

**Department of Recreation and Leisure Studies| University of Waterloo | Spring 2021**

**REC 631 – Issues in Leisure, Place, and Space**

<b>Course Delivery:</b>	Held With: Asynchronous mini-lectures and Synchronous weekly seminars
<b>Synchronous Seminar:</b>	Wednesdays 11:30 am – 2:30pm
<b>Seminar Location:</b>	BMH 2703 or REC 631 MS Teams Team Space
<b>Instructor:</b>	Kelsey Johansen   BMH 2204 (working remotely Spring 2021) Pronouns: she / her / hers / they / them / theirs Kelsey.Johansen@uwaterloo.ca (use REC 631 in subject line) MS Team (Please see guidelines for MS Team below)
<b>Office hours:</b>	Mondays from 1pm – 2pm (via MS Teams) Appointments outside these hours may also be available, please email to set one up.

*We acknowledge that the University of Waterloo is located on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.*

**Calendar Description**

The elective course will examine contemporary issues related to one of the five thematic areas of the Recreation and Leisure Studies graduate curriculum, specifically leisure, place and space.

**Course Description**

This course explores a range of factors, theories, issues and ideas, affecting the relationship between leisure, place and space - pivotal constructs whose overlap and intersections have significant potential for individual and societal impact. Guided by the individual interests of the students, the course will provide an overview of key concepts and central themes within leisure, place and space from an interdisciplinary perspective while considering their application to practice. Students will be encouraged to examine the nature of place and space, as related to leisure, and potential research questions that may address their intersection(s).

***Intended Learning Outcomes (ILOs)***

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

1. Explore contexts, concepts, and theories foundational to understanding issues of place and space (in and out of leisure studies);
2. Develop understandings of prominent theories used in the study of place and space within leisure studies;
3. Summarize, and differentiate between, major concepts and theories related to the intersection of leisure, place and space;
4. Critique and assess the context and current issues that shape contemporary understanding, practice, delivery and facilitation of leisure experiences and their relationship with place, and space;
5. Critically explore how diverse understandings of place and space influence both academic studies of leisure and its professional practice.

### *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 leisure, place and space.

Through recorded mini-lectures, individual reading and reflection, including collective Discussions facilitated through a weekly synchronous seminar, you will gain a deeper understanding of the ways in which our collective and individual understandings of place and space, including multidisciplinary theories, personal positionality and guiding philosophies / theories, intersect with the practice, delivery and facilitation of leisure experiences, to produce the ways that we "know, feel and do" leisure. In this sense, REC 631 provides opportunities for students to:

1. Engage with interdisciplinary theories which inform and are used in diverse leisure settings;
2. Draw connections between theory and practice; and,
3. Reflection on their positionality relative to theories and research- and practice-based evidence which supports the understanding, practice, delivery and facilitation of leisure experiences.

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 Format and Expectations**

Because we are in the midst of a global pandemic, the objectives of this course will be achieved using a diversity of methods such as a weekly recorded mini-lecture, synchronous (live) seminar discussions, presentations, and course work assignments.

- The majority of the live class time will be devoted to seminars based on empirical research articles.
  - Rotation of student facilitators each week will promote exposure of students to a variety of approaches and viewpoints.

- These seminars will be live with students having the option to attend in person in BMH 2703 or via MS Teams.
- As a graduate seminar, you will be asked to engage, explore, and discuss ideas in a professional, participatory, and critically constructive manner.
  - Please ensure that you have read the document on Inclusive and Respectful Dialogue in Discussion Forums and Seminars.
  - We will work together to deepen our individual and collective understanding of leisure, place and space, which is only possible with the full engagement of everyone in the class. In order to respect your fellow classmates and the instructor, please be prepared each week to discuss issues and ideas and attend the seminar having complete all required pre-readings.

### ***Completing Readings and Being Prepared for Seminars***

Regardless of whether you are able to attend the live seminars in person or choose to attend via MS Teams, students are expected complete the assigned work each week and progress with the course schedule (completing readings, and assigned viewings as outlined in Weekly Checklists on LEARN), and engaging in courteous and constructive dialogue with peers and the instructor. Self-awareness is encouraged as a way of practicing professional conduct (e.g., Are you letting others speak? Are you listening to answer or listening to comprehend? Are you generating questions rather than always answering?)

When preparing for the Synchronous Seminar discussions, and completing the course readings, you may find it helpful to make notes on the following questions:

- a.) What is the purpose of the article or chapter?
  - a. What is the “main message”?
  - b. What basic question/issue does it address?
  - c. What argument(s) is the author(s) making?
  
- b.) Does the author(s) locate the work within a particular theoretical tradition(s)? Which?
  - a. Is there a sense of a theoretical controversy or debate that they are addressing?
  - b. How does the article advance the ideas?
  - c. What perspective (theoretical or personal) are the author(s) writing from?
  - d. What perspective (theoretical, personal, lived experience, or others) is missing from the scholarship and narrative(s) the author(s) engage with?
  
- c.) What constitutes data in the study?
  - a. What meaning(s) did the researcher claim emerges from the data?
  - b. What type of data might be used in the future?
  - c. Is there data which is missing or which would provide a more holistic understanding of the phenomenon under study?
  
- d.) How does the author(s) build up their argument?
  - a. Is it convincing?

- b. What alternative theoretical and analytical approaches could be used to understanding this topic(s)?
    - i. How might this have changed the argument / conclusions?
  - c. What directions for additional/future research are suggested by this work and approach?
- e.) Further reflections – make note of what you find especially noteworthy in this paper. Include questions/comments/criticisms you have – and explain them.

## **Course Text and Other Preparatory Materials**

### **The course text for this year is:**

Gammon S, & Elkington S. (2015). *Landscapes of Leisure: Space, Place and Identities*. Palgrave Macmillan.

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.

### ***Required vs. Optional Readings***

There are two types of readings for this 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 journal articles, industry websites, or podcasts. **This material is assessed.**

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

You can tell the difference between required and supplements 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 seminars, assignment due dates, Office hours, course-based appointments, and the hours of instructor availability.

## ***Course Attendance and Participation***

The predominant means of communication with your instructor for this course will be the LEARN Forums, MS Teams, and Email, or in-person during seminars.

### ***LEARN Forums***

The Course Forum is a place to connect with your Instructor, 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 and Instructor prior to our first Synchronous Seminar in Week 2. Therefore, please introduce yourself by the end of Week 1.

**Ask Your Instructor:** This is a place to pose Frequently Asked Questions to your instructor, Kelsey Johansen.

### ***MS Teams***

We will have a dedicated REC 631 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 631 Teams space will host office hours (see details in the Section below), Synchronous Seminars, and provide opportunities for real-time interaction.

If you wish to reach out to Kelsey via text, you may do so via MS Teams between the hours of 9am to 12noon, and 1pm to 5pm [Eastern] 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 or in a breakout room helping another student.
- If her Teams status is set to **Do Not Disturb**, she is undertaking a time sensitive task please either email her your inquiry or to set up an appointment, or wait until her Teams status reverts **Available**.
- 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***

I 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 seminars, meetings and office hours can be conducted via text, voice chat or video based on your personal preference. **Your instructor 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 and Seminars* policy of this course (see separate document on LEARN website).

### **Office Hours**

Office hours for Kelsey are listed above and will be facilitated by the MS Teams - REC 631 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 Kelsey, send her a Private message, and wait for her to open a breakout room for you. Once you accept the Breakout room invitation, only you and the instructor will be able to see the messages.

If Kelsey is not in the main meeting room when you arrive, please wait for her to return from the breakout room in which she is 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** 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 Ask Your Instructor forums on our course LEARN site to see if you can find the answer on your own.

**When emailing your Instructor, your email must originate from your @uwaterloo.ca account, and must include REC 631 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.

### **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.

## ***Recorded Lectures and Notetaking Guides***

Wherever a recorded “mini-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.

**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 tab on LEARN. These guides are not intended to replace independent learning, or watching of recorded “mini-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 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 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 entails completing weekly readings which will deepen their understanding of the materials presented in the recorded “mini-lectures”. Students will then demonstrate their growing understanding of the materials by participating in a weekly Synchronous Seminar with their peers and Instructor (Weeks 2 through 11) which are a part of their formal assessments in this course.

- These Synchronous Seminars will be held in person in BMH 2703 and streamed live over our MS Teams space to allow both in-person and virtual attendance.

Critical engagement with the course content and one's peers is facilitated through the Synchronous Seminars. 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 the course, while learning to apply them to current issues in the study of leisure, place and space. Each week, students will be presented with a series of questions aimed at helping them understand the weekly readings and seminar on a deeper and more meaningful level. Answering these questions, and discussing individual responses with peers, in the Seminar (whether in person or via Teams), will help 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 the material.

Offering examples from your personal and professional experiences, and exploring them through dialogue and in light of theory is highly encouraged in the Seminars. 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 in the Seminars. As such, students should engage in the Seminars 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. Seminar Participation (20%)	Individually (pending class size)	10 seminars, 2% each	1 ,2, 3, 4.	<b>Weekly</b> , in class from 11:30am to 2:30pm during Weeks 2 through 12
2. Seminar Facilitation (20%)	Individually	TBD with Class	1 ,2, 3, 4.	<b>Per Seminar Schedule</b>
3. Leisure, Place and Space Paper (20%)	Individually	Short paper (5 – 6 pages, plus title page and references)	1 ,2, 3.	<b>Week 7</b> due by 11:59pm (EST) Sunday, June 12 <sup>th</sup> 2022
4. Current Issue Presentation (10%)	Individually	5-minute presentation (followed by a brief Q and A)	1 ,2, 3, 4, 5.	<b>Week 12</b> in class – July 13 <sup>th</sup> 2022 from 11:30am to 2:30pm
5. Current Issue Paper (30%)	Individually	Long paper (10 – 12 pages, plus title page and references)	1 ,2, 3, 4, 5.	<b>Week 13</b> due by 11:59pm (EST) Tuesday, July 26 <sup>th</sup> 2022

### Summative Course Evaluation Details

#### 1. Seminar Participation (20%)

Each student is responsible for participating in the weekly Synchronous Seminars (Weeks 2 – 12). Participation involves being prepared for each class, completing the assigned readings, leading article



discussions, engaging in discussions related to the articles, participating in class activities, and asking questions following presentations.

- These Synchronous Seminars will be held in person in BMH 2703 and streamed live over our MS Teams space to allow both in-person and virtual attendance.
  - As a graduate seminar, you will be asked to engage, explore, and discuss ideas in a professional, participatory, and critically constructive manner.

## 2. Seminar Facilitation (20%)

Students will work individually and will be assigned rotating Seminar facilitator roles for an equal number of a one-hour Synchronous Seminars spread across the term. Additional details will be provided in class during Week 1.

Student facilitators are responsible for:

- a.) Finding an article that provides an empirical illustration of the topic (email to class one week in advance), with consideration of the application and uniqueness of the ideas to the study of leisure, place and space.
- b.) Developing questions to guide discussion and explore the main themes of the readings. Questions and class activities developed in advance should serve as a guide only – the main aim of the facilitator is to encourage lively discussion.
- c.) The facilitators will connect with Kelsey via email or MS Teams the week prior to their seminar and discuss the selected article and plan for the class/questions.
  - a. **Note:** This does not mean asking the questions provided to guide students reading of assigned articles as listed on pages 3 and 4 of the syllabus.

You must be prepared to lead a thorough discussion of the topic and readings. Each student may structure the 1-hour seminar in any manner that fits their topic, and presentation style. The intention is **NOT** for students to do a lecture / presentation for the entire class, but rather to combine some presentation with engaging peers in active discussion of the topic, through a guided activity / activities, and critical discussion / reflection on the readings through an active virtual facilitated experience.

## 3. Leisure, Place and Space Paper (20%)

In this short paper (5-6 pages plus title page and references), you will explore and synthesize your understanding of the concepts of “leisure”, “place” and “space” from your own disciplinary perspectives and personal interests and within the context of your choice (will vary among individual students based on their individual interests within recreation, tourism, sport, and leisure studies). In your paper, you should explore the following questions and justify your response using peer-reviewed sources:

1. What is leisure? How has it been defined and understood? By whom, from what disciplinary backgrounds, and with what interests / backgrounds / identities / perspectives?
2. What are “place” and “space”? How do these two terms interest, overlap and differ? How have they been defined and understood? By whom, from what disciplinary backgrounds, and with what interests / backgrounds / identities / perspectives?

3. Why are the concepts and construct of leisure, place and space important in the context you have selected? What contributions does your discipline make to the context you have selected? How does it advance the study of this area?
4. What questions about leisure, place and space remain unanswered for you? What voices and perspectives are missing from the academic discourse on these topics and in this context?

Your Paper will include:

- An **Introduction**, description of aims and objectives of the assignment, and the concepts being explored, outline of the work that follows, and other relevant material (e.g., historical timeline);
- A **Literature Review** (journal articles, research papers, industry and government sources may be supplemented with visual media, film, and popular media articles but they cannot be your primary sources) which answers the first and second questions posed above.
- A **Critical Exploration/Discussion** which answers the third and fourth questions posed above, and
- A **Conclusion** that summarizes and draws together all of the concepts explored through the paper, and highlights any conclusions drawn by the student.
- References:
  - A minimum of **5** articles is required in addition to the use of relevant required and supplemental readings for this course.
    - The readings you select should be from different authors, published within the last decade, and different from the required readings provided in class.
  - **Students should note that meeting the minimum requirement for referencing will ensure a passing grade on the referencing section of the assignment rubric (provided all references are correctly formatted and cited).**
    - To achieve **above** the passing grade on this section, students must include additional references.
      - These additional references may include academic sources like journal articles or chapters from books, or they may include alternative sources from government, and industry.
  - **Please see the Rubric and Assignment Details on LEARN for additional information.**

Format:

- 5-6 pages of text (plus Title Page, Reference page)
- The written portion of this assignment must be formatted and cited using APA 7<sup>th</sup> edition citation and formatting conventions.
  - Text must be typed, using 1.5 spacing, left-justified, with margins, page numbers and manuscript headers following APA 7th Edition formatting, and using 12-point Times New Roman type.

Grading:

- The content of your assignment, including its depth and breadth in addressing the purpose and aims of the assignment will count for 70% of your mark.
- Spelling, grammar, and APA (writing mechanics) will be worth 15% of your mark; succinctness and clarity count.

- The remaining 15% of your mark will be determined based upon an appropriate use of referencing (APA) and research.
- See the Rubric on LEARN for additional details.

Submission:

- One digital submission to the appropriate Dropbox on LEARN, by the date and time specific in the course schedule.

**4. Current Issue Presentation (10%)**

Each student will prepare a 5 min presentation on the essence of their Current Issue paper. The format for this presentation will be a Pecha Kucha Talk, sometimes referred to as an "Ignite Talk". In this style of presentation, the presenter puts together 20 slides, which automatically advance every 20 seconds. It requires the presenter to be very well rehearsed, or else the timing does not work. Because the talk is short, it forces speakers to get to the point quickly, so you can essentially get the most important information about a topic in a shorter period of time. Most presentations using this style rely heavily on images/visuals rather than words on the screen. Evaluation will be based on the organization (of ideas), language, delivery, supporting materials, and central message. Presentations will be followed by a brief Q and A session.

- You can learn more about Pecha Kucha Presentations here: <https://www.pechakucha.com/>
- You can learn more about Ignite Presentations here: <http://www.ignitetalks.io/>

Format:

- Students will do their presentation live on MS Teams on an assigned day.
- 20 slides, 20 seconds per slide (be sure to set your PowerPoint up with timed slides).
- 3 Audience Questions.

Grading:

- Grading will emphasise clarity of communication, ability to stick within the time allocated and creativity.
  - Please see the Rubric and Assignment Details on LEARN for additional information.

Submission:

- Students will upload their presentation to the LEARN dropbox.

**5. Current Issue Paper (30%)**

In this long paper (10-12 pages plus title page and references), you will identify a current issue with the literature related to leisure, place and space. The topic does not need to be covered in the course content for REC 631, but must be different from topics previously explored in other classes (e.g., REC 611, 621, and REC 641). Concepts explored in, and examples provided throughout, the Current Issue

Paper must differ from those explored in your Facilitated Seminar and your Leisure, Place and Space Paper.

Your Paper will include:

- An **Introduction**, description of aims and objectives of the assignment, and the concepts being explored, outline of the work that follows, and other relevant material (e.g., historical timeline);
- A **Literature Review** (journal articles, research papers, industry and government sources may be supplemented with visual media, film, and popular media articles but they cannot be your primary sources) which outlines the key concepts and theoretical orientations relevant to your exploration of your chosen Current Issue (i.e., The Blurring of Leisure Place and Space when working from home, Gentrification and Displaced Leisure, Leisure in Taboo Places and Spaces, etc.).
- A **Critical Exploration/Discussion** of the Current Issue in which the student explores the key concepts discussed in the literature review, evaluating their contribution to their understanding of the Current Issue and the intersection of leisure, place and space, and a critical reflection on their discipline's approach to addressing the Current Issue (including its capacity to result in the development of a just, equitable and inclusive solution to the Issue), and
- A **Conclusion** that summarizes and draws together all of the concepts explored through the paper, and highlights any conclusions drawn by the student.
- References:
  - A minimum of **10** articles is required in addition to the use of relevant required and supplemental readings for this course.
    - The readings you select should be from different authors, published within the last decade, and different from the required readings provided in class.
  - **Students should note that meeting the minimum requirement for referencing will ensure a passing grade on the referencing section of the assignment rubric (provided all references are correctly formatted and cited).**
    - To achieve **above** the passing grade on this section, students must include additional references.
      - These additional references may include academic sources like journal articles or chapters from books, or they may include alternative sources from government, and industry.
  - **Please see the Rubric and Assignment Details on LEARN for additional information.**

Format:

- 10-12 pages of text (plus Title Page, Reference page)
- The written portion of this assignment must be formatted and cited using APA 7<sup>th</sup> edition citation and formatting conventions.
  - Text must be typed, using 1.5 spacing, left-justified, with margins, page numbers and manuscript headers following APA 7th Edition formatting, and using 12-point Times New Roman type.

Grading:

- The content of your assignment, including its depth and breadth in addressing the purpose and aims of the assignment will count for 70% of your mark.
- Spelling, grammar, and APA (writing mechanics) will be worth 15% of your mark; succinctness and clarity count.

- The remaining 15% of your mark will be determined based upon an appropriate use of referencing (APA) and research.
- See the Rubric on LEARN for additional details.

#### Submission:

- One digital submission to the appropriate Dropbox on LEARN, by the date and time specific in the course schedule.

#### **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](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.

**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>.