultimately decisions about extensions will be based on University Policy and in a manner that ensures fairness to **all students in the course**. For this reason, **students may be requested to complete the “Request for Variance from a Course Outline”**.

- The [Student Request for Variance from a Course Outline Form \(PDF\)](#)

Please note, for Winter 2022, the University will be continuing with the self-declaration of illness for influenza-like illness or required self-isolation. The Faculty of Health will be extending the self-declaration of illness to include any type of illness.

- Students will not be required to submit a Verification of Illness form to support their self-declaration of illness, except if the absence is longer than 14 days.
 - **Adjustment of due dates or deferrals of term test or final exams are not automatic upon the self-declaration of illness.**
- **Students must notify their instructor(s) within 48 hours of a missed deadline or test.**
- Should students self-declare an illness more than 3 times, they may be encouraged to seek medical help/advice from a healthcare professional.

Further information regarding Management of Requests for Accommodation Due to Illness can be found on the [Accommodation due to illness](#) page.

Inclusive and Respectful Discussion Board Policy

Students are expected to read the *Inclusive and Respectful Discussion Board Policy* posted on LEARN and to abide by it in all online interactions with peers, the teaching assistant and instructor. **Students abilities to access and post to the Discussion Forums will not be enabled until they have read this online document.**

Department & University Policies

The following departmental and university policies apply to this course.

Department Policies Regarding Late Assignments

The RLS Department policies regarding late assignments are as follows:

1. Assignments are due on the date indicated in the course outline, by 11:59 pm, and must be submitted electronically via the appropriate Dropbox in LEARN. 10% will be immediately deducted if they are not uploaded to appropriate Dropbox on time. An additional 10% will be deducted each day (for the purpose of this policy, weekends count as two days) until the assignment is submitted.
2. Exceptions will only be made under unforeseeable and extraordinary circumstances. Evidence of such circumstances must be provided to the instructor in the form of supporting

documentation from an appropriate source e.g. doctor's certificate, copy of obituary, police report, etc. Students with acceptable documentation must contact the instructor no later than 48 hours after a due date to make alternative arrangements. In special unforeseeable circumstances where due dates cannot be met, it is the student's responsibility to provide acceptable written documentation substantiating the reasons for not meeting the deadline (the "Request for Variance from a Course Outline" form may be used for this purpose). When there are exceptional circumstances, there will be no penalty assigned; if no contact is made, a mark of "zero" will be given.

Department Policy Regarding Reweighing of Assignments

The Department of Recreation and Leisure Studies will not allow any after-the-fact reweighing of assignments or exams due to poor performance. For more information, see http://www.ahs.uwaterloo.ca/rec/undergraduate/course_policy.pdf

As such, there will be NO extra credit assignments under any circumstance and we will not entertain any end of semester negotiations about grades or after-the fact reweighing of the assignments due to poor performance. However, we will support you in every way possible during the semester to ensure that you perform to the best of your ability as long as you communicate any difficulties or concerns with the material with us. **Your grade in the course is a direct reflection of your engagement in your own learning process.**

Departmental Policy Regarding Course Assignments and Examinations

The RLS Departmental Policy Regarding Course Assignments and Examinations can be viewed at

<https://uwaterloo.ca/recreation-and-leisure-studies/current-undergraduate-students/studenthandbook-policies-assignment-and-exams-policy>

Please make note of important dates for 2020-2021 which can be found at:

<https://uwaterloo.ca/importantdates/important-dates/list>

Request for accommodations on religious grounds

The University of Waterloo policy on Requests for Accommodations on religious grounds can be found at: <https://uwaterloo.ca/important-dates/2019-2020/requests-accommodations-religious-grounds-due>

University Policies

Copyright

Both myself (Kelsey Johansen) and the University of Waterloo hold copyright over the course materials, lectures and other content which form part of this course. Authors of course readings, and viewings also hold copyright over these materials. Therefore, course materials are provided for the participant's private study and research as facilitated by the copyright licenses held by either or both of

Kelsey Johansen, and the University of Waterloo per Canada's Copyright Act and associated Fair Dealing legislation. As such, and as per the above, **students may not be uploaded to a virtual learning management system (such as LEARN), any other external website, or otherwise distributed in print or digital format these course materials, including recorded mini-lectures, unless an exception to the Copyright Act applies or written permission has been confirmed from the original author.**

Academic integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility [check [the Office of Academic Integrity](#) for more information].

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline

A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check [the Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#).

For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals

A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Turnitin.com

Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security.

Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

Student Mental Wellness and Safety

COUNSELLING SERVICES

Counselling Services are provided, at no charge, in a private and confidential setting to University of Waterloo students who are currently registered or on a co-op term. Counselling Services is a team of professionals that provides programming and services to help you lead a healthy and balanced life. They strive to provide a secure, supportive environment for students of all orientations and backgrounds.

Counselling Services is currently providing services by phone and video Monday to Friday from 8:30 a.m. - 4:30 p.m.

To book a video or phone appointment with Counselling Services, call 519-888-4567 ext. 32655

- Admin staff will ask you some basic information (address, phone number, email etc.);
- They will email you their privacy and registration form;
- They will book you a 30-minute appointment with their Intake Specialist (IS) for triage; and,
- Students should email them back the privacy and registration form before the Intake appointment.

PHONE COUNSELLING APPOINTMENTS

At the time of your scheduled appointment you will receive a call from a blocked number. If you do not answer the counsellor will leave a Voicemail (if we have consent) to let you know they will be calling back in 10 minutes. If you do not have a voicemail, they will call back 10 minutes later. You will receive an email with information regarding rescheduling.

When your appointment begins, the counsellor will determine the following:

- Both the counsellor and you can be heard clearly;
- Your location at the time of the phone call;
- If you have enough privacy to talk about what you want;
- If there is a possibility the session could be interrupted and what would be best for you if that were to happen; and
- If the call is disconnected due to technical issues, the counsellor or someone from Counselling Services will call you back.

Frequently Asked Questions about Phone Appointments

1. What do I need for my appointment?

- A space that's quiet and private
- A reliable phone or cellphone to make the call

2. What to expect during your Intake appointment:

- Intake Specialists will call you from a blocked number
- They will review Counselling Services privacy and confidentiality policies with you
- They may ask questions regarding the reason for your call
- The Intake Specialist will schedule an appointment for you based on your needs and concerns
- You have an option to choose between phone appointments or video appointments

3. How do I book an appointment?

- Call Counselling Services at 519-888-4567 ext. 32655

4. What happens if connection is lost during an appointment?

- The clinician will try and call you back. If that does not work, please call the Counselling Service office at (519-888-4567 ext. 32655)

5. What do I do if I have an emergency?

- If you require emergency assistance, please call 911

VIDEO CONFERENCING APPOINTMENTS

All video conferencing appointments will be conducted through Medeo. Medeo is a web-based program used by healthcare providers around the world for private and secure communication with clients.

- Medeo offers you secure video visits when in-person visits may not be possible
- Save travel time by using Medeo
- Medeo is easy to set up and easy to use
- Full instructions and directions regarding how to download Medeo and get started will be provided to you by email after booking an appointment

*If you have any questions about Medeo, please contact **Medeo Customer Support**. If you have health related questions, please contact Counselling Services directly (519-888-4567 ext. 32655).

Frequently Asked Questions about Video Appointments

1. What do I need for my appointment?

- A space that's quiet and private
 - High-speed internet (Wi-Fi or LTE)
 - A computer with Google Chrome, webcam and microphone OR
 - An iPhone or Android smartphone or tablet with the Medeo app
2. What happens if connection is lost during an appointment?
 - The clinician will try and call you back. If that does not work, please call the Counselling Services office at 519-888-4567 ext. 32655.
 3. How do I get started with my virtual appointment?
 - Accept your appointment invitation
 - Sign up or login to your Medeo account
 - Accept your appointment in Medeo
 4. Who do I contact for technology related issues? · Please contact Medeo Customer Support
 5. How do I book an appointment?
 - For scheduling or health related questions, contact Counselling Services directly (519-888-4567 ext. 32655)
 6. What do I do if I have an emergency?
 - If you require emergency assistance, please call 911

If you are in immediate danger of self-harm, harming others, have recently experienced the death of a significant person, or are in an academic crisis that requires rapid attention, you will be scheduled with an emergency or urgent appointment. Concerns that don't meet an emergency or urgent criteria might have a longer wait period in order to accommodate the need for others to be seen in emergency and urgent appointments.

In addition to individual appointments, Counselling Services offers seminars/workshops, group therapy, UW Mates peer support, and other resources. Additional information, including contacts, can be found on the Counselling Services website: <https://uwaterloo.ca/campus-wellness/counselling-services>.