



ST. JEROME'S UNIVERSITY

**St. Jerome's University in the University of Waterloo
Department of Sexuality, Marriage, and Family Studies**

SMF 490

Practicum & Professional Ethics

Fall 2018

Mondays 6:30pm – 9:20pm, SJ1 3012

SMF 491

Practicum & Applied Theory

Winter 2019

Instructor Information

Instructor: Carm De Santis
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Telephone: 519-884-8110 x 28217
Office Hrs: Mondays 3:00 pm – 4:00 pm and by appointment
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COURSE DESCRIPTION & HUMAN SERVICES SPECIALIZATION OVERVIEW

Taken together, SMF 490 and SMF 491 aim to help students to integrate their scholarly knowledge and practice experiences, and to think critically about human services work and research in SMF. Further, students will interact with different theoretical and research paradigms, engage in ethical discussions, and have an opportunity to unpack the role of theory and research in applied settings. These courses position students to actively cultivate their identities and philosophies as human service professionals and set their professional trajectories. The classroom seminars will use an **inquiry-based** educational framework; special emphasis will be placed on critically examining the student's role within community services.

SMF 490: Practicum and Professional Ethics

This is an unpaid apprenticeship course that provides students with the opportunity to work with a community agency and its clientele via a practicum/field placement. Students' field placements will be supervised by both the agency's onsite supervisor and the in-class instructor. This *bookend supervision* method will support students in their professional development. The field placement encourages students to build and develop relationships with professionals in the fields of human sexuality and/or family studies. It also provides a context for students to gain applied and practical experience that enhances the classroom learning and theoretical groundings obtained throughout their undergraduate experiences. Students are expected to approach their learning (both in class and in the field) from an analytical and integrative critical perspective. Discussions of professional ethics and students' developing identities as human service providers are central to classroom seminar component of the course. Students will also write an analytical paper that focuses on the research and theoretical foundations on which their placement agency's philosophies and programming are grounded.

SMF 491: Practicum and Applied Theory

This course involves a continuation of the SMF 490 practicum placement. The seminar component of the course will continue to focus on students' developing identities as human service providers, with an added focus on the application of theory and research to the human services setting. In this course, students' major writing project will focus on using theory and research to develop a program proposal that is aligned with their practicum agency's philosophies and mandates. The human services practicum course culminates in a final Practicum presentation where students demonstrate the impact of their learning experiences, challenges, and successes as they relate to their developing identities as human service providers and social agents of change.

COURSE FORMAT

The course consists of two components: 1) Seminar class that will consist of interactive small and large group class discussions, experiential exercises, facilitate assigned reading materials lead by students, video clips, guest speakers, reflective exercises, and presentations. A rich educational experience encourages you to take an inquiry-based learning approach. You are encouraged to come to class prepared with having read all assigned readings, to bring questions, curiosities, critical thinking and reflexive skills. 2) Field placement that will consist of 15 hours per week (minimum of 180 hours and up to a maximum of 200 hours) to be completed each semester with a partnering agency. Paid or volunteer positions that are obtained outside the context of this course are not eligible for credit.

COURSE OBJECTIVES AND LEARNING GOALS

Upon completion of these courses you should be able to:

- Combine, integrate, and apply, in the form of meaningful synthesis, past learning in SMF to the placement experience
- Critically analyze intersections between SMF-related theory and research and the practice of SMF-related human services work
- Build on prior experiences (academic, personal, volunteer, etc.) to respond to new challenges in the field practicum
- Deepen your understanding of self in relation to your personal, academic, and professional experiences
- Transfer of learning: apply knowledge and skills gained in the academic and practicum settings to future professional and civic contexts

You are invited to consider the above objectives within the context of the following specific learning goals.

1. Deepening critical self-awareness and critical thinking skills.
2. Developing an internalized sense of professional identity that enables you to (1) think, feel, and act in accordance with the values and responsibilities of that profession; (2) analyze and assess your own professional activities; and (3) accept a continuing responsibility for your own professional development.
3. Approaching problem-solving tasks in ways that reflect a spirit of inquiry, a capacity for conceptual thinking, and a grasp of the structure of knowledge and theory pertinent to a particular problem.

4. Drawing on the variety of skills and theoretical/research knowledge regarding individuals, groups, and communities gained from SMF and other course experiences to address challenges encountered both in the field and in research contexts. This includes using diverse methods of inquiry, analysis, assessment, planning, and critical reflection to take action and implement change strategies.
5. Developing and honing a genuine concern for people, and an understanding of their capacities, problems, and the social systems and contexts within which they interact.
6. Demonstrating through discussion and field practice, a personal and professional commitment to participate responsibly in efforts to: work from a social justice framework with inclusionary practices, improve social progress, effect social change, and contribute to the research and knowledge needed to achieve these objectives.
7. Generating new skills and sharpening existing abilities with regard to the research process. This will involve: being curious, thinking critically about one's own and others' research projects, offering constructive feedback to others, asking questions about the research process, formulating research questions, and analyzing and synthesizing existing theory and research (or evidence) in novel ways.

Human Services Practicum Specialization: Areas of Competency

Students are expected to track, document, and critically analyze their professional development. Specifically attending to these competencies (and achievement of learning goals) in their practicum presentations in SMF 490 and SMF 491.

Ethical Practice

- To understand practicum agency's code of ethics
- To learn about various professional codes of ethics and how they inform the human services
- To identify the ethical issues involved in the helping professions
- To understand and apply ethical principles to research and clinical contexts
- To develop an ethical framework and an ethically-informative lens

Professional Development

Communication Skills

- To further develop and refine verbal communication skills through interactions with agency practitioners and their clientele
- To practice consultative communication skills within agency and classroom settings
- To strengthen written communication skills through writing personal reflections and academic papers
- To apply strong writing skills to professional contexts including writing reports, clinical notes, and other forms of documentation

Reflective Skills & Self Awareness

- To engage fully in a critically self-reflective, inquiry-based learning process
- To understand the motivations underlying the desire to help others
- To increase self-confidence and develop professional skills

- To evaluate personal learning and skill development from practicum and research experiences
- To understand the role of the investigator (and investigator bias) within the research process
- To demonstrate an awareness of one's own personal value system, beliefs, opinions, and ethics which influence how one forms helping relationships

Professional Skills & Practice

- To demonstrate critical thinking, listening and helping skills, practical skills (such as time management), and clinical writing skills
- To gain awareness of the requirements and expectations of a particular profession
- To demonstrate empathy and motivation for helping others
- To conduct oneself appropriately in a social service organization
- To develop research techniques and apply them within both service and academic settings

Theoretical Knowledge and Integration

- To experience some of the contemporary issues related to human service work
- To apply the knowledge, theoretical perspectives, and skills learned from previous courses toward enhancing skills in program planning and evaluation
- To integrate and apply knowledge and skills gained from this and other SMF courses to a helping situation
- To strengthen the ability to apply theoretical knowledge and translate into practice the concepts and principles discussed in the classroom
- To understand how research and practice inform, complement, and reciprocally affect each other
- To encourage critical, analytical, and independent thought

Research Application, Integration, and Implication

- To acquire general knowledge and understanding of research, and how it informs and applies to human services agencies, communities, families, and individuals
- To recognize and critique the impact of research and resultant policies on individuals, families, communities, and services delivery
- To develop research skills that will be of use in agencies that service individuals, families, and communities
- To use research and theory to inform, challenge, and improve practice and service delivery

REQUIRED TEXTS & READINGS:

Students are required to read the SMF Practicum Manual, assigned readings, and any handouts or readings distributed during class. It is also expected that students will independently source out and read research and theoretical material relevant to their field experience and research papers.

SMF Practicum Manual (2017). Department of Sexuality, Marriage, and Family Studies, St. Jerome's University.

Baines, D. (2011). *Doing anti-oppressive practice 2nd ed.* Halifax: Fernwood Publishing.

Razack, N. (2002). *Transforming the field: Critical antiracist and anti-oppressive perspectives for the human services practicum*. Halifax: Fernwood Publishing.

Sweitzer, H. F. & King, M. A. (2014). *The successful internship: Personal, professional and civic development 4th, ed.* Belmont. CA: Brooks/Cole.

COURSE REQUIREMENTS AND ASSESSMENT FOR SMF 490

Assignments	Due Date	Weight
Critical Reflection	Oct. 12 via LEARN Drop-box by 5:00 PM	15%
Practicum Placement Evaluation	September – December	30%
Practicum Presentation	In-class either Nov 19 or Nov 26	15%
Major Paper: Theory	Dec. 3 via LEARN Drop-box by 9:30PM	25%
Class participation and contribution Self evaluation 5% Peer Evaluation 5% Instructor evaluation 5%	Dec 7 via LEARN Drop-box by 5:00 PM	15%

COURSE REQUIREMENTS AND ASSESSMENT FOR SMF 491

Assignments	Due Date	Weight
Critical Reflection 2	Feb. 11 via LEARN Drop-box by 5:00 PM	15%
Practicum Placement Evaluation	January - April	30%
Practicum Presentation	In-class either March 11 or 18	15%
Major Paper: Application & Integration Paper	March 1 via LEARN Drop-box by 5:00 PM	25%
Class participation and contribution Self evaluation 5% Peer Evaluation 5% Instructor evaluation 5%	April 1 via LEARN Drop-box by 5:00 PM	15%

ATTENDANCE and ASSIGNMENT REQUIREMENTS:

SMF students will receive an automatic failing grade if more than two classes are missed in each semester, or if they do not successfully complete a minimum of 180 placement hours per course.

ASSIGNMENT GENERAL DESCRIPTIONS

Students are invited to maintain a “field-processing journal” and to make regular entries about their experiences throughout the practicum placement. Students are encouraged to move beyond reporting the details about the experience, and instead to critically reflect on these experiences, interrogating their own process while attending to how it impacts their learning

experiences within and outside the agency placement. These consistent entries will support students when writing their critical reflection assignments, delivering their presentations, and completing their practicum evaluation with agency supervisor and instructor. **For each assignment more, specific details will be posted on LEARN.**

Critical Reflection I (SMF 490)

The focus of this critical reflection is on the student's process and transition from student to a para-professional role (agency staff member). Students will be asked to interrogate their new role as a human service worker by reflexively disrupting and uncovering hidden unsettling and/or implicit assumptions they may hold as they relate to this "new role" (i.e., what it means to become a human services worker) and how power is desired, created, and maintained).

Critical Reflection II (SMF 491)

You are asked to examine how an anti-oppression framework or mandate reveals itself in your placement agency and to critically self-reflect on where you see yourself in relation to your placement agency's goals and mandates. This reflective assignment is also intended to invite you to internalize reflective thinking, process your experiences, and frame your understanding of these experiences within the context of the self and one's values, beliefs, biases and experiences.

Major Paper: Practicum Theory Paper (SMF 490)

Students will prepare a formal research paper that analyzes the theory/theories that shape, influence, and inform practices, programming, and service delivery at their practicum agency.

Major Application & Integration Paper / Program Proposal (SMF 491)

This assignment will provide students with the opportunity to apply theoretical and research knowledge to the real world explicitly to their field practicum placement. In this paper, students will present an integrated application of their theoretical understanding that could be added to the agency's service delivery, and stays within the agency's principles and theoretical foundations. It potentially can be built upon the foundation students established with their Major Paper in SMF 490.

Practicum Presentation (SMF 490 & 491)

Each student will deliver a dynamic presentation. This will be an opportunity to process the field practicum experience and their transition from classroom learning to service based learning in the human services field. More specific assignment details for each semester will be provided in class and posted on LEARN.

Field Practicum (SMF 490 & 491)

Students must complete a minimum of 120 hours at their field placement across two or three days/shifts (depending on services and program needs and negotiated with field supervisor). Students will work closely with an on-site supervisor, who is an agency staff member. The field practicum is a paraprofessional role within the agency and students are encouraged to consider themselves pseudo-staff members (i.e., in terms of responsibility, integrity, work-ethic, and ethical conduct).

Students will receive supervision from two main sources: the on-site (field) supervisor and the practicum instructor. These are your 'bookends' of supervision. You are expected to use these resources wisely. The class seminars will provide opportunities for you to process your field practicum experience with your instructor and class colleagues. When applicable, you will be encouraged to process practicum and professional issues with your field supervisor directly (and you will be supported in this process).

The evaluation of fieldwork will be conducted by the field supervisor and course instructor. Students will be evaluated in terms of their overall knowledge acquisition, skill development, and professionalism. A mid-term consultation between the course instructor and field supervisor regarding students' progress will take place. The content of this consultation will be taken into consideration for the final evaluation. Any significant growths or changes in student performance will be duly noted.

A final evaluation form (in manual) will be completed by the field supervisor and will weigh heavily in the instructor's process of assigning final field practicum grades each term. Students are responsible for ensuring that this form is completed prior to the end of the placement. The evaluation process will also include a joint meeting among the field supervisor, course instructor, and student to discuss the student's placement experience and the on-site supervisor's assessment of the student's performance. The **course instructor will assign a final grade** for this component of the course in both SMF 490 and 491.

Seminar Engagement (SMF 490 & 491)

Students are expected to complete assigned readings prior to class and to actively contribute to their classroom seminar experiences. Among other things, **active** class participation requires that students think critically about peers' contributions in class and provide constructive feedback or critical questions in response. This is also the time for students to bring issues, questions, and concerns forward for discussion. Time will be allotted each week in seminar to process students' field placement experiences in dialogue with peers and instructor.

Either individual or as part of a dyad or triad, students will also be responsible for generating and facilitating a discussion among class members based on the course readings and connected to the practicum experience. The readings and topic will be mutually contracted among all students; readings will be divided and assigned in consultation with one another. Students will also have the opportunity to suggest other readings that are connected to and help build a bridge with the field placement experience.

Students are required to attend all weekly seminar classes and to actively participate during class. This includes contributing to discussions of field placement experiences, assigned readings, peer presentations, and guest lectures. Students are also encouraged and expected to ask questions and to engage the material in critical and reflective ways. Inquiry-based learning and critical thinking depend on posing questions and considering various perspectives.

***NOTE:** Because the instructor does not directly supervise student on-site practicum experience, student's processing of this experience via class discussions will provide important content information for the instructor when evaluating the field practicum.*

If you are unable to attend seminars for an extended period of time, you must contact the course instructor in a timely fashion and provide official documentation (see policy below).

LATE WORK:

All written assignments must be submitted as per assignment submission criteria (e.g., via LEARN Dropbox), or it will be considered late. Late submissions will be accepted up to one week following the due date with a penalty of 10% (e.g. 78% - 10% = 68%). Any submission after this date will receive a grade of zero.

SMF 490 FALL COURSE SCHEDULE

Wk	Date	Topic	Readings	Due
1	Sept. 10	Welcome and orientation to Practicum and Capstone courses. Collective and self-directed learning	SMF Practicum Manual	
2	Sept. 17	Becoming a human social service worker and negotiating the 3 Rs: Roles, responsibilities, and relationships. Inquiry-based learning Critical Reflection: Overview	(Successful Intern) Ch.1 – The lay of the land (Successful Intern) Ch. 10 – Navigating internship site (Successful Intern) CH. 6 – Learning contract & supervision	Student 1 Student 2 Student 3
3	Sept. 24	Acclimatizing to agency, the social service landscape, human service work, and clients. Theory paper: Overview	(Successful Intern) Ch. 2 – Framing the experience (Successful Intern) Ch. 4 Starting with you: Understanding yourself.	Student 4 Student 5
4	Oct. 1	Social justice, anti-oppressive practices, and critical perspective in human services work.	(Transforming) Intro (Transforming) Ch. 1 – Unsettling the field (Doing AOP) Ch. 1 - An overview of Anti-oppressive practice	Student 6 Student 1 Student 2
5	Oct. 8	Thanksgiving ~ No class scheduled		
5	Oct. 12	Critical Reflection Due @ 5:00 pm via Dropbox		
6	Oct. 15	Navigating professional ethics: More than right/wrong or black/white, it's more like 50 shades of grey! Theory paper consultation	(Successful Intern) Ch. 13 – Professional, ethical & legal issues (Successful Intern) Ch. 5 Experiencing the “what ifs”: The anticipation stage	Student 3 & 4 Student 5
7	Oct. 22	Mid-semester student individual process and midterm evaluation meetings		
8	Oct. 29	Having a voice beyond the classroom: Finding your rhythm in the field. Practicum context and contours: Intersecting communities Theory paper mini presentation	(Successful Intern) Ch. 7 Getting to know the clients (Successful Intern) Ch. 8 – Moving ahead: The exploration stage	Student 6 Student 1
9	Nov. 5	Getting settled and digging deeper Professional Ethics: Doing self care Practicum Presentation: Overview	(Successful Intern) Ch. 11 – Finding the beat of the community (Successful Intern) Ch. 12 – The competence stage	Student 2 Student 3
10	Nov. 12	Part 1: Putting it all together Theory paper consultation	Successful Intern) Ch. 14 – The culmination stage	Student 4
11	Nov. 19	Practicum Presentations	Student 1, 2 & 3	Presentation
12	Nov. 26	Practicum Presentations	Student 4, 5 & 6	Presentation
13	Dec. 3	Major Paper Due @ 9:30pm via Dropbox		
13	Dec. 7	Participation Self & Peer Evaluation Due @ 5:00pm via Drop Box		

SMF 491 WINTER COURSE SCHEDULE

Wk	Date	Topic	Readings	Due
1	Jan. 7	Welcome back. Practicum re-orientation, and engagement.	(Successful Intern) Ch. 9 – Advanced tools for staying engaged and moving forward	Student 5
2	Jan. 14	Understanding and applying AOP, social justice, and critical perspective to human services. Stepping out of the ivory tower into the practical field: AOP and socially just experiential learning bridging theory to practice Review Critical Reflection 2	Doing AOP Ch. 2 – An overview: neoliberalism, inequality, and change Doing AOP Ch. 8 – Anti-oppression community organization Transforming Ch. 2 – Niceness, whiteness and oppression	Student 6 Student 1 Student 2
3	Jan. 21	Power and privilege in practicum setting: Part 1 – Social justice, anti-oppression, & empowerment Application Paper: Overview	Transforming Ch. 3 – The politics of the field Transforming Ch. 5 – Power dynamics, knowledge production, and social location Transforming Ch. 7 – Marginality and resistance	Student 3 Student 4 Student 5
4	Jan. 28	Power and privilege in practicum setting: Part 2 – Intersectionality, social location, power and resistance Application Paper Consultation	Classroom to Community: Reflections on Experiential Learning and Socially Just (posted on LEARN) Transforming Ch. 4 – The agency context Transforming Ch. 6 – Integrative seminar as a pedagogical tool	Student 6 Student 1 Student 2
5	Feb. 4	Application Paper Mini-presentation	(Successful Intern) Ch. 12 – The competence stage (Successful Intern) Ch. 14 – The culmination stage	Student 3 Student 4
6	Feb. 11	Life after SMF Guest speakers Past SMF Students – options after SMF		Critical Reflection 2
7	Feb. 18	READING WEEK ~ no classes scheduled		
8	Feb. 25	Self-care and reflexivity Capstone presentation: Overview	Doing anti-oppressive Ch. 17 – Self-care, social work and social justice	Student 5 & 6
9	Mar 4	Putting it all together: Transitioning from classroom to human service field	Major Paper by 5pm via LEARN	
10	Mar 11	Practicum presentations	Student 1, 2, & 3	
11	Mar 18	Practicum presentations	Student 4, 5, & 6	
12	Mar 25	Class Closure at Carm's House – Dinner provided	ITALIAN FOOD	
13	April 1	Snow Day	Self & Peer Evaluation by 5pm via LEARN	

NOTE: This outline is a tentative schedule. All attempts will be made to follow this schedule, however, due to various unknown factors this schedule may change.

IMPORTANT INFORMATION

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage [for more information](#).

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. 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 professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome’s University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome’s University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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 the AS office at the beginning of each academic term.

UW Policy Regarding Illness and Missed Tests

The University of Waterloo Examination Regulations (www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. This form can be obtained from Health Services or at www.healthservices.uwaterloo.ca/Health_Services/verification.html.
- If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

Information on Plagiarism Detection

Turnitin.com: Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

OTHER USEFUL INFORMATION:

Electronic Device Policy

I am aware of the need to be plugged in and connected. However, I ask that you please turn off all cell phones, i-pods, Facebook, twitter, chat room, msn, etc. when in class. If using a laptop, notebook, tablet - please use it only for academic purposes in class. Please DO NOT DISTRACT OTHERS from learning.

Attendance Policy

Students are expected to attend class, engage with the material discussed and contribute to all members' learning process.

Correspondence with Instructor:

- My preference would be, for you to use UW-LEARN to communicate with me. If you must use email, please include your first and last names, student number, and course number in which you are enrolled in the email subject line. In the spirit of well being and balance, I will check emails and LEARN site at least once a day on week days only, therefore, be prepared it may take up to 48 hours to receive a response from me between Mondays to Fridays. I will not be on-line during the weekends; therefore, you will not receive a response from me on weekends.
- It is both professional and respectful to use a greeting in any electronic communication; therefore, I would appreciate you using an appropriate greeting followed by my correct name. For example: "Hi Carm" or "Dear Professor" will do. Messages without a greeting, personal address or greetings in your message like "hey you", "hey dude", "hey" or a form of demand are unprofessional, not appreciated, and will not be answered.
- You are expected to read and understand the course outline, therefore, questions about information that could be found in the course outline will also not be answered by either myself or the TA. You are encouraged to be active participants in your learning process.
- Questions of clarification, inquires, suggestions, feedback, information sharing are always welcomed!

Classroom Learning Climate, Conduct & Expectations

My personal teaching philosophy is one that embraces diversity and promotes equity and respect among all of us. I will be deliberate in creating space for marginalized and silenced voices, and hope to create a learning context that increases our awareness of our explicit and implicit privilege, while being mindful of our positions and intersections that are both privileged and marginalized. Therefore, I expect each of you are in this class to be active, engaged, and to participate. Being respectful and considerate to one another, as fellow students and instructor create a learning environment that can be safe, challenging, and engaging. If for whatever reason you are not able to engage in the class material, please feel free to leave. If your

behaviour and/or conduct are distracting to the learning process, I will ask you to leave the classroom.

Visitors and Guests

“Visitors” are welcomed, however, must be approved by the instructor(s) in advance & should observe silently, unless otherwise instructed.

Guest Speakers

We may have guest speakers and panellists coming to our class. Their wisdom and personal stories will be generously shared with you. I expect that you will show respect and courtesy to them.

Clean and Respectful Learning Environment

If you bring beverages and/or food into classroom, please take your empty cups, tins, wrappers, crumbs, etc with you and dispose appropriately. Please pick up after yourself and remind your peers to do the same. Help keep your learning environment neat and clean!

Reflections, Feedback, And Evaluation

I welcome and encourage feedback, and accept constructive and generative feedback at any time during the course from students and from myself. You will have an opportunity as a class to anonymously evaluate both the course and the instructor.

Counselling Services

Student who might be experiencing difficulties and are in need of support you are encourage to access Counselling Services (Needles Hall) - Lorraine Nesbitt: 519 888-4567 ext. 33528; lnesbitt@uwaterloo.ca

Writing and Communication Centre

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and Communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/wcc. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. [optional] For online courses and courses offered at satellite campuses

Online appointments (using video, audio, and a shared text field) are available to students who are online learners, away on a co-op work term, or registered at one of Waterloo’s satellite campuses. Simply request an online appointment when you book an appointment.

On-campus appointments at satellite campuses are also available. Please see the WCC website for dates and times.

Students who are dissatisfied with their academic achievement are strongly encouraged to seek advice from a study skills counsellor at Needles Hall (519 888-4567, Ext. 32655), the teaching aides, or the instructor. The Study Skills Co-ordinator for the University of Waterloo, Counselling Services, is Dave Mackay, MSW. d3mackay@uwaterloo.ca <http://www.adm.uwaterloo.ca/infocs/>