



FACULTY OF EDUCATION

Master of Counselling

CAAP 6611: General Counselling Practicum

CAAP 6611 OL & CAAP 6611 OLA

COURSE SYLLABUS

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

Fall Term

PROFESSOR:

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

- Registered Psychologist (Clinical)
- CAP Ethics Oral Examiner (active)
- CAP Supervisor for Provisional Psychologists (active)

DETAILS:

Term: Fall 2015

Credit Hours: 3.0

Face-to-Face Instruction: Intense instructional (seminar days, Wednesday to Saturday held in October).

Online Instruction: Online lessons using the online platform Moodle. Each lesson requires a full completion of a series of independent/peer study tasks & active participation in a series of graded, instructor facilitated, discussion forums.

Field Work: At least 150 hours over 13 weeks with 26 hours of face-to-face supervision. NOTE: These are the absolute minimum hours.

Equivalent: CAAP 611, Education 5709

Prerequisite: CAAP courses: 6601, 6603, 6605, 6607, 6613, & 6615

Grading: Pass/Fail. However, the student must meet the minimal standard on each assignment to pass the course. In addition, to pass the course the student must attend 100% of the in class seminar and receive a certain score (or higher) on the program's detailed practicum evaluation form completed by the field supervisor. Additional details are provided in this course syllabus and in the Moodle course website.

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

² Permission is granted to instructors to use some/all of my course syllabus ideas/concepts. I ask that you give credit, in APA form, when borrowing my ideas. Thank you ☺

PROFESSOR'S CONTACT INFO:

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

University Phone: 403-317-2877 (*call anytime, 24/7; messages rec'd as email*)

Private Cell Phone: _____. Please no calls after 10:00pm. If urgent, please call anytime.

University Fax Number: 403-329-2372 (not confidential; use a cover page)

Mailing Address: University of Lethbridge, 4401 University Drive, Faculty of Education, Lethbridge, Alberta, T1K 3M4, Canada.

Office Location: Turcotte Hall, TH 272 (east building; the new building faces west)

Office Hours: Available weekday/evenings & weekends using phone, msn, video-conferencing & in-person. Appointments are optional. *I welcome your contact ☺.*

Secretary: Margaret Beintema or Jean Mankee. **Phone:** 403-329-2732. **Office:** TH321 (west building). This is the location to drop off/pick up assignments.

Alert to My Response Time – Two (2) Days, 48 hours: Please be advised that it may take me up to 48 hours to return your message, unless notified otherwise. If you have not heard from me within 48 hours, please resend your message, as I may not have received it. Further, given I teach online Wednesday to Saturday, I try to take a day off from computer work on Sundays, and either Mondays or Tuesdays.

COURSE INTRODUCTION:

The U of L counselling program requires active participation by students in two extensive field-based experiences, preparing them to become reflective practitioners and helping them transition them from student to counsellor role. These two courses are CAAP 6611 and CAAP 6619. Practicum students are expected to function in a role similar to that of an employed counsellor, yet under the close supervision of an experienced and qualified supervisor.

One of the primary objectives of the counselling practicum is to provide an opportunity for the integration and application of all previous learning. In this manner, the student is expected to become adept at counselling skills, methods, and techniques, gain confidence as a developing professional, develop the ability to evaluate and test ideas related to the counselling process, and ultimately learn her/his strengths and limitations as a potential counsellor.

Practicum students are expected to expand and challenge their professional knowledge continually through the integration of the discussion forums, consultations, practicum experiences, and assignments. In addition, students should take the initiative to fill the gaps of their learning by engaging in library research, reading assessment/intervention books, attending case consultations/conferences/workshops, and observing a wide range of counselling sessions (live, library tapes of sessions, etc.).

COURSE DESCRIPTION:

Provides an opportunity for professional development and supervised practice in a general counselling setting. Students will be involved in direct work with clients under the supervision of a qualified professional.

COURSE OBJECTIVES: ³

Upon successful completion of the two courses, participants will be able to:

- (a) demonstrate the transfer of skills and knowledge acquired through prior courses to applied counselling settings, and
- (b) effectively incorporate theory, skilled practice, and applied experience into a personal counselling framework.

The specific objectives/goals of the CAAP courses 6611 and 6619 are for students to:		<u>MAIN FOCUS in 6611</u>	<u>MAIN FOCUS in 6619</u>
1.	At The Practicum Site: Demonstrate ability to establish and maintain a strong working alliance with a variety of clients.	X (heavily emphasized)	X
2.	At The Practicum Site: Demonstrate relevant assessment, interventions, termination, and evaluation procedures consistent with the agency's standards and the standards for professional practice.	X	X (refined)
3.	At The Practicum Site and during the course itself: Demonstrate a highly reflective, active ethical practice to all persons that fully adheres to the Principles and Standards outlined in the Canadian Psychological Association's code of ethics. This also includes using consent forms that are CPA sound, for all ages and modalities of counselling (e.g., individual, group, family)	X	X
4.	At The Practicum Site: Document clinical work in a way that meets the standards of the counselling site and also adheres to the standards of CAP & the Canadian Code of Ethics for Psychologists.	X	X (refined)
5.	At The Practicum Site: Recognize and be willing to address how personal feelings/issues (e.g., countertransference) may affect work with clients and hamper the counsellor's growth (personally and professionally). This includes knowledge of how one's cultural background influences the process of counselling.	X	X (refined)

³ These objectives were created and/or modified by McBride (2008) which were later adopted into the U of L Graduate Studies & Research in Education: Counselling Practicum Handbook.

The specific objectives/goals of the CAAP courses 6611 and 6619 are for students to:	MAIN FOCUS in 6611	MAIN FOCUS in 6619
6. At The Practicum Site: Conceptualize client struggles with an understanding of how individual and micro-macro system dynamics contribute to the onset and maintenance of presenting problems. This includes being attuned to the cultural and psychosocial dynamics of the situation. [The specifics of the systems analysis will depend upon theoretical orientation of the agency/the student]	X (introduced)	X
7. Conduct an efficient and comprehensive psychosocial history of the client and the presenting problem, while always maintaining strong working alliance skills and demonstrating cultural competence. [The specifics of the assessment will depend upon theoretical orientation of the student and the requirements of the practicum site.]	X	X (refined)
8. Describe and demonstrate a range of clinical interventions for adults and/or youth that are implemented in an ethical manner.	X	X
9. Effectively use self-directed and group learning to enhance counselling performance through the use of academic readings, discussion forums, videotape analysis, transcript analysis (if assigned), and case presentations/ consultations.	X	X (refined)
10. Identify the importance of self-care, including awareness of the connection to burnout, vicarious traumatization, and countertransference.	X	X
11. Incorporate theory, skilled practice, and applied experience into a written personal counselling framework.		X
12. In addition, in Professor McBride's practicum, students are to recognize the difference between content and process and to use process-based skills in their counselling sessions.		X

PRACTICUM GUIDELINES & EXPECTATIONS:



Extensive details about the practicum expectations are found in the U of L Graduate Studies & Research in Education: Counselling Practicum Handbook (original version, 2010; please access the most current version online via the M.C. website).

It would be wise to put this document at the front of your practicum course binder. Your field supervisor may also want a copy of this document ~ feel free to share this handbook with whomever.

COURSE SCHEDULE and FACE-TO-FACE SEMINAR:

It shall be posted in Moodle. Moodle opens August 21, 2015.

READINGS & MATERIALS:

Required:

- ☐ McBride, D. (2015-2016). *University of Lethbridge Practicum Reading CoursePack for CAAP 6611-CAAP 6619*. A thick coursepack loaded with practical, useful counselling resources and articles addressing the developmental process of becoming an ethical, competent counsellor.
- ☐ Sinclair, C., & Pettifor, J. (Eds.). (2001). *Companion manual to the Canadian code of ethics for psychologists* (3rd ed.). Ottawa: Canadian Psychological Association.
- ☐ American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- ☐ USB stick that allows password protection or encryption to ensure maximum privacy of all client data (e.g., recorded sessions). At no time can client material be taken off site. **NO EXCEPTIONS.**
- ☐ Video-camera (or ability to record via laptop). Ensure you can password protect or encrypt all recorded information. You need to record at least one counselling session a week.
- ☐ Audio digital recorder. Ensure you can password protect or encrypt all recorded information. This is a handy, unobtrusive device to record all non-video taped sessions.

Some of My Recommended Resources / Readings – many more will be identified during the course:

- ☐ Boylan, J., & Scott, J. (most current version). *Practicum & internship: Textbook and resource guide for counseling and psychotherapy*. New York: Routledge/Taylor & Francis.
- ☐ Brown, B. (2008). *I thought it was just me (but it isn't): Telling the truth about perfectionism, inadequacy and power*. Toronto, Ontario: Penguin Canada.
- ☐ Burns, D. (2006). *When panic attacks*. Random House: New York, NY.
- ☐ Child Therapy Tools – online store: childtherapytoys.com
- ☐ Cormier, S., & Nurius, P. (most current). *Interviewing and change strategies for helpers*. Toronto, Ontario: Brooks/Cole.
- ☐ Knaus, W. J. (2012). *The cognitive behavioral workbook for depression: A step-by-step program*. Oakland, CA: New Harbinger.
- ☐ McBride, D. (most current, or your course version). *Ethics CAAP 6603 CoursePack – 2 vols*.
- ☐ Scott, M. (2009). *Simply effective CBT: A practitioner's guide*. New York, NY: Routledge.
- ☐ Wiger, D.E. (most current). *The clinical documentation sourcebook: The complete paperwork resource for your mental health practice* (3rd ed.). Hoboken, NJ: John Wiley **OR** Zuckerman, E. (most current). *The paper office*. New York, NY: Guildford.
- ☐ Yalom, I. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York, NY: HarperCollins.

Client Privacy Is A #1 Priority

As a U of L counselling practicum student, you are required to adhere to the CPA/CCPA standards associated with offering clients the highest degree of privacy possible (in addition to informing them of their privacy rights). Examples of offering your clients utmost privacy:

- all client files are **faced down** on your desk when not in use
- all client files are put in a **locked cabinet** when you are not in the room
- clients **do not see the names** of other clients (e.g., your daytimer of client appointments is kept private)
- clients are told in advance, by you, when you cannot keep their information private (who will learn of their attendance for counselling, when you cannot honour their privacy due to legal requirements, etc.)
- clients are informed, by you, of the risks and benefits of signing any counselling related form. This discussion occurs before they sign the form.
- no information about a client is to be taken off the agency site
- no information about a client is “debriefed” with family or friends
- do not talk about your clients in the agency staff room or in the hallways

COURSE ASSIGNMENTS - in addition to the expectations and readings your practicum site requires you to complete, you need to complete the following tasks to earn a PASS in the course.

1. PRACTICUM: Successfully Pass the Practicum

This requires the student to:

- ☐ Earn a pass at the final review as per the criteria outlined on the Practicum Evaluation form.
- ☐ The final evaluation is due **December 18, 2015, by Noon**. The evaluation must be submitted via two methods:
 1. via Moodle
 2. an original signed copy given to the professor BY MAIL.
- ☐ Adhere to the practicum expectations and guidelines that are cited in the U of L practicum handbook and in this course syllabus, which includes but not limited to:
 - Meet the MINIMUM required number of hours for direct client face-to-face time and indirect/direct supervision hours, all within the allotted time period of 13 weeks, or by another date agreed upon by the practicum site and the practicum university instructor.
 - Submit, as requested, 13 weekly detailed, fully completed required practicum hour log sheets, each signed by the field supervisor and approved by the instructor (i.e., 13 weeks that total at least 150 hours plus one orientation week log). Additional details are in the practicum handbook.
 - Signed log sheets are every week, via Moodle, unless otherwise informed, by 11:55pm no later than Saturday by 6:00pm MST, starting the first Saturday of the first week of classes.
 - Adhere to the CPA code of ethics and 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 the code or the standards will likely result in dismissal from the class and/or a failing course grade being awarded.
- ☐ Attend 100% of the in-class practicum seminars demonstrating active, professional, ethical, respectful participation (e.g., come prepared, engage in the discussions, participate in the learning activities, present your assignments that meet high quality standards, and be respectful toward the instructor and others, etc.). As Corinne Borbridge noted in her CAAP 6619 2008 syllabus, ***“The professionalism you bring to the seminars should be of the high standard you would bring to a paid employment setting as a counsellor”.***

The student is not eligible to receive credit for attendance at the seminar if (i.e., means a failure): Student participation does not meet expectations (as described above), travel complications occur that delay seminar attendance, and/or some type of illness/emergency prevents the student from attending some or all of the practicum seminar.

2. ONLINE LEARNING: Complete online lesson tasks & actively participate in the discussion forums

- Forums, in both practicum courses, will ask students to reflect on their practicum and supervisee experiences, including their developmental process as a supervisee. In addition, students will be asked to actively apply and debrief various counselling issues.
- To obtain a pass for this assignment, the student must have met the posting criteria for quantity and quality for each required posting week at a level of a B+. There is no mastery component. Please refer to the REVISED discussion post criteria (Sept 2010) in the course Moodle website, under “assignment”. If you choose not to meet the weekly participation criteria, this choice will result in you failing this assignment (translation – fail the course). The main change is the forums operate Wednesday 6:00am MST to Saturday 6:00pm MST.
- Deadlines: The forum schedule has been posted in Moodle. Please note that all practicum courses have mandatory online attendance. There is NO skip week. Some weeks may not have required discussion forum time due to swapping online study for partner case consultation work and/or web video conferencing activities.

3. SEMINAR: Interventions - Show and Tell Assignment

At the Fall seminar, please present a meaningful "show and tell" intervention that can include a demonstration (which has not been taught or shown to you before in your Master's degree). A handout describing the intervention is required. The show and tell resource can be a therapy game, an intervention, a handout you like sharing with your clients, a homework task, etc. The resource can be for any age, any presenting issue, and from any modality/theory.

NOTE: Select a resource that has not been addressed in any of your past Master level courses.

Mastery Assignment: No. Must meet the minimum standard of a B+.

Submission Details:

- Please create a 1-2-page resource handout that briefly:
 - describes your 'show and tell' item(s) addressing the **“WHY” – why is this resource SO SO GOOD?**
 - ideas and options to use this resource that take into account age, presenting issue and issues of diversity
 - at least 3 sample process and/or debrief questions drawn from the SIBAM model. E.g., <http://matthewgardnercounselling.blogspot.ca/2011/09/therapy-thursday-glorious-sibam-model.html>
 - format open. However, please include your full name, the resource's APA reference, and if relevant, where to purchase it and for how much. Title page is not required.
- Please post your resource sheet in Moodle under “intervention by the last day of the Fall seminar, as a way to help your peers (in both sections) create an e-library of interventions.
- Please bring enough copies of this resource handout for everyone in the class including the instructor.
- Length of presentation: 10-15 minutes

Deadline: Day 1 of your Fall term seminar

4. SEMINAR: Ethics – Seeking Informed Consent in a Relational, Phased-In Process.

To demonstrate your adherence to CPA ethics and CAP standards when educating new clients about their rights when seeking your counselling services, please complete the following two ethical tasks, in close collaboration with your professor and your practicum supervisor:

Part I: SEEKING CONSENT – WRITTEN

Review your practicum agency's forms for *EACH TYPE* of client population you will be working with during your practicum, which may include, but not limited to (usually students access the consent forms during the orientation meetings):

- (i) independent adults who are seeking one or more of the following therapy services from you: group, family, individual, and/or couple
- (ii) assent consent form for youth/dependent adults who are seeking one or more of the following therapy services from you: group, family, individual
- (iii) parent/guardian consent form for their dependents to seek your therapy services,
- (iv) supervision and recording consent form, and
- (v) **OPTIONAL TO SUBMIT: Release of client information** (review: Hamberger, L.K. (2000). Requests for complete record release: A three-step response protocol. *Psychotherapy*, 37(1), 89-97. doi: 10.1037/h0087849)

Ensure each form:

- ✓ meets the expectations listed in the CPA or CCPA code of ethics as well conform to the standards outlined by CAP, College of Alberta Psychologists.
- ✓ promotes a relational style that informs clients about counselling in a manner that is friendly and engaging to read (not presented in an 'academic', content heavy manner).

Some agencies have forms that meet CPA or CPA standards. If so, the professor needs to verify this fact (see steps below). If the agency does not adhere to CPA or CCPA standards, then the student is to draft supplemental handouts to use in conjunction with the agency's consent forms. The student is to work with the agency supervisor (after the steps below are fulfilled) to learn what is the best way to offer clients (the ones the student will work with) the supplemental information. This process of receiving/using feedback can take time.

If you need to update any of the forms to meet the above standards, please reference all borrowed work (footnote). And, if you made any substantial changes to the borrowed material, note "this form was modified by student name (year)". In addition, please footnote: (i) whether there is permission for others to copy/use the form (generally, the student gifts the forms to the agency), and (ii) state any pictures used are copyright free or were used with permission.

Mastery Assignment: Yes. The student is to submit forms that meet the standards outlined above to the professor for review and approval. Thereafter, if the student created/modified forms, then the student is to seek feedback and approval from the practicum site to use these forms. The student may need to negotiate with the agency the content, layout and use of these forms. Additional documents are posted in Moodle (and presented during the pre-practicum seminars) on how to work with the agency that offers a gentle, win-win approach.

Submission: Please submit high quality drafts for each form via email to your professor, saving each version according to the standard outlined in the course syllabus (second to last page).

Please submit the final, agency-approved versions to: (a) course professor via email noting it is a final version, and **(b)** in Moodle under the appropriate folder.

Deadline: Part I of this assignment must be completed prior to working with clients at the approved practicum site. This task is usually completed by mid-September. It may take longer for the student to complete this task if the approval process at the agency requires negotiations (if so, please keep your professor updated with the agency's needs & issues).

Part II: SEEKING CONSENT – VERBALLY

Present a video clip(s), for a total of 15 recorded minutes, that address some of the major consent issues in a “phased-in” manner (McBride, 2013) that fosters building a working alliance, has the client participating in the discussion (more than just nodding his/her head), and helps the client see the value of knowing his/her rights and what counselling is/is not.

The phased-in style to informing a client means spreading out the “need to know” information about counselling over a period of 60 mins and/or over a 2-3 sessions. For example, it does not make sense to tell clients you cannot accept gifts when the clients have just met you ☺.

To pass this activity, the counsellor needs to show on tape:

- how to convey some of the major consent topics in a way that does not: (i) hog the airtime, (ii) overwhelm the client, or (iii) use a “dump” style.
- the use of at least one appropriate/useful prop or metaphor to demonstrate an experiential process to educating clients about their rights and/or what they need to know before disclosing why they are seeking therapy services from you.
 - Please see the coursepack for sample metaphors and props. In the past, students have created a quick board game to inform a client about his/her rights. Or, had clients randomly select slips of consent topics from a nicely decorated container. Other students created creative expression tasks to convey critical information about a client’s rights (e.g., a song, a poem, a paper plate was used to explain what privacy is and is not when seeking help from a counsellor).

Specific Video & Handout Details:

- The therapist is the practicum student and the client is a fictional typical youth (age 13 or older or her/his parents) or adult who presents with a common problem (e.g., panic attacks). The client can be played by anyone of the student’s choice, other than a “real” client.
- You are encouraged to be creative in how you deliver the required information. Feel free to use and/or share a transcript. However, the clips must look AUTHENTIC.
- Students need to create a handout to be distributed with their video. The handout needs to include the following items:
 - (i) an appropriate break down of all of the consent topics you typically aim to verbally address, per session, that reflect a phased-in approach (e.g., session 1 I aim to cover these topics, in session 2, I aim to cover these topics, in the last session, I address... etc)
 - (ii) your top 5 tips/strategies on how to educate clients about their rights that makes it meaningful to clients and promotes the building of a working alliance. E.g., one tip might be “use RIGHTS rather than say you can_____”.
- Students will receive feedback on their video using a modified reflecting team approach
- *Sample videos will be posted online under “assignments” in Moodle.*

Mastery Assignment: Yes, to the extent that prior to showing the clips for grading, you can retape as often as you like to reach the minimum expected level: **B+ standard** (87-89%).

Submission and Deadline: Bring the video/handouts to the first day of the Fall seminar: Sign up slots to present your video will be made available 15 minutes before the seminar begins, on a first-come basis. Most sign up slots, if not all, will be during the seminar (a few slots may open in the DF during November if there is not enough time left in the seminar).

5. Assessment – Comprehensive Client Report

It is imperative that graduate level counsellors know how to write a comprehensive, professional client case report that would be acceptable to submit to medical professionals such as psychiatrists, staff at mental health clinics, and perhaps to be used in court. This very important task must be completed with utmost professionalism (APA quality writing), while respecting the client's right to privacy. This assignment meets many of the course objectives. A detailed template to use, with a detailed instructor commentary and examples of case reports are posted in Moodle.

To complete this report, please use the supplied template (in Moodle). This report is based on a client from your practicum caseload. Client permission must be obtained to use this person's case for the assignment; however, all identifying features of the client must be replaced with related but falsified information (this includes the city, age, education, career, number of siblings, years married, psychosocial history, agency name/location, etc.). This report needs to be shown to your onsite supervisor before you submit the report for final evaluation. This report is NOT to be placed in the client's file since it contains inaccurate data.

Additional details, including a template of how to record this information, will be posted online under the assignment folder in Moodle. Samples of past student reports are provided.

Mastery Assignment: Yes. See deadlines below. You must meet the minimum expected level: **B+ standard** (87-89%).

Submission: Moodle, in the appropriate folder.

Deadlines:

1. Half of the report (complete half of the report, any sections) is due one week before the start of your practicum seminar, at 11:55pm via Moodle. I will return this early draft to you, with feedback, if possible, by the close of last day of the seminar.
2. Your final, high quality, client case report is due on November 16 at 11:55pm via Moodle. The reports will be returned, if possible, by Nov 26 late evening. (all sections).
3. If you need to resubmit the report (mastery learning), then you have until December 3rd at 11:55pm to submit a final version of a high quality report via Moodle. (all sections).

Reminder: Failure to complete this task, or any other course assignment, to an acceptable standard suitable for a soon-to-be graduating student means the student will have earned a fail. Failing a course assignment means the student has failed the practicum.

GRADING GRID USED IN THIS COURSE:

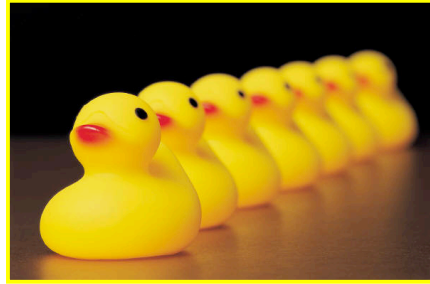
GRADING EXAMPLE: In this course, if a student earns a "pass" on the practicum evaluation and earns an "A" for the written assignments **but** receives a "B-" for forum participation, the student has earned the grade of a FAIL for the practicum course. Consequently, the student will NOT be eligible to receive course credit for the course.

Percentage Grade	Alpha Grade
97 – 100	A+
93 – 96	A
90 – 92	A-
87 – 89	B+
83 – 86	B

Percentage Grade	Alpha Grade
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
67-69	D+
63-66	D

- APPENDIX A -

ASSIGNMENT SUBMISSION & STUDENT CONDUCT EXPECTATIONS IN ALL OF PROFESSOR DAWN'S CLASSES ⁴



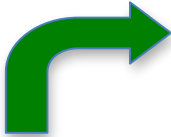
To Create a Healthy, Thriving, and Respectful Teaching Environment → the following pages stipulate Professor Dawn's expectations regarding a host of topics including:

- ☐ *format of assignments sent via email to Prof. Dawn*
- ☐ *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*

⁴ *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 ☺*

To Create a Healthy, Thriving, and Respectful Teaching Environment, the following stipulates Professor Dawn'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, 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, *I gotta say the basics aloud*: Please do not eat loud/crunchy food during class time, as it may distract or annoy your study neighbours ☹. 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 psychologist, 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 and the *Discussion Forum Expectations and Guidelines* (Sept 2010).
- **You Are Paying For Your Education & Investing In Your 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.
- **Attendance:** Class attendance (online and F2F) is 100% required, unless notified otherwise. For F2F classes please aim to arrive about 15 mins early to settle in/get organized.
- **In the very RARE instance that you are absent from class (online or F2F):** 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; etc. It is also a respectful gesture if you notify the instructor of your absence. A NAME, E-MAIL & PH # OF A STUDENT I CAN CONTACT:

SUBMITTING ASSIGNMENTS TO PROFESSOR DAWN

Quality of Work:

Standards of the work submitted or presented by the student in Professor Dawn'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, biased free writing, grammar, etc.) and academic honesty.

What Happens If a Student, in Prof. Dawn'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 fail 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.*

BIG TIP:

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

Assignments:

1. Deadlines – What Time Is It Due?

- **ONLINE SUBMISSIONS:** All assignments submitted via internet i.e., Moodle are due at 11:55pm MST (or MDT) on the specified date unless otherwise noted.
- **FACE-TO-FACE SUBMISSIONS:** Submit each assignment to the instructor before or at the start of the class/seminar the day it is due. Ideally, submit it 5 minutes before the class starts ☺. Any assignments submitted 5 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.

2. What is the Assignment Late Penalty?

Five (5%) percent deduction per day (including weekends) – which starts 5 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!*

3. 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 a death of a family member within two weeks of the deadline, or, an unexpected and highly significant increase in a full-time job responsibilities within a week of the deadline, or immediate family illness/crisis that occurred within two days (2) of a deadline of an assignment. In these cases, an extension and/or alternative assignment could be granted → all of which is at the full discretion the instructor. There are no opportunities to make-up a missed exam or a missed presentation.

CRITICAL DEADLINE FOR EXTENSION REQUESTS: 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.

4. 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.

5. How Can I Review My Exams?

Any assignment that is part of an exam will not be returned to the student but this work will be accessible for students to review, etc.

Other Questions:

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, etc. So, please FIND a way to connect to the Internet. For example, go to an Internet café or a library. Please feel free to keep me posted via phone on your progress finding an Internet connection ☺.

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 seek help from someone in the know ☺. And, you are more than welcome to ask me questions when you need clarification and/or want additional information about the course and/or the assignments.

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. Unless you express to me that you are having difficulty and/or are confused with the material, I will not know.

***I want you to succeed in this course and
I will do my best to help you ...
particularly if you are wanting to
manage your stress in a healthy manner,
are taking full responsibility for your learning, and
taking the highroad when there is “drama” ☺.***

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 & 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, layout 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 Roman (size 12 is ideal).
- ☐ Use the editorial standards listed in the APA Publication Manual, 6th ed, unless noted. Please use Canadian spelling. And, please have someone your work proofread (*notice anything wrong ...?*)
- ☐ Reference pages are required. Use APA for all cited work. **APA**→ hyperlinks are to be removed
- ☐ Please use a modified version of APA for the following:
 - ☐ Use upper right headers on ALL pages using the format: Your name Pg. # → Dawn Smith, p. 3
 - ☐ Have paper margins set at 1" on all sides, unless notified otherwise
 - ☐ 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 on 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: How many sentences form a paragraph (according to APA)? Answer: *At least two.*

For Assignments Submitted ELECTRONICALLY (email or Moodle)	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) email 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 2015</p>	<p>Please staple all pages together, and the title page is the first page.</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)

(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, please **STAPLE THE PAGES.**

Please do not use paper clips or plastic folders.