

UNIVERSITY OF LETHBRIDGE  
Faculty of Education

**Master of Counselling Program**  
**CAAP 6619: Specialized Counselling Practicum** (2011)

**COURSE SYLLABUS by Dawn McBride**<sup>1</sup>

**PROFESSOR:** Dawn L. McBride, M.Sc., Ph.D., Associate Professor in the Faculty of Education, Counsellor Education; Registered Psychologist (Clinical), College of Alberta Psychologists - Ethics Oral Examiner & Supervisor for Provisional Psychologists

**COURSE DETAILS:** **Term:** Spring 2010 **Credit Hours:** 3.0

**Face-to-Face Instruction:** Four intense instructional days

**Online Instruction:** Weekly online lessons (each week requires completion of a series of independent/peer study tasks & active weekly participation in a series of graded, instructor facilitated, discussion forums)

**Field Work:** 150 hours over 13 weeks with 26 hours of face-to-face supervision (these are the absolute minimum hours).

**Equivalent:** CAAP 619

**Prerequisite:** CAAP 6613, 6615, 6619, & permission

**Grading:** Pass/Fail. However, **each** course assignment **must** obtain a minimal standard to pass this course. In addition, to pass the course the student must attend 100% of the 4-day in class seminar and receive an acceptable score on the program's detailed practicum evaluation form. Additional details are available.

**CALENDAR DESCRIPTION:** Provides an opportunity for professional development and supervised practice in specialized counselling setting. Students will be involved in direct work with clients under the supervision of a qualified professional. The practicum allows students to actively explore issues encountered in working with a specialized client population or area of practice.

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<sup>1</sup> This syllabus, except for the readings, is subject to change until the first day of the course.

## PROFESSOR'S CONTACT INFO<sup>2</sup>:

**E-mail:** [dawn.mcbride@uleth.ca](mailto: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:** \_\_\_\_\_. Feel free to call after 6pm Mon-Fri and anytime after Noon on the weekends. 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)

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

**Response Time:** Please be advised that M.C. faculty have up to 48 hours to return students' messages, unless notified otherwise. If you have not heard from me within 48 hours, please resend your message as I may not have received it.

**COURSE INTRODUCTION:** There are two courses in the *Master of Counselling* program that require a practicum. This course is CAAP's last practicum.

This course is designed to provide a dynamic and interactive learning process in both online and face-to-face environments. The structure and process of the weekly online lessons require that all students progress at a similar rate throughout this portion of the course. During each week students will be expected to complete the study tasks and respond to the thought-provoking questions that are posted in the weekly Discussion Forum.

Students in CAAP 6619 are encouraged to continually expand and challenge their professional knowledge through the integration of the discussion forums, consultations, practicum experiences, and assignments. In addition, it is hoped students will take the initiative to fill in the gaps of their learning by engaging in research, reading assessment/intervention books, attending case consultations/conferences other than when they present, and observing a wide range of counselling sessions.

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<sup>2</sup> 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.

**COURSE OBJECTIVES:** <sup>3</sup>

The specific objectives/goals of the course(s) 6611 and/or 6619 are for students to:	<b><u>MAIN FOCUS</u></b> in 6611	<b><u>MAIN FOCUS</u></b> in 6619
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 independent practice.	X	X (refined)
3. At The Practicum Site: Demonstrate sound clinical judgment that integrates knowledge of relevant laws and ethical competence.	X	X (refined)
4. At The Practicum Site: Document clinical work in a way that meets the standards of the counselling site and adheres to 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)
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 dynamics of the situation. [The specifics of the systems analysis will depend upon theoretical orientation of the agency/the student]		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.	X	X (refined)
9. Effectively use self-directed and group learning to enhance counselling performance through the use of academic readings, videotape analysis, transcript analysis (if	X	X (refined)

<sup>3</sup> Some of the objectives were adapted from U of L CAAP 619: Advanced Counselling Practicum course (Fall 2008). The remainder of objectives were created and/or modified by McBride (2008).

	assigned), and case presentations/ consultations.		
10.	Identify the importance of self care		X
11.	Incorporate theory, skilled practice and applied experience into a written personal counselling framework.		X
12.	Recognize the difference between content and process and be willing to use more process based skills in counselling sessions and in the use of consultation and supervision opportunities.		X

## PRACTICUM GUIDELINES & EXPECTATIONS:

Please refer to the document “Practicum Expectations and Orientation Agenda” (McBride, revised July 2009) in the Moodle learning platform. This document outlines what you need to do, how to do it, and by when for a NEW practicum placement. Please print off and put at the front of your practicum course binder. Your field supervisor may want a copy of this document ~ feel free to share. Also in Moodle are the required forms for TIME LOGS and the PRACTICUM STUDENT EVALUATION.



**COURSE SCHEDULE:** To be posted online in Moodle

## READINGS:

### Required: 4

- Access, on a weekly basis, the required reading of pre-selected peer reviewed scholarly articles, supplied electronically, on Moodle. In addition, students will be posting various articles for their peers to read in Moodle.
- Boylan, J., & Scott, J. (2009). *Practicum & internship: Textbook and resource guide for counseling and psychotherapy*. New York: Routledge/Taylor & Francis.
- McBride, D. (2010). *University of Lethbridge Practicum Reading CoursePack*
- Sinclair, C., & Pettifor, J. (Eds.). (2001). *Companion manual to the Canadian code of ethics for psychologists* (3rd ed.). Ottawa: Canadian Psychological Association.

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<sup>4</sup> Additional required reading assignments and/or recommended resource material (mainly websites and journal articles) will be announced throughout the course.

### Required resource material:

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.
- Video-camera (or ability to record via laptop)
- Audio recorder (digital recorder is the best).

### Recommended readings:

- Wiger, D.E. (2005). *The clinical documentation sourcebook: The complete paperwork resource for your mental health practice* (3<sup>rd</sup> ed.). Hoboken, NJ: John Wiley **OR** Zuckerman, E. (2008). *The paper office*. New York: Guildford.
- Yalom, I. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York, NY: HarperCollins.

## GRADING:

To earn a grade of a pass in CAAP 6619, the student must meet the following expectations:

1. Adhere to the practicum expectations and guidelines that are cited within this syllabus
2. Earn a pass at the final review as per the criteria outlined on the Practicum Evaluation Form
3. Attend 100% of the 4 day in class practicum seminar demonstrating active, professional, ethical, respectful participation (e.g., come prepared, engage in the discussions, participate in the learning activities, be respectful to 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: Student participation does not meet expectations (as described above), travel complications occur that delay attendance, and/or some type of illness/emergency prevents the student from attending some or all of the practicum seminar.

4. Earn a minimum of a B+ letter grade for all assignments.
5. Meet the 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.
6. Submit 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 150 hours plus one orientation week log).
7. 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 dismal from the class and/or a failing course grade being awarded.

**GRADING EXAMPLE:** If a student earns a “pass” on the practicum evaluation and earns an “A” and “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.

## COURSE ASSIGNMENTS:<sup>5</sup>

### 1. Complete online lesson tasks & actively participate in the discussion forums

To obtain a pass for this assignment, the student must have met the posting criteria for quantity and quality for each posting week that was held.

- Please refer to the REVISED discussion post criteria posted online (Moodle) - the Sept 2010 version.

All practicum courses have mandatory online attendance. There is NO skip week. Forums will range from asking students to reflect on their supervisee experience, reflect on additional theory, application of theory to various client problems, and so forth.

- Please note 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. Please play attention to each forum's directions for participation expectations.

Failure to meet the weekly participation criteria will result in a fail for the assignment, which means a fail for the course.

#### GRADING

In recognition that CAAP 6619 students at this point in their master level program know how to reach a minimum of 8.5/10 score for quality and 10/10 score for quantity, submission of DF reflections **are not be required.** I will gladly assume students who have enrolled in this course are able to monitor themselves to ensure they are participating appropriately and helping their peers by making informative, useful posts.

**EXCEPTION:** If I believe a CAAP 6619 student is at risk for failing (scoring 8.5/10 or lower for posting at any time in the term), then I reserve the right to require the student to submit up to 13 discussion reflections of her/his posting work in the course. Upon a request to submit a DF reflection, the following will apply:

- **Scoring:** It is the responsibility of the student to identify how s/he met the criteria for quantity and quality each posting week. The student will be asked to rate the quality of his/her quality posts, for each required week, on scale from 1-10 for each week and provide justification for this score using the supplied template (available from the instructor).
- Failure to submit the requested reflection will result in a score of 50% being assigned to the week that the student did not submit the required reflection.
- Failure to complete the required reflection assignment satisfactory at a B+ level and/or not meet the weekly participation criteria will result in a fail for the assignment. A fail in this assignment means a fail for the course and thus a repeat of CAAP 6619.
- **Deadline:** The student will have 3 weeks to submit the required reflection(s) and for reflections that are required for posting week 11, 12 and/or 13, the reflections will be due on the last day of week 13. All reflections are due on the requested date by 11:59pm.

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<sup>5</sup> The instructor reserves the right to modify (i.e., change, delete, add details) any assignment at any point in the term. Students will be notified.

## 2. Client Assessment Report

Complete a comprehensive case report that meets many of the course objectives. Client permission must be obtained to discuss the case to your classmates. However, all identifying features of the client must be removed and replaced with related but false information. *Additional details will be posted online. A case assessment template will be provided.*

- **Deadlines:**
  - A full draft copy of this report will be due on day 1 of the seminar for discussion with the class. You will need to supply copies for your peers – (e.g., send via email or bring paper copies).
  - The final revised report will be due **March 14<sup>th</sup>, 2011, 11:59pm via email.**

## 3. Treatment Ideas and Strategies: Professional Development Package

**During the in-class seminar** students will be asked to present a PD handout package that is “jammed packed” full of specific treatment ideas or strategies for either option 1 or option 2. This assignment meets a number of the course objectives (e.g., #2, 6, 8, 9, & 12). For more details please read the following information.

**Do we work in pairs?** Yes, everyone, except one person, needs to work in a pairs (we 7 students in the class). Pairs are self-selected.

**What are the topics?** Based on the discussion at CAAP 6611 at the October seminar, the following were indicated as areas of interest.

**What is the sign up procedure?** Topics are first come, first serve. Sign up opens on day 1, week 1 in Moodle at 6:00am MST.

<p style="text-align: center;"><b>Option 1 Topics:</b></p> <p style="text-align: center;"><b>Treatment Ideas-Strategies for a very specific presenting problem (use a mix of theoretical approaches)</b></p>	<p style="text-align: center;"><b>Option 2 Topics:</b></p> <p style="text-align: center;"><b>Treatment Ideas-Strategies from a particular type of therapy.</b></p>
<ul style="list-style-type: none"> <li>a. Depression – Major (do not address basic CBT as basic CBT is already known)</li> <li>b. Anxiety – Generalized</li> <li>c. Anxiety - OCD</li> <li>d. Anxiety – Phobias</li> <li>e. Trauma – Acute (e.g., rape victim 2 days ago; in a car accident and was injured)</li> <li>f. Trauma – Chronic/Old (e.g., house burned down as a child; sexual abuse survivor; bullied as a child)</li> </ul>	<ul style="list-style-type: none"> <li>g. Narrative Therapy (e.g., narrative letters, externalization)</li> <li>h. Transactional Analysis (e.g., ego states, games, injunctions, drivers)</li> <li>i. Motivational Interviewing</li> <li>j. SFT (assume most people have the basics of SFT so offer something more substantial)</li> <li>k. Gestalt Therapy (e.g., dream analysis, top dog/under dog). <b>NOTE: Dawn will do a demonstration and lead a practice session of the empty chair technique.</b></li> </ul>

**What is included in my show and tell package?**

- Please prepare this package for paper copy distribution and also for electronic distribution. The week after the presentation, please submit your handout electronically in Moodle under the appropriate forum. This will allow everyone to have an electronic file of useful treatment documents. To prepare documents electronically, you will need to SCAN documents as per required.
- Title Page (as indicated in the course syllabus)
- Header – right with your full name and page number
- Table of Contents Page (each activity is listed)
- Overview of the topic for 1-2 pages written in bullet form. For example, 10 things you should know about the presenting problem \_\_\_\_\_ (option 1) or the theoretical assumptions about the theory \_\_\_\_\_ (option 2). Another example: *10 things you should know about grief (option 1) or 10 theoretical assumptions you should know about gestalt therapy (option 2).*

**How many activities should I provide in the handout package?** See box below.

**Can I copy a technique out of a resource book?** Yes, of course. However, please use a variety of resources when compiling your PD handout package.

- It is 100% suitable to borrow ideas and techniques from esteemed colleagues and clinicians provided you GIVE FULL CREDIT using APA format on the document itself as a footnote.
- You may want to copy the author’s work into a msword document to make modifications, etc. If you do, tell the reader you modified the work and still cite the full APA reference.

<b>Option 1 Topic – techniques to treat a specific problem.</b>	<b>Option 2 Topic – techniques within a theory</b>
<ul style="list-style-type: none"> <li>• <b>Number of Activities Required in the Handout Package:</b> Three to five activities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Number of Activities Required in the Handout Package:</b> One if the activity is very detailed. If not very detailed, then two activities.</li> </ul>
<p><b>Examples for GRIEF:</b></p> <ol style="list-style-type: none"> <li>1. <i>Saying good bye to a deceased person via letter writing activity. Provide a complete step-by-step directions for this powerful therapeutic activity and/or complete worksheet a therapist could give to a client.</i></li> <li>2. <i>Sentence stems for a client saying good-bye to an ex-partner. Provide a complete worksheet with directions.</i></li> <li>3. <i>Design a healing ritual for saying good-bye to someone who died.</i></li> <li>4. <i>Describe, in detail, a scrapbooking activity to process the good and bad times with one’s ex-partner.</i></li> </ol>	<p><b>Examples for GESTALT:</b></p> <p><i>Gestalt Therapy → Empty Chair Technique: Instructions</i></p> <p><i>Gestalt Therapy → Dream Analysis. Instructions.</i></p>



**Other things to know about your PD package:**

- You are offering your peers (and yourself) a chance to greatly expand their toolbox. Thus, NO interventions are to be presented that were taught in the CAAP program or that you have previously studied/completed an assignment on.
- Do not violate copyright laws to adhere to CPA code of ethics – if you need permission to photocopy something, then get the permission.
- No one may present the same topic (some exceptions may apply) and there must be more adult geared interventions than youth based interventions presented.

**4. Final Integration Paper-Binder****Purpose:**

- This comprehensive paper, submitted in a professional binder, represents an in-depth reflection on the learning that has culminated in your two practicum courses. This assignment has various parts to it, including an extensive appendix.
- Your aim, for this assignment, is to integrate the academic (theoretical), clinical, and personal elements that have informed the counselor that you are today and to articulate your intention for ongoing professional learning and self-growth.

**Process:**

- **Ideally “work” on this paper in some way throughout the course.** It is not an assignment that is suited to being put on hold until week 11. If you do start to work on this assignment late into the term – you will likely be a very grumpy student stuck on the drama triangle. It’s not worth delaying working on this assignment - particularly since this assignment can be a great help at a job interview. This assignment is for YOU.
- Your readings and discussions with colleagues, your experiences with clients and your work on assignments (particularly the reflective logs) will inform this integrative work.
- Your ongoing attunement to process and self-reflection will help you distill the following areas into what is most meaningful to share given the scope of this assignment.

→ Specific assignment details are posted online (in Moodle) under the assignment tab.

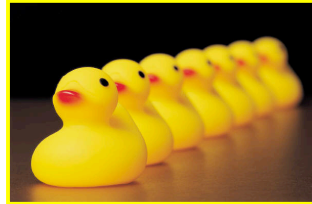
**Deadline:** **April 1, 2011 by 4:00pm MST** (must be received before the education office closes for the day). **It should be couriered by March 29 (if within Canada).**

**GRADING GRID**

Percentage Grade	Descriptor	Alpha Grade
97 – 100	Superior	A+
93 – 96	Excellent	A
90 – 92	Very Good	A-
87 – 89	Good	B+
83 – 86	Satisfactory	B
80 – 82	Borderline Performance	B-
77 – 79	Fail	C+
73 – 76		C
70 – 72		C-
67-69		D+
63-66		D
< 63		F

## APPENDIX A

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



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

- format of assignments sent via email to Prof. Dawn*
- the format for assignments including the title pages*
- late assignments: penalty & extensions*
- APA expectations*
- you lost internet connection and an assignment is due ☹*
- what to do if you have a learning disability*

**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 Professor Dawn's undergraduate and graduate level students)*

- All individuals (i.e., students, professors, guest speakers) deserve to be treated with respect and be respectful to others (e.g., arrive on time, allow for different opinions, no name calling, etc).
- To ensure the class remains a safe place to learn – students are expected to adhere fully to all the basic NO's: No cheating; No abusive actions or comments. And, for face-to-face work: No side chatter; No internet chatting/email checking; and No use of cell phones during class time.
- **Please respect confidentiality (no expiry date)** – If someone shares a personal experience about oneself 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. For those students in the MC program, please read the Discussion Forum Expectations and Guidelines (Sept 2010) for additional detail on the confidentiality policy.
- Class attendance is 100% required, unless notified otherwise. For all classroom portions of the MC program, 100% attendance is required to pass the course. **In the very RARE chance you are absent from class:** You are required to assume the full responsibility to contact a fellow student to obtain: the lecture notes & 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.

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

- You are expected 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 ☺.
- It is your responsibility to know the 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 be expected to be integrated into your assignments – unless stated otherwise.
- 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.
- You are required 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 will result in dismissal from the class and/or a failing course grade being awarded.

### **Academic Dishonesty Will NOT be tolerated:**

- This course adheres to U of L's policy and consequences for academic dishonesty. Please consult the calendar for the definition and consequence of this behavior.
- In addition, **the following actions will result in a grade of a zero (fail) for all students involved in submitting or helping to submit an assignment that involved academic dishonesty.**
- In addition, one or more of the following actions taken by a student during the course could result in a fail for the course, suspension from the course and/or from the university:
  1. Work prepared for one course submitted and/or presented in another course, unless the professor in the current course approves this strategy, which must be documented in writing.
  2. Submitting (or presenting) work that was not completely (100%) prepared by the student 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). In other words, committing plagiarism in this course is subject to a severe penalty.

**Quality of Work:** Standards of the work submitted or presented by the student are required to reflect the **HIGH expectations** associated with attending a post secondary institution at a graduate or under-graduate level. This means you must adhere to the most current version of APA as it relates to documentation of references and editorial standards (e.g., no spelling mistakes, biased free writing, grammar, etc). *Submit work you are proud to submit, as your work is a reflection of you!*

### **Assignment Submission:**

- All assignments are due at 11:59pm MST on the specified date unless otherwise noted.
- **WHEN ASKED TO SUBMIT AN ASSIGNMENT ONLINE:** Please submit online assignments to my email (dawn.mcbride@uleth.ca) unless directed otherwise.

Email submission format (to help me with file organization): (a) **subject line** in the email → brief version of the title of the assignment (b) **file name:** save assignment using this file name: your\_name\_course\_year\_brief name of the assignment.doc e.g., jane smith\_caap group course 2010\_consent forms.doc.

- **WHEN ASKED TO SUBMIT AN ASSIGNMENT/PAPERWORK DURING CLASS TIME:** Please submit all assignments to the instructor before or at the start of the class/seminar: Ideally, 5 minutes before the class starts ☺. Any assignments submitted 5 minutes after the seminar is scheduled to start would be accepted but recorded as being late (i.e., 5% penalty). This is a strict policy, as the collection of assignments should NOT “eat” up class time.

**Late Penalty:** **Five percent deduction per day** (including weekends). Late assignments will not be accepted if the assignment has been marked and returned to the students. 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!*

**Extensions:** It is **extremely rare to receive an extension** for an assignment / quiz / presentation given the advance notice of assignment deadlines. The only exceptions, providing a doctor can prove it in written form or another relevant professional approved by Prof. McBride, are a serious medical illness, death of a family member, or, student, unexpected and highly significant increase in a job responsibilities within three days of a deadline of an assignment (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 be no opportunity to make-up a missed exam or a missed presentation.

- **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.
- **If you lose internet connection** – you must do everything in your power to find a way to connect to the internet. For example, go to an internet café, Starbucks, or a library. You must still submit assignments on time, participate in the discussion forums, etc. Keep me posted via phone calls☺.

**Students with disabilities:** If you have a disability that requires academic accommodation, please follow the procedures outlined in the university calendar.

**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 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.* ☺

## LAST BUT NOT LEAST.....

### Overall Assignment Expectations

→ **To be eligible for FULL MARKS on the course assignments 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 (next 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 sized paper will be graded, unless noted otherwise.

- The accepted font size is not larger than 12 and not less than 10. Arial (size 11 is ideal) or Times Roman (size 12 is ideal) are the most common fonts.
- Please use a modified version of APA format writing style - as outlined below (if you are unsure of the proper reference or format style, please use the APA guidelines, 6<sup>th</sup> ed. available at the library):
  - Use upper right headers on ALL pages using the format: Your name Pg. #
  - 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.
- Use the editorial standards listed in the APA Publication Manual, 6<sup>th</sup> edition, unless noted. Please use Canadian spelling. And..... please have someone your work proofread (notice anything wrong ...?)
- 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 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.*
- Reference pages are required, using APA, for all cited (borrowed) work. **Tip:** Remove all hyperlinks.

<b>For Assignments Submitted Via Email</b>	<b>For Assignments Submitted Via Paper Copy</b>
<p>To help me with file organization, please submit the document in the following manner:</p> <p>(a) <b>subject line</b> in the email: your name and the title of the assignment</p> <p>(b) <b>file name:</b> unless noted, please send me the assignment with this file name: your name_course_year_assignment.doc e.g., jane smith_caap ethics 2010_consent forms.doc.</p>	<p>Please <b>staple</b> 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>

**Remember:** Never copy someone’s words or ideas without giving full credit (use APA). This applies to all assignments, forum postings, etc.

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

**SAMPLE TITLE PAGE**

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*(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 Ayesha Al Neaimi**

*(Your U of L email address & please hyperlink it)* [ayesha.n@hikl.ca](mailto:ayesha.n@hikl.ca)

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

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

**University of Lethbridge**

*(Note the program of study you are in)* **Master of Counselling Program**

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

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