



UNIVERSITY OF
WATERLOO

FACULTY OF HEALTH
**Department of Recreation
and Leisure Studies**

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

REC 230 – Outdoor Recreation, Tourism, and the Natural Environment

Course Delivery: **Section 1:** In-Person Lectures and online, asynchronous seminars
 Section 2: Online, asynchronous lectures and seminars

Instructor: Kelsey Johansen | BMH 2204
 Pronouns: she / her / hers / they / theirs
 Kelsey.Johansen@uwaterloo.ca (use REC 230 in subject line)
 MS Team (Please see guidelines for MS Team below)

Office hours: Wednesdays from 10:00am to 11:00am (via MS Teams)
 Appointments outside these hours may also be available, please email to set
 one up.

Teaching Assistants: Teaching Assistants are allocated to specific seminar groups, please make sure that you are communicating with the TA assigned to your seminar group. TA Office hours will be posted the 2nd week of the semester, and will occur via MS Teams.

Ari Ariai – Seminars for students in Online Section (Lecture 2) sariai@uwaterloo.ca

Luke Moyer – Seminars for students in In-Person Section (Lecture 1) lmoyer@uwaterloo.ca

Alternative Meeting Times Email Instructor / your individual seminar TAs for alternative virtual / Teams meeting times.

RLS Librarian: Tom Harding Thomas.Harding@uwaterloo.ca

Course Description

The course examines human-nature relationships in leisure and tourism contexts from an interdisciplinary perspective. It integrates experiential learning with theoretical and critical inquiry to understand and analyze values, attitudes, cultures, programming, impacts, management, and contemporary issues and trends.

Prerequisites None

Intended Learning Outcomes (ILOs)

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

1. Define outdoor recreation, and nature-based tourism, and identify sub-sets of leisure, recreation and tourism which depend on natural environments,
2. Articulate, contrast and critique historic, contemporary, and cross-cultural values, attitudes and human-nature relationships in outdoor recreation, nature-based tourism, and other place-based leisure experiences,
3. Identify, explain, and critically analyze historical contexts, key concepts, and contemporary issues relevant to the research and management of outdoor recreation, nature-based tourism, and other place-based leisure resources and experiences,
4. Describe, and critically reflect upon the impacts of outdoor recreation, nature-based tourism, and other place-based leisure experiences within the context of global and regional contemporary issues, and
5. Facilitate asynchronous, active and collaborative, learning experiences through weekly seminars.

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 and engagement with the natural environment through outdoor recreation and tourism activities, including nature journaling. Through this course, students are introduced to the many dimensions of nature-based leisure, outdoor recreation and tourism in an experiential, collaborative, and critically constructive learning environment with the aim of fostering deep learning and personal connections to the natural environment. Simultaneously, this course will help to prepare students for advanced study and work in the fields of leisure, tourism, and outdoor recreation management.

Through mini-lectures, self-directed experiential nature journaling activities which immerse you in nature, individual reading and reflection and peer feedback, you will gain a deeper understanding of human-nature relationships in leisure, outdoor recreation and tourism contexts. In this sense, REC 230 provides opportunities for students to:

1. Engage with theories which describe, inform and shape human-nature relationships;
2. Draw connections between theory and leisure, outdoor recreation and tourism engagement in natural spaces; and,
3. Reflection on their positionality relative to both the natural world, and their engagement in leisure, outdoor recreation and tourism activities in it.

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

Cordes, K.A. & Hutson, G.A. (2015). *Outdoor recreation: enrichment for a lifetime* (4th Ed.). Urbana, IL: Sagamore Publishing (480 pages).

In the interest of saving trees (and money), all readings will be available strictly on e-Reserves (<http://www.reserves.uwaterloo.ca/ares/>). You may print a hardcopy for personal use from there, if you choose. **Please note, while there is a textbook for this course, an e-book version of it is available through the UWaterloo Library.**

Required vs. Optional Readings

There are two types of readings for the lecture portion of the course, required and supplemental readings.

Required readings mostly come for the course text, but many also include chapters from other published texts, and secondary preparatory materials like industry websites, podcasts, or journal articles. **This material is testable.**

Optional readings mostly include journal articles, videos, case studies, industry guides, etc. **This material is not testable**, but is provided for students who have a particularly interest in a topic, to assist with course-based assignments including weekly reflections, or to augment the course text.

You can tell the difference between required and optional lecture readings based on the column they appear in on the course schedule (see separate Course Schedule document 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 assignment due dates, Office hours, course-based appointments with Kelsey and the Teaching Assistants, and the hours of instructor / TA availability.

Course Content Availability

Content on the course website is broken up into two main sections, lectures and seminars.

Lecture Content

Every Monday morning (at 8:00am EASTERN) during the twelve weeks of scheduled Spring classes, I will post a course materials on LEARN, the online learning management system used at the University of Waterloo. You are required to complete the weekly assigned readings prior to attending the in-person lecture or watching the recorded lecture if you are in the online version of the course.

- Please see the course schedule (separate document) for details of unit topics and assigned materials.
- A weekly Checklist will also be provided in LEARN to help you track your progress through the course.

Seminar Content

Every Monday morning (at 8:00am EASTERN) during the twelve weeks of scheduled Fall classes, I will post a pre-recorded lecture video on LEARN, the online learning management system used at the University of Waterloo. You are required to watch the full length of the seminar introduction video and complete the weekly assigned nature journaling activity in PebblePad.

- Please see the seminar schedule (separate document) for details of weekly topics and nature journaling activities.
- Based on these weekly nature journaling activities, you are expected to provide peer review feedback within your assigned seminar group's smaller peer feedback set.
 - Feedback must be provided each week of scheduled seminars during the semester (see Evaluation Details).

Course Website, PebblePad, Attendance and Participation

LEARN is the University's learning management system that enables instructors to manage course materials, interact with students, and provide feedback. It will serve as the online platform for the REC 230 course.

It is recommended that you log onto the course website every day to check for announcements, access course materials, and review the weekly schedule and assignment requirements.

PebblePad is the online workbook in which you will record your weekly Nature Journaling Seminar activities and provide peer feedback.

It is recommended that you complete your weekly Nature Journaling activities by Wednesday at 12noon [Eastern] to ensure that you have time to complete your PebblePad reflection by its 12noon [Eastern] deadline on Fridays, and to allow your Peers have sufficient time to provide meaningful Peer Review Feedback by 11:59pm on Sundays.

The predominant means of communication with your Instructor and Teaching Assistants for this course will be the LEARN Forums, MS Teams, and Email.

LEARN Forums

The Course Forum is a place to connect with your instructional team, and peers. Please use the Forum Discussion Boards to 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 the end of Week 1.

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

FAQ's – Ask the TAs: This is a place to pose questions to the Teaching Assistant assigned to your specific seminar group and which may benefit all students in the course.

MS Teams

We will have a dedicated REC 230 Team on MS Teams. Please be sure to download either or both of the MS Teams desktop or mobile app (available for iOS and Android). You **must** sign in using your @uwaterloo email address and accompanying password.

The REC 230 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 text, you may do so via Teams 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 member's 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 or in a breakout room helping another student.
- If her Teams status is set to Do Not Disturb, she is Faculty meeting or other form of research or service-related meeting.
- If her Teams status is set to Away, she has temporarily stepped away from the computer.
- If her status is set to Offline, please either email her your inquiry or to set up an appointment, or wait until the resumption of regular business hours to message her on Teams.

Visibility and Presence

We recognize that being visible during 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. 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 the Teaching Assistants are listed above and will be facilitated by the MS Teams - REC 230 Team. 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 your Teaching Assistant, 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 your Teaching Assistant 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 a remote teaching and learning semester. 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 your Teaching Assistant 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 230 in the subject heading.

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 multiple TAs unless it is **necessary** to copy us all to the message – choose the most appropriate person and direct your email to them. This is especially true for the Teaching Assistants – *be sure you are emailing the TA assigned to your seminar group!*

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

If you have an inquiry about Accommodations (see additional details below) or extensions, please email Kelsey **NOT** your Teaching Assistant.

A Note for Students with Disabilities

[AccessAbility 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 will **not** be signing accommodation forms in person due to the remote teaching and learning semester. If you require a signed form, 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.

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 “mini-lecture” under the corresponding Week’s Lecture tab on LEARN. These guides are not intended to replace independent learning, or lecture materials, nor are they comprehensive. Instead, they are made available to assist students in active notetaking during lectures.

.docx files are formatted to comply with AODA requirements for Accessibility, and to allow students to either actively take digital notes within the file or to print them and take manual notes during lectures. 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 remote teaching and learning course. This entails completing weekly readings which will deepen their understanding of the materials presented in the recorded “mini-lectures” and engaging in weekly nature journaling seminar activities.

Evaluation Details

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

Assessment	Completed	Breakdown	ILOs	Due Dates/ Notes
1. Test 1 – Topics 1 thru 6 (20%)	Individually	20 multiple choice, 2/3 short answer, 1/2 long answer	1,3	Test Window: 8:00am (EST) June 9th 2022 to 11:59 pm (EST) June 10th 2022
2. Test 2 – Topics 7 thru 12 (20%)	Individually	20 multiple choice, 2/3 short answer, 1/2 long answer	2,4	Test Window: 8:00am (EST) July 21st 2022 to 11:59pm (EST) July 22nd 2022
3. Seminar Group Introduction (5%)	In Groups of 4 or 5 students	Discussion Board Post and Peer Interaction	5	Sunday May 8th, 2022 at 11:59pm (EST).
4. Nature Journaling Peer Feedback (20%)	Individually, with peer engagement	Peer Reviews of Nature Journaling Activity Submissions and Peer Interaction	5	Weekly , due Sundays* at 11:59pm (EST) during Weeks 1 through 12.
5. Experiential Creative Assignment (35%)	Individually	Based on self-directed experiential learning activities undertaken throughout the course.	1,2,3,4,5	Tuesday July 26th 2022 at 11:59pm (EST).

*As Nature Journaling Peer Feedback must be completed by Sundays at 11:59pm [Eastern], students are strongly encouraged to complete their weekly Nature Journaling PebblePad Activity Submissions by Fridays at 12:00 noon [Eastern]. The Sunday final deadline is in place to allow flexibility for those Students currently undertaking Co-Op placements and to avoid having assignments due during the test windows for Test 1 and Test 2 or on the same dates as more heavily weighted written individual assignments.

Summative Course Evaluation Details

1. Test 1 (20%) – This online test will evaluate your knowledge, understanding and ability to apply content from Topics 1 thru 6 of the course. Tests will be administered through LEARN. Students may access the test at any point during the test window noted in the table above. Once students have started the test, they will have 90 minutes to complete it. **As the test closes at 11:59pm, students should ensure that they start the test no later than 10:29pm on the second day of the test window.**

The format of Test 1 is as follows:

- 20 multiple choice questions – answer all the questions
- 2/3 short answer questions – select 2 short answer questions out of a possible 3 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.

2. Test 2 (20%) – This online test will evaluate your knowledge, understanding and ability to apply content from Topics 7 thru 12 of the course. Tests will be administered through LEARN. Students may access the test at any point during the test window noted in the table above. Once students have started the test, they will have 90 minutes to complete it. **As the test closes at 11:59pm, students should ensure that they start the test no later than 10:29pm on the second day of the test window.**

The format of Test 2 is as follows:

- 20 multiple choice questions – answer all the questions
- 2/3 short answer questions – select 2 short answer questions out of a possible 3 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.

3. Seminar Group Introduction (5%) – Students must thoughtfully introduce themselves to their Seminar Groups during the first week of the semester, and engage in fostering a welcoming environment within their Seminar Groups by replying to their peers Introduction posts.

More details and expectations for the **Seminar Group Introduction** are available on the course website in LEARN. You can also review the **Seminar Group Introduction** on LEARN

4. Nature Journaling Peer Feedback (20%) – Student participation in the extended learning environment facilitated by Seminars is an important part of the REC 230 learning experience. Students are expected to actively contribute to the seminars by providing peer review feedback on PebblePad nature journaling submissions created by their peers. Therefore, assessment will be based on peer review feedback provided in a timely and constructive manner, as well as contributions made to help their peers cultivate a growth mindset and positive approach to their nature journaling activities.

Students will be separated into smaller groups (5 to 6 students) within the Seminar Groups for the purpose of the peer reviews. Each week of the semester, students must provide meaning, specific, feedback to their **each** of peers by 11:59pm [Eastern]. Students two (2) lowest peer review scores will be dropped.

More details and expectations for the **Nature Journaling Peer Feedback** are available weekly on the course website in PebblePad. You can also review the **Nature Journaling Peer Feedback Rubric** on LEARN.

5. Experiential Creative and Reflective Assignment (35%) – The purpose of this assignment is for students to explore the meanings and significance of outdoor place-based experiences in their lives. The final assignment is the product of the weekly self-directed and experiential learning seminar activities that students engage in throughout the term. All components of the assignment are due Tuesday July 26th 2022 at 11:59pm (EST) and must be submitted via Dropbox. There are three components of this assignment:

- i. Experiential – Your Weekly PebblePad Worksheets and Peer Feedback completed across the semester and downloaded as a Portfolio submission;
- ii. Creative - A creative / expressive component submitted as your Week 12 PebblePad Worksheet Submission; and,
- iii. Reflective - A 5-page essay (1.5 spaced), which must include a minimum of six (6) academic references.

More details and expectations for the assignment will be discussed a recorded mini-lecture, and will be made available on the course website in LEARN.

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" and may be required to provide a medical note from a doctor or other health care practitioner which details the length of their incapacitation.

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

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.

ON CAMPUS APPOINTMENTS FOR HEALTH FACULTY STUDENTS

Campus appointments: Counselling Services will began to see four (4) students in-person each week, starting in September 2021, and have gradually increased the number since.

Students will need to connect with Counselling Services Intake Department for an assessment. Once they meet with an intake specialist, decide the most appropriate type of appointment, they will be given an appointment with Gursharan Kahlon, if they feel one to one counselling is best for them. Health students should not reach out to Gursharan directly for counselling.

In addition, Gursharan is always available for consults regarding students, seminars, workshops, and presentations as needed (in-person, phone, or teams).

PHONE COUNSELLING APPOINTMENTS

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.

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>.