



Faculty of
Education

Master of Counselling Program

CAAP 6603: Professional Ethics & Conduct

COURSE SYLLABUS (2017 – Final Version)

Authored and Delivered by Dawn McBride^{1,2}

Summer Term 2017: A Blended Course

Online: May 31 to July 8 (Wednesday to Saturday)

Classroom Intensive: July 17 to July 22 (Monday to Saturday)

Contact Hours/Week: 3-0-0. Credit Hours: 3.0

Course Equivalent: CAAP 603; EDUC 5621

PROFESSOR:

Dawn Lorraine McBride, M.Sc., Ph.D., Associate Professor in the Faculty of Education, Counsellor Education Program

- Registered Psychologist (Clinical, Research,)
- Approved Supervisor for Provisional Psychologists
- Ethics Examiner for the College of Alberta Psychologists

PROFESSOR'S CONTACT INFO:¹

E-mail: dawn.mcbride@uleth.ca (*THE BEST WAY TO REACH DAWN*)

University Phone: 403-317-2877 (*call anytime, 24/7; voice messages are sent to my email*)

Private Cell Phone: (*# posted under course announcements*). If urgent, call anytime. Otherwise, call anytime between 10am-10pm, preferably not past 5:00pm on Fridays and Saturdays.

Mailing Address: U of L, 4401 University Drive, Lethbridge, Alberta, T1K 3M4.

Office Location: Turcotte Hall, TH 272 (east building, ground floor, facing the river).

Office Hours: Available weekday/evenings & weekends via phone, Skype or in-person. Appointments are optional. Given I teach Wednesday to Saturday online, I try to take Sundays or Mondays off.

Secretary: Margaret Beintema. **Phone:** 403-329-2732. **Office:** TH321.

Alert to My Response Time – Two (2) Days: Expect a reply to your email or phone message within two days, unless notified otherwise. **IMPORTANT** → If you have not heard from me within 3 days, (72 hours) please resend your message, as I may not have received it. **THANK YOU** 😊.

¹ ** I warmly invite **all** students to contact me to discuss the course, course assignments, to review your career options, to help you with your course planning, to share with you some study tips, and so on. I look forward to our contact.

GENERAL COURSE DESCRIPTION:

This course addresses professional and ethical issues in the practice, science, and regulation of counselling. Course topics include, but are not limited to, ethical decision-making models and codes of conduct; professional standards, values, attitudes, and competency of the counsellor; client rights and confidentiality; dual relationships; and ethical issues in testing. This course will also focus on ethical situations involving vulnerable populations, multicultural clients, systems therapy, group counselling, supervision, private practice, school counselling, and issues related to dealing with unethical conduct by the helping professional. Extensive reference will be made to the CPA *Canadian Code of Ethics for Psychologists* and to practice issues relevant in Alberta. In addition, the CCPA *Code of Ethics* and its decision-making model will be examined. Ample use will be made of vignettes, role-plays, and discussions to anchor issues in practical realities.

CALENDAR COURSE DESCRIPTION:

Addresses legal and ethical issues in the practice and regulation of counselling in a variety of contexts including school counselling, private practice, and non-profit agencies. The focus is on ethical decision-making models and codes of conduct, professional standards and guidelines, federal and provincial laws/statutes, and the impact of counsellor's values on the counselling process.

COURSE OBJECTIVES: (stated in no particular order)

1. Demonstrate critical analysis skills in resolving a wide range of ethical dilemmas and issues in the practice of counselling. The emphasis will be on using broad ethical principles underlying codes of ethics so students will have a solid foundation to draw upon when confronted with new and/or complex ethical situations.
2. Describe ethical principles, ethical codes, case law, Acts, legal requirements, and the ethical decision-making process, as they relate to the fields of assessment and counselling, diversity and culture, and research.
3. Explain the rationale and procedures for self-regulation by professional psychological associations, particularly the professional credentialing process, including certification and licensure requirements, for CAP and CCPA.
4. Identify the major features of the CPA code of ethics and be familiar with at least one other code of ethics suitable for counsellors practicing in Canada.
5. Identify ways to promote and monitor self-awareness and self-competence in the practice of counselling. In particular, articulate the relationship between a counsellor's emotional wellness and personal values and the counsellor's ethical behaviours.



A MESSAGE FROM PROFESSOR McBRIDE

- ❑ **THE GOOD AND NOT SO GOOD NEWS:** This course, which is typical for counselling ethics courses, likely has the most demanding reading load (*this is the not so good news*) in your entire counsellor training program (*that is the good news*). **SOME MORE GOOD NEWS?** I have taught this course for 12+ years, and I can count on one hand the number of students who failed this course. Although this course is demanding, it is DOABLE if you devote the time, master a study/reading technique, and tap deep into being focused/self-disciplined.

- ❑ **So, how much time do I have to devote to this course?** At MINIMUM, expect to spend at least 10-15 hours reading per week, including the PRE-READING WEEKS. It is highly recommended that you make notes on what you are reading and to use study (index) cards with the question on one side and the answer on the other side. These prep hours are in addition to the MINIMUM hours you need to spend completing the weekly/daily lesson tasks, being online with your peers pondering the course material, and completing the course assignments.

- ❑ **You will learn TONS;** it is critical YOU devote considerable time to completing your readings. The best tip I have to offer is to eliminate as many distractions as possible during your set daily 'homework' time. **HOW?**
 - You will benefit from saying (and meaning it) "NO THANKS" to distracting activities /people.
 - You will likely need to teach (or coach) your loved ones and friends that being a student is like a job where you have to stay focused on your school work for long chunks of times.
 - You will REDUCE YOUR STRESS if you set up a study schedule and figure out how to stick to it – no matter what! **HINT:** Share your study schedule with family/friends so they can help you with accountability.
 - Use your study schedule to slot in the time to complete your other courses plus any other academic and life tasks including working and being a friend/partner or parent as well as finding meaningful self-care time. **WHEW!**
 - Using a day timer and insert all the due dates, the reading tasks, assignments, and so on.

- ❑ **Complete the Readings:**
 - To know the readings means: (a) you know the main lessons associated with each reading, (b) you can turn each heading in the reading into a question and be able to answer it, and (c) you might have created study cards for each reading that you are using to test your recall and understanding 😊.

RESOURCES

I. REQUIRED READINGS & SUPPLIES:²

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

McBride, D. (2017) *Graduate course in Ethics: Course readings for CAAP 6603/Education 5620*. Sold at the U of L bookstore (2 volumes). * **PLEASE BRING BOTH VOLUMES TO EACH SI CLASS. THIS COURSEPACK HAS BEEN SIGNIFICANTLY BEEN REVISED FROM PAST YEARS – YOU MUST HAVE THE 2017 VERSION.**

Sinclair, C., & Pettifor, J. (Eds.). (2001). *Companion manual to the Canadian code of ethics for psychologists* (3rd ed.). Ottawa: Canadian Psychological Association.
* **PLEASE BRING THIS BOOK TO EACH SI CLASS.**

In addition, you will need all the supplies indicated to you at the orientation such as a computer, high speed Internet access, and so on. We will also be using videoconferencing software that will be made available to you on the Moodle website.

II. SUPPLEMENTARY READINGS – that may help you with your understanding of ethics and/or with your assignments. **THESE ARE OPTIONAL READINGS:**³

TEXTBOOK USED IN PAST YEARS

Corey, G., Corey, M., & Callanan, P. (2013). *Issues & ethics in the helping professions*. Pacific Grove: Brooks/Cole.

CODES & CHARTERS

American Association for Marriage and Family Therapy. (2015). *Code of ethics*. Retrieved from http://www.aamft.org/iMIS15/AAMFT/Content/Legal_Ethics/Code_of_Ethics.aspx

² Additional required reading assignments and/or recommended resource material (mainly websites and journal articles) will be announced throughout the course.

³ The following are supplement resources (OPTIONAL – YOU DECIDE WHAT TO READ, IF ANYTHING). You may find some of these readings useful during the course (e.g., to complete assignments) and/or in the future as a psychologist/counsellor. Hyperlinks are active for ease of access. Any dead links, please notify Professor McBride.

Canada. (1982). *The charter of rights and freedoms: A guide for Canadians*. Ottawa: Author.

Canadian Association for Spiritual Care. (2016). Chapter 5: Code of ethics for Spiritual Care professionals. In *CASC/ACSS Policy and Procedure Manual*. Retrieved from <http://www.spiritualcare.ca/education/manual-2/>

Canadian Association of Social Workers. (2005). *Code of ethics*. Retrieved from <http://www.casw-acts.ca>

Canadian Counselling and Psychotherapy Association. (2007). *Code of ethics*. Retrieved from <https://www.ccpa-accp.ca/ccpa-publications/>

Canadian Standards & Guidelines for Career Development Practitioners (2004). *Code of ethics*. Retrieved from http://career-dev-guidelines.org/career_dev/index.php/the-standards-guidelines

CONSENT ISSUES

Fisher, C. B., & Oransky, M. (2008). Informed consent to psychotherapy: Respecting the dignity and respecting the autonomy of patients. *Journal of Clinical Psychology, 64*(5), 576-588. doi:10.1002/jclp.20472

International Union of Psychological Science. (2008). Universal declaration of ethical principles for psychologists. Retrieved from <http://www.iupsys.net/about/governance/universal-declaration-of-ethical-principles-for-psychologists.html>

Schulz, W., Sheppard, G., Lehr, R., & Shepard, B. (2006). *Counselling ethics: Issues and cases*. Ottawa, ON: Canadian Counselling and Psychotherapy Association.

Wong-Wylie, G. (2003). Preserving hope in the duty to protect: Counselling clients with HIV or AIDS. *Canadian Journal of Counselling, 37*(1), 35-43.

MORAL DISTRESS

Austin, W., Rankel, M., Kagan, L., Bergum, V., & Lerner, G. (2005). To stay or to go, to speak or stay silent, to act or not to act: Moral distress as experienced by psychologists. *Ethics & Behavior, 3*(3), 197-212. doi:10.1207/s15327019eb1503_1

Heaton, K. J., & Black, L. L. (2009). I knew you when: A case study of managing nonamorous relationships in counseling. *The Family Journal, 17*(2), 134-138. doi: 10.1177/1066480709332854

Million, V. (2009, September 28). Bartering: Acceptable form of payment for counseling services? [Online forum comment]. Retrieved from http://www.articlealley.com/article_1127270_22.html

Neerosh, M., & Goddard, C. (2009). The ethics of involving children who have been abused in child abuse research. *International Journal of Children's Rights, 17*(2), 261-282. doi: 10.1163/157181808X389920

Pope, K. S., & Gutheil, T. G. (2009). Psychologists abandon the Nuremberg ethic: Concerns for detainee interrogations. *International Journal of Law and Psychiatry, 32*, 161-166. doi: 10.1016/j.ijlp.2009.02.005

Sawyer, S., & Prescott, D. (2011). Boundaries and dual relationships. *Sexual Abuse: A Journal of Research and Treatment, 23*(3), 365-380. doi:10.1177/1079063210381411

Stone, C. B., & Zirkel, P. A. (April, 2010). School counselor advocacy: When law and ethics may collide. *Professional School Counselling, 13*(4), 244-247.

CULTURAL-DIVERSITY-RELIGION:

Conway, C. G. (1989). The relevance of religious issues in counseling. *The Counseling Psychologist, 17*(4), 624-628.

D'Andrea, L. M. & Sprenger, J. (January, 2007). Atheism and nonspirituality as diversity issues in counselling. *Counselling and Values, 51*(2), 149-158.

Genia, V. (1994). Secular psychotherapists and religious clients: Professional considerations and recommendations. *Journal of Counseling & Development, 72*(4), 395-398.

Gonsiorek, J. C., Richards, P. S., Pargament, K. I., & McMinn, M. R. (2009). Ethical challenges and opportunities at the edge: Incorporating spirituality and religion into psychotherapy. *Professional Psychology: Research and Practice, 40*(4), 385-395. doi: 10.1037/a0016488

Hermann, M. A, & Herlihy, B. R. (2006). Legal and ethical implications of refusing to counsel homosexual clients. *Journal of Counseling and Development, 84*(4), 414-418.

Waldegrave, C. (2005). "Just therapy" with families on low incomes. *Child Welfare, 84*(2), 265-276.

SPECIAL TOPICS IN COUNSELLING ETHICS:

- Allan, A., & Thomson, D. M. (2010). The regulation of sexual activity between psychologists and their clients and former clients. In A. Allan & A. Love (Eds.), *Ethical practice in psychology: Reflections from the creators of the APS code of ethics* (pp. 149-160). Chichester, UK: John Wiley & Sons. doi: 10.1002/9780470660041.ch12
- Barnett, J. E., & Johnson, W. B. (2010). *Ethics desk reference for counselors*. Alexandria, VA: American Counseling Association.
- Berg, R., Hendricks, B., & Bradley, L. (2009). Counseling suicidal adolescents within family systems: Ethical issues. *The Family Journal*, 17(1), 64-68. doi: 10.1177/1066480708328601
- Bradley, L. J. (2009). Email and ethical issues. *The Family Journal*, 17(3), 267-271. doi: 10.1177/10664 80709338293
- Bruch, C. S. (2001). Parental alienation syndrome and parental alienation: Getting it wrong in child custody cases. *Family Law Quarterly*, 35(3), 527-552. Retrieved from <http://www.jstor.org/stable/10.2307/25740351>
- Guedj, M., Munoz Sastre, M. T., Mullet, E., & Sorum, P. C. (2009). Is it acceptable for a psychiatrist to break confidentiality to prevent spousal violence? *International Journal of Law and Psychiatry*, 32, 108-114. doi: 10.1016/j.ijlp.2009.01.003
- HBO (Producer). (2010, June 5). *In treatment: Week 5, Walter* [Television series episode clip]. Retrieved from <http://www.youtube.com/watch?v=oLsXiYU7LXo&feature=related> (link no longer active)
- HBO (Producer). (2008, June 25). *In treatment: Week 5, Paul and Laura* [Television series episode clip]. Retrieved from http://www.youtube.com/watch?v=0_lie54ET_E
- Hoggart, L. (2012). 'I'm pregnant....what am I going to do?' An examination of value judgments and moral frameworks in teenage pregnancy decision making. *Health, Risk & Society*, 14(6), 533-549. doi: 10.1080/13698575.2012.706263
- Lehavot, K., Barnett, J. E., & Powers, D. (2010). Psychotherapy, professional relationships, and ethical considerations in the MySpace generation. *Professional Psychology, Research and Practice*, 41, 160-166. doi: 10.1037/a0018709
- MacMahon, B. D. (2010). *What's the harm? Looking at the effects of psychology doctoral student- educator sexual relationships* (Master's thesis). Retrieved from <http://commons.pacificu.edu/spp/118>

Oaks, G. (1997, May 13). Psychologist jailed 2 years for sex with his patients. *The Toronto Star*. Retrieved <http://www.ect.org/?p=341>

Santos, C. (Writer), & Dahl, J. (Director). (2009). Betrayal [Television series episode]. In S. Spielberg & D. Cody (Executive producers), *The United States of Tara*. Universal City, CA: Dreamworks Television.

Truscott, D., & Crook, K. H. (2004). *Ethics for the practice of psychology in Canada*. Edmonton, AB: University of Alberta Press.

Ward, T., Gannon, T., & Vess, J. (2009). Human rights, ethical principles, and standards in forensic psychology. *International Journal of Offender Therapy and Comparative Criminology*, 53(2), 126-144. doi:10.1177/0306624X07313986

NOTE: THERE MAY BE CHANGES TO THE COURSE SYLLABUS

The second sentence is taken directly from section 9 of the U of L university calendar:

The essential elements described in this published course outline will not be altered after the add/drop deadline. However, recognizing that teaching excellence requires a degree of flexibility and responsiveness to both students' needs and emergent circumstances, adjustments to the course outline may sometimes be necessary, provided that no student is disadvantaged by the change.

OVERVIEW OF COURSE ASSIGNMENTS: ⁴

#1. FULL, ACTIVE Participation in Four Weeks of Structured Online Tasks, Discussions, Webinars, and Evaluation of DF Performance from a Variety of Learning Domains (Weighting will be dependent on student selection. However, minimum weighting will be 10% and maximum weighting will be 20%. Please see the handout, *CAAP 6603, Ethics with Professor Dawn McBride, Weightings on Two Assignments* for more information).

Task: You are to complete each online lesson and actively participate in the discussion forums and/or seminars associated with this course. Quality and quantity of postings are to be of high quality and adhere to expectations described in the handout *Professor Dawn McBride's Discussion Forum Expectations, Confidentiality, and Grading Criteria* that is posted in Moodle under Assignment #1 Discussion Forums.

Participation time frame: Four weeks; Wednesday 6:00am MDT to Saturday 10:00pm MDT

DF Evaluation- reflection/critique performance: By the announced deadlines, please submit a reflection/critique of your discussion participation, which will be used to assign you a mark for your online participation. This assignment will be marked by the professor, sometimes with help from a qualified guest helper. There is a supplied evaluation form.

Deadlines to submit DF Evaluations (reflection/critique) via Moodle to the professor:

- **For week 1: Optional submission.** Students have the choice to complete an evaluation of their DF work, using the supplied evaluation form, to gain feedback only (no grade) from the professor on the quality and quantity of their work. Deadline for submission: June 6, 11:55pm MDT.
- **Quantity:** For weeks 2 to 4, each week will be evaluated for quantity by the student using the supplied evaluation form. Deadline for submission: July 10, 11:55pm MDT. Evaluations will be returned at the SI.
- **Quality:** Two discussion forum questions (from week 2-4) will be selected by the professor for evaluation on the last day of week 4. Each student will submit one quality evaluation for one of two selected questions using the supplied evaluation form. Deadline for submission: July 10, 11:55pm MDT. Evaluations will be returned by the SI.

IMPORTANT → Failure to submit a complete report (all questions answered in a comprehensive, accurate way) will most likely result in automatic grade of zero (0) for the quantity grade for the relevant week.

⁴ The instructor reserves the right to slightly modify the course assignments to provide more clarification/simplify the assignment directions (i.e., change, delete, add details). Students will be notified in advance via course announcements or in the Q & A Assignment Forum.

DF Skip week: Students in this course do not have a skip week of their choice given the limited online weeks of study in this course, and there is a space of a week between most of the online lessons.

DF Access to the course – if you withdraw or fail: If you indicate in writing (email) to the instructor that you are withdrawing from the course, your access to the online course will be removed as soon as possible (e.g., within the day). Withdrawing formally from the course requires you to contact MC program staff so you can complete the required paperwork.

DF Poor performance: If you suspect your performance in the forums is poor, you are strongly encouraged to talk to the professor ASAP since earning a B- or lower will likely make you ineligible to attend the SI. You are strongly encouraged to submit the optional evaluation forum (after week 1 of forum work) for instructor feedback. You are urged to constantly consult the DF document (McBride, 2017) to ensure you are meeting the specified standard.

#2. Applied PARTNER Assignment: Analysis of an Ethical Dilemma Using CPA Decision-making Model Accompanied With Research Support 35%

PROPOSED DEADLINE: June 30, 2017 at 11:55 p.m. via MOODLE ONLY. The paper will be returned by July 10.

Best practice in ethics often requires consultation with one's peers/supervisors. Therefore, this assignment involves working with a self-selected classmate to complete this assignment.

This assignment requires both partners to be professional towards each other (use your working alliance skills to promote collaboration as well as identify and iron out brewing conflicts) and to be flexible (find a way to work together as a team as each person will bring something of immense value to the partnership).

This assignment makes extensive use of the CPA manual and your library research skills. It also fulfills a number of course objectives. This assignment will be marked by the professor, sometimes with help from a qualified guest helper. Additional details will be posted in Moodle.

IMPORTANT INFORMATION ABOUT ASSIGNMENT #2: WORKING WITH A PARTNER

GRADING: Partners will be assigned the same mark as each person is expected to contribute equally to the assignment. The contributions can take many shapes (i.e., research, writing, etc.). The contribution, which will demonstrate equal work, must be consensually agreed upon well in advance.

A RECOMMENDATION: You are strongly recommended to email me a copy clearly documenting who agrees to do what and by when for best, fair practice.

WHAT TYPE OF PARTNER WILL YOU BE? For some of you, sharing the workload will be challenging as you may have a deep self-reliant streak and/or struggle with compromising/sharing the power. For others, taking a more of a leadership role rather than being a follower will be the challenging piece for you in this assignment. And, maybe (I hope not), there might be someone who is not keen to do the work so will hand over the reins to someone who won't delegate ☹️. The invitation you are being offered in this assignment is to be a reliable, motivated classmate and future colleague.

WHAT HAPPENS IF MY PARTNER WITHDRAWS FROM THE COURSE: If so, you will need to complete the assignment by yourself. An extension for submission, if requested, will more than likely be granted if your partner drops out seven days before the assignment is due.

MAY I COMPLETE THIS ASSIGNMENT BY MYSELF? There is NO option (other than if your partner withdraws from the course) to complete the assignment independently as you need to know how to work with others when discussing/compiling ethical material.

Furthermore, learning how to work with people –even “difficult people”–is a definite skill you need to master to be a successful counsellor 😊. You will need to practice what you will be teaching your clients about conflict resolution and problem-solving skills.

PARTNERSHIP PROBLEMS? If there are any concerns with equality or “sharing the load”, please let your partner know ASAP in a manner that is respectful and focused on solutions. Please contact me for assistance at least seven (7) days prior to the due date if there are problems in being able to resolve a workload conflict within your partnership. Please note that is impossible to assist with collaboration or mediation with less than seven days before the due date.

Do you and your partner agree with this statement? Comparable effort and time invested in the project while sharing ideas and strengths are the primary goals of high quality collaboration.

A few of the concepts in this box were adapted, with permission, from the work of Dr. Piquette.

#3. “Knowledge Assessments” (final weighting depends on student selection)

Part I: OPEN BOOK – Weighting will be dependent on student selection. However, minimum weighting will be 10% and maximum weighting will be 20%. Please see the handout, *CAAP 6603, Ethics with Professor Dawn McBride, Weightings on Two Assignments* for more information

Date: Exam given to the students on July 10th at 6:00am MDT. The exam will be due on July 13, 2017 by 11:55pm MDT. There will be NO make-up exam. More details will follow.

Part II: CLOSED BOOK – FIXED WEIGHTING OF 35%

Date: July 22, 2017 (Saturday) at 9:30am – 11:30am MDT – in person There will be NO make-up exam. More details to follow.

The written EPPP (Examination for the Professional Practice of Psychology) is one of the measures used to assess whether a graduate level counsellor is ready to be licensed as a psychologist within certain North American jurisdictions. A significant portion of the questions on the EPPP exam refer to ethical issues. Therefore, this ethics course will have a mock EPPP exam (closed book) to assess your understanding of a range of ethical issues. Questions in the mock EPPP exam will be based on the course readings (such as the 2-volume coursepack), lectures, assignments, and forum/in-face discussions/seminars. This assignment will be marked by the professor, sometimes with help from a qualified guest helper. Additional details will be discussed later in the course and posted in Moodle.

Need a study technique to help you recall important information from the required readings?

Many students find the ***SQ5R study method*** (use this term for a Google search) useful when they have to read high volumes of material and/or need to remember critical facts and concepts. I used this study technique **CONSTANTLY** to survive the workload in my undergrad and grad days. I also used it when I studied for the licensing exam psychologists must take.



GRADE ASSIGNMENT

All components within U of L Graduate Studies & Research in Education programs that use a percentage procedure will use the following table for determining the final grade. Calculation of the final grade for this course will be from the marks obtained on each course assignment and by taking into consideration the percentage weighting assigned to each assignment. A letter grade will be given to the percentage as indicated below:

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

➤ I view *earning* the following grades as:

- A+ = superior
- A = excellent
- A- = very good
- B+ = good
- B = satisfactory.



*So, earning a grade of a B+ is FINE!
It shows you are above average!*

CRITICAL INFORMATION TO PASS THE COURSE:⁵

To be eligible to attend the classroom portion of this course (the SI), CAAP 6603 students are required to:

1. be an active, involved participant in the scheduled video-conference seminars,
2. earn an overall minimum of a B- grade for quality and quantity for posts for discussion forum participation, and
3. complete the study tasks associated with each online week and keep a record of completed work for review/use at the SI.

And, to pass the course, CAAP 6603 students are also required to:

4. have **full** attendance during the classroom portion (SI) of the course (i.e., arrive on time for each class, stay until the class is dismissed—do not leave early from class, participate in class group work, attend all of the SI days, show up on the scheduled exam day, etc.)
and
5. adhere to the standards and expectations noted in this course syllabus (such as showing respect to classmates and the professor—even if you are feeling frustrated, tired, or confused; being academically honest by giving credit when credit is due; and adhering to APA editorial expectations)
and
6. earn a minimum of an overall B- grade in the course.

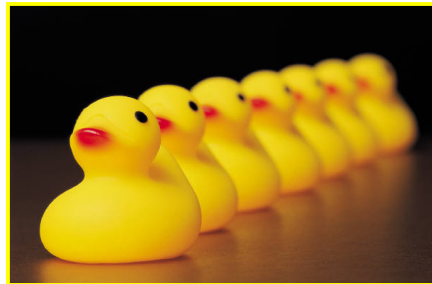
All of the above requirements are non-negotiable.

If one, or more, of the above requirements is not met,
the student is not eligible to pass the course
(i.e., student fails the course; does not receive credit for the course).

⁵ The instructor reserves the right to slightly modify the course assignments to provide more clarification/simplify the assignment directions (i.e., change, delete, add details). Students will be notified in advance via course announcements or in the Q & A Assignment Forum.

- APPENDIX A -

ASSIGNMENT SUBMISSION & STUDENT CONDUCT EXPECTATIONS IN ALL OF PROFESSOR McBRIDE'S CLASSES ⁶



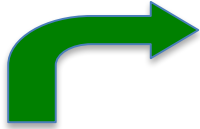
To Create a Healthy, Thriving, and Respectful Teaching Environment → the following pages stipulate Professor McBride's expectations regarding a host of topics including:

- format of assignments sent via email to Prof. McBride*
- format for assignments including the title pages*
- late assignments: penalty & extensions*
- APA expectations*
- failed Internet connection when an assignment is due ☹️*
- if you have a learning disability*

⁶ *Permission is granted to instructors to use some/all of my listed expectations. I just ask that you give credit, in APA form, when borrowing my ideas. Thank you ☺️. Updated May 19, 2017.*

To Create a Healthy, Thriving, and Respectful Teaching Environment, the following stipulates Professor McBride's expectations for students in her courses: *(Since 1991, the following pages are distributed, albeit modified every year, to my undergraduate and graduate level students, for online & F2F work)*

- **Safe Place To Learn - Show Respect:** All individuals (i.e., students, professors, guests) deserve to be treated with respect and need to be respectful to others. This means, at minimum, arriving to class about 10-15 minutes early to settle in/get organized, allowing for different opinions, waiting for your turn to talk, and making no abusive actions or comments towards anyone in the class.



I value safety and respect for all. Thus, I require students in my courses to adhere to the *Standards of Professional Conduct as outlined in the most recent edition of the University of Lethbridge Calendar, Faculty of Education section VI*. Any violations of these standards will result in dismissal from my class, the course and/or a failing course grade since professional conduct is expected at all times when interacting with me or with your classmates.

- **Minimize Distractions, Please:** During face-to-face classes, email/texts should be discreetly and infrequently checked, if at all. Side chatter should be kept to a minimum. Cell phones are to be on silent/or low vibrate ring, and all calls are to be answered outside the classroom including when you say “hello” to the caller. And, gotta say the basics aloud: Please do not eat loud/crunchy food during class time, and if you bring your computer to take notes, please type quietly ☺.
- **Confidentiality (no expiry date):** If someone shares a personal experience about him- or herself or others, please do not share details of the story that will identify the people involved. Also, please only share what you feel comfortable sharing during lessons/class discussions. As a registered psychologist, and adhering to my moral code, I am obligated to get help for those who are in harm’s way, including animals, children, and dependent adults. This may mean that I need to disclose where I learned about the person/animal in harm’s way. For those students in the MC program, please read the confidentiality policy contained in *Professor Dawn McBride’s Discussion Forum Expectations, Confidentiality, and Grading Criteria* (May, 2017) for additional details on the confidentiality policy.
- **Attendance:** Class attendance is 100% required, unless notified otherwise.
- **You Are Paying For Your Education and Investing In A Future Career – So It Is Up To You:**
 - *To be active in your learning.* This requires you to complete the readings and the course assignments. For undergraduate students, you will often have homework after each class and graduate students will always have homework ☺.
 - *Know the course material in the assigned readings* even if it was not reviewed in the course, as any course material may be on course exams and/or integrated into your assignments– unless stated otherwise.

In the very RARE instance that you are absent from class: You are required to assume the full responsibility to contact a fellow student to obtain: the lecture notes and discussions, handouts, information needed for the next and/or future classes, changes in assignment expectations and/or test dates, and so on. It is also a respectful gesture if you notify the instructor of your absence.

NAME, E-MAIL & PH # OF A STUDENT I CAN CONTACT:

SUBMITTING ASSIGNMENTS TO PROFESSOR McBRIDE

Quality of Work: Standards of the work submitted or presented by the student in Professor McBride's courses are required to reflect the **HIGH expectations** associated with attending a postsecondary institution at a graduate or undergraduate level.

HINT - This means you need to adhere to the most current version of APA as it relates to documentation of references, editorial standards (e.g., no spelling mistakes, bias-free writing, grammar, etc.) and academic honesty.

What Happens If a Student, in Prof. McBride's Course, is Caught

Cheating? Plagiarizing? The answer is quite simple—a grade of zero (fail) is given to the students who were involved in submitting or helping to submit an assignment that involved academic dishonesty. Additional action may include, but not be limited to, receiving a failing grade in the course and/or suspension/required withdrawal from the course and/or possibly from the university. I am in full agreement with U of L's policy and consequences for academic dishonesty so I recommend you read this policy that is printed every year in the university's calendar. Be informed so you don't engage in academic dishonesty ☺.

What Are Some Examples of Academic Dishonesty? (see U of L policy – as noted below)

1. When work is prepared for one course and is submitted and/or presented in another course. If you want to do this you can only do it if the professor in the current course approves of it, which must be documented in writing.
2. When a student presents work that was not completely (100%) prepared by this student (i.e., whose name it is submitted under). This includes copying another student's work (e.g., during an exam).
3. Copying or paraphrasing anyone's written work and not properly crediting this person as the author (this applies to student presentations and to any written work submitted by a student). *Committing plagiarism in this course is subject to a severe penalty.*

Assignment Deadlines – What Time Is The Assignment Due?

- **ONLINE SUBMISSIONS:** All assignments submitted via Internet (e.g., email and Moodle) are due at 11:55pm MDT (or MST depending on the time of the year) on the specified date unless otherwise noted.
- **FACE-TO-FACE SUBMISSIONS:** Submit all assignments to the instructor before or at the start of the class/seminar the day it is due. Ideally, submit it five minutes before the class starts ☺. Any assignments submitted five minutes after the seminar is scheduled to start shall be accepted but recorded as being late (i.e., 5% penalty). This is a strict policy, as I believe the collection of assignments should NOT “eat” up class time.

When are assignments returned? Assignments will be returned, on average, **10 days after the assignments were received**. If the instructor needs a longer time to mark the assignments, the instructor will notify the students.

FYI: How Can I Review My Exams? Any course assignment that is part of an exam will not be returned to the student but will be accessible to students to review, etc.

My Internet Connection Failed – may I get an extension?

No. Given there are many locations to secure an Internet connection, you must still submit assignments on time, participate in the discussion forums, and so on. So, please FIND a way to connect to the Internet! For example, go to an Internet café or a library. Please keep me posted via phone on your progress in finding an Internet connection ☺.

What is the Assignment Late Penalty?

- Five (5%) percent deduction per day (including weekends) – which starts five minutes after the class has started or after the posted deadline if received by Moodle (or by email, if permission to do so).
- Late assignments will not be accepted if the assignment has been returned to the students, marked and graded.
- If you arrive late for an exam/quiz/presentation, you will have to complete the exam/quiz/presentation within the remaining time available. *It is better to come late than not at all!*

May I Get an Extension? It is *extremely rare to receive an extension* for an assignment, informal class quiz (this is different from an exam), or presentation given the advance notice of assignment deadlines. The only exceptions—a doctor or another relevant professional approved by Prof. McBride can prove it in written form—would be the death of a family member, an unexpected and highly significant increase in a job responsibilities, or an immediate family illness/crisis within two days (2) of a deadline of an assignment (work crisis only applies to full-time jobs). In these cases, an extension and/or alternative assignment could be granted → all of which is at the full discretion the instructor.

** HOWEVER, there will not be any opportunities to make up a missed exam or a missed presentation

CRITICAL DEADLINE: ALL assignment extensions must be granted at least two (2) days prior to the deadline of the assignment. This is a strict policy. Please consult with me as soon as you can if you suspect you will need an extension.

Are You A Student with A Disability? If you have a disability or a recent injury that requires academic accommodation, please follow the procedures outlined in the university calendar. You are encouraged to contact the Counselling Services or Students with Disabilities Resource Centre at 403-329-2766 for guidance and assistance. I will help you however I can.

Do You Need Help with the Course Material? Please ask me questions if you would like clarification and/or additional material about the course and/or the assignments. Unless you express to me that you are having difficulty and/or are confused with the material, I will not know. I will leave it to you to contact me if you would like additional help with the course and/or referrals to community resources to help you obtain your personal and professional goals.

*I want you to succeed in this course, and
I will do my best to help you. ☺*

BIG TIP:

*If you borrow someone's term, sentence(s) or ideas –
immediately give that author full credit in your work.*

LAST BUT NOT LEAST...

Overall Assignment Expectations

To be eligible for FULL MARKS you must adhere to the following expectations (unless written otherwise):

- Use a title page for **ALL** submitted work (hard copy or electronic) including worksheets and journals. Follow exactly the sample (last page) to prevent marks from being deducted.
- Only typed work will be graded, unless noted otherwise.
- Meet the page requirement, if one is provided. Note: The **overall page requirement does NOT** include the title page, table of contents page, appendices, or the reference pages.
- Only assignments submitted on white, 8.5 x 11, format will be graded, unless noted otherwise.
- The accepted font size is not larger than 12 and not less than 10. The recommended common fonts are Arial (size 11 is ideal) or Times New Roman (size 12 is ideal) Note that the preferred font for APA style is 12-point Times New Roman.
- Use the editorial standards listed in the APA Publication Manual, 6th edition, unless noted. Please use Canadian spelling (this is a departure from APA style). And..... please have someone your work proofread (notice anything wrong ...?)
- Reference pages are required, using APA, for all cited (borrowed) work. **Tip:** Remove all hyperlinks.
- Please use a modified version of APA format writing style for the following:
 - Use upper right headers on ALL pages using the format: Your name Pg. # → Dawn Smith, p. 3
 - Have paper margins not wider than 1 inch and not less than .5 inch
 - Use double spacing (i.e., 2”) for submitted papers to the professor. **PLEASE DO NOT USE SINGLE LINE SPACING** unless notified otherwise. However, you can use single line spacing for class handouts and tables/charts as well as client forms.
- Ensure your content flows smoothly (e.g., each paragraph links well with the next paragraph). **Hints:** Read your writing aloud as it is a great way to see if your writing flows smoothly or if it sounds jumbled. Also, headings add considerable organization to your paper.
- A question for you: How many sentences form a paragraph (according to APA)? Answer: *At least two.*

For Assignments Submitted ELECTRONICALLY	For Assignments Submitted By PAPER COPY
<p>To help me with file organization, please submit the document in the following manner, with a title page.</p> <p>(a) subject line: Your name and the title of the assignment</p> <p>(b) file name: Unless noted, please send me the assignment with this file name structure: your name - assignment -course - year.doc</p> <p>EXAMPLE➔ jane smith consent form CAAP 6603 2017</p>	<p>Title Page – see next page for the format</p> <p>Please staple all pages together</p> <p>PLEASE DO NOT use paperclips, plastic folders or envelopes unless notified otherwise. Points will be taken off for work that is not stapled together.</p> <p>Assignments are late if submitted 5+ minutes after the class begins.</p>

EXPECTATIONS FOR TITLE PAGE LAYOUT

(do not copy the words in the brackets; do not use/insert a box around the title page)

(Your name) **Ayi Al Nemi, p. 1**

(This requirement is not an APA expectation. However, I prefer a student's name appears on every page. To create this header in MS Word: View -> Header and Footer function to create this header)

(center everything)

(Title of the assignment & assignment # if relevant) **Take Home Ethics Assignment**

(Title of your paper) **Are Dual Relationships Really That Bad?**

(Your full name) **By Ayi Al Nemi**

(Your U of L email address & please hyperlink it) ayesha.n@hikl.ca

(Full Course title) **EDUC 6500 Developmental Psychology**

(Professor) **For Professor Dawn Lorraine McBride**

University of Lethbridge

(Note your program of study) **Master of Counselling Program**

(Date Submitted) **Date Submitted:** October 6, 2022

(Date the assignment was due) **Assignment Deadline:** October 7, 2022

Remember: If you are submitting a hard copy of your work, please **STAPLE THE PAGES.**

Please do not use paper clips or plastic folders, etc.