



Faculty of Education

Master of Counselling Program

CAAP 6603: Professional Ethics & Conduct

COURSE SYLLABUS (2014)

Authored and Delivered by Dawn McBride^{1 2}

Summer Term 2014: A Blended Course

Online: June 4, 2014 – July 13, 2014 (Wednesday to Saturday)

Classroom: July 21 – 26, 2014 (Majority Are Full Days)

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)
- Approved Supervisor for Provisional Psychologists
- Ethics Examiner for the College of Alberta Psychologists

PROFESSOR'S CONTACT INFO: ¹

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

University Phone: 403-317-xxx (*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.

University Fax Number: 403-332-xxx (not confidential; please use a cover page)

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

Office Location: Turcotte Hall, TH xxx (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, I usually try to take Mondays off.

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, help you with your course planning, share with you some study tips, etc. 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 Canadian Code of Ethics for Psychologists and to practice issues relevant in Alberta. 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 the ethical principles, ethical codes, case law, Acts, legal requirements, and the ethical decision-making process, as they relate to the field of assessment and counselling, diversity and culture, and research.
3. Explain the rationale and procedures for self-regulation by professional psychological associations. In particular, 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 behaviors.



A MESSAGE FROM PROFESSOR DAWN

- ❑ **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 10+ 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 9-15 hours reading per week, including the PRE-READING WEEKS. Remember to 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 lesson plan, being online with your peers pondering the course material, and completing the course assignments.

- ❑ **To survive this course, enjoy it and 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 need to say (and mean it) "NO THANKS" to distracting activities /people
 - You will 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 need to 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.
 - And, you will need to figure out how to complete your other courses plus any other academic and life tasks including working and being a friend/partner or parent. *WHEW!*
 - Get a day timer and insert all the due dates, the reading tasks, etc.

- ❑ **Complete the Pre-Readings:** Ideally, to avoid major stressors and stress aches, please complete the pre-readings.
 - Complete 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:²

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

Corey, G., Corey, M., & Callanan, P. (2013). *Issues & ethics in the helping professions* (the most current version) Pacific Grove: Brooks/Cole. ***PLEASE BRING THIS BOOK TO EACH SI CLASS.**

McBride, D. (2014) *Graduate course in Ethics: Course readings*. 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 2013-2014 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.**

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

CODES & CHARTERS

Canada. (1982). *The charter of rights and freedoms: A guide for Canadians*. Ottawa: Author.
Retrieved from <http://laws.justice.gc.ca/en/charter/>

American Association for Marriage and Family Therapy. (2001). *User's guide to the AAMFT code of ethics*. Retrieved from <http://www.amazon.ca/Users-Guide-AAMFT-Code-Ethics/dp/1931846057>

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.

A SAMPLE OF SOME COUNSELLING CODES OF ETHICS

Canadian Addiction Counsellors Certification Board. (n.d.) *Canon of Ethical Principles.*

Retrieved from http://www.caccf.ca/a_downloads.html

Canadian Association for Pastoral Practice and Education. (2009). *Code of Ethics & Professional Conduct.* Retrieved from <http://www.cappe.org>

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 www.ccpa-accp.ca/en/resources/codeofethics/

Canadian Standards and Guidelines for Career Development Practitioners (2004).

Code of ethics for career development practitioners. Retrieved from http://www.career-dev-guidelines.org/career_dev/

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

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

International Union of Psychological Science. (2008). Universal declaration of ethical principles for psychologists. Retrieved from <http://www.am.org/iupsys/resources/ethics/univdecl2008.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. Retrieved from <http://cjcrc.ualgary.ca/cjc/index.php/rcc/article/view/223>

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. Retrieved from <http://www.ingentaconnect.com/content/mnp/chil/2009/00000017/00000002/art00004>

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. (2010). School counselor advocacy: When law and ethics may collide. *Professional School Counselling, 13*, 244-247. Retrieved from <http://schoolcounselor.metapress.com/content/l15842510m37/?p=8601add088fb4341a903f49b755599a8&pi=2>

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. (2007). Atheism and nonspirituality as diversity issues in counselling. *Counselling and Values, 51*, 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: <http://0-dx.doi.org.darius.uleth.ca/10.1037/a00164...>

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. Retrieved from: <http://0-research.proquest.com.darius.uleth.ca/docview/219047401/fulltextPDF?accountid=12063>

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 and A. Love (Eds.), *Ethical Practice in Psychology: Reflections From the Creators of the APS Code of Ethics* (pp. 149-160). UK: John Wiley & Sons. doi: 10.1002/9780470660041.ch12

Barnett, J.E., & Johnson, W.B. (2010). *Ethics desk reference for counselors*. United States: American Counseling Association.

Berg, R., Hendricks, B., & Bradley, L. (2009). Counseling suicidal adolescents within family systems: Ethical issues. *The Family Journal*, 17, 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>

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>

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>

Michael, M. (2009, February). Tampa psychologist accused of sex with a patient [Online forum comment]. Retrieved from <http://www.wtsp.com/news/local/story.aspx?storyid=125168>

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

Santos, C. (Writer), & Dahl, J. (Director). (2009). Betrayal [Television series episode]. In S. Spielberg and D. Cody (Executive producers), *The United States of Tara*. United States: 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 Five Weeks of Structured Online Tasks & Discussions and Evaluation of Your Performance from a Variety of Learning Domains 50%

Participation time frame: Five weeks; Wednesday to Saturday (ideally finish your posting Saturday evening)

Deadline to submit DF Evaluation (reflection/critique) via Moodle to the professor:

- For week 1: June 8, 2014: 11:55pm using week 1 evaluation form.
- For week 2: June 15, 2014: 11:55pm using week 2 evaluation form
- For week 3: June 22, 2014: 11:55pm using the form specified by the instructor
- For week 4 & week 5: July 13, 2014: 11:55pm using the form specified by the instructor

Task: You are to complete each online lesson and actively participate in the discussion forums associated with this course. Quality and quantity of postings are to be of high quality and adhere to expectations described in the posted online document, under course materials, “*Discussion Forum Expectations and Grading Criteria in the Master of Counselling Program*”.

DF Evaluation- reflection/critique performance: At the end of each posting week for the first three weeks, please submit a reflection/critique of your discussion participation, which will be used to assign you a mark for your online participation. For the last two weeks of your course, your reflection/critique is due five days after week 5 closes. A rotating template is used for this critical reflection and it will be provided in the online assignment folder (to clarify, each week has its own evaluation template). The title of the reflection/critique document is, “*Self Evaluation for Quantity and Quality of DF Participation – week 1; week 2; week 3*”. This assignment will be marked by the professor, sometimes with help from a qualified guest helper.

IMPORTANT → Failure to submit a comprehensive critical reflection will 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.

Skip week: There is a scheduled reading week set during the five-week online portion. During this reading week, students will be given a reading list but no online participation shall be required. Students in CAAP 6603 do not have a skip week of their choice given there are only five online weeks of study in this course.

To attend the SI: You need to pass each DF week to attend the SI portion of the course.

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. In addition, if you earn two B- grades (or lower) in the DF weeks your access to the course will be terminated as soon as possible since earning these grades make you ineligible to attend the SI thus a F is automatically awarded).

#2. Applied PARTNER Assignment: Analysis of an Ethical Dilemma Using CPA Decision Making Model Accompanied With Research Support 20%

PROPOSED DEADLINE – to be confirmed: June 28, 2014 at 11:55 p.m. via MOODLE ONLY.

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 announced in day 1 of class and 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 & 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 7 days before the assignment is due.

MAY I COMPLETE THIS ASSIGNMENT BY MYSELF? There are NO options (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. “Mock EPPP Ethics Exam” 30%

Date: July 26, 2014 at 10:am – 1:00pm. You must complete the exam at the U of L Exam Centre, E646 unless notified otherwise. There will be NO make up exams.

The written EPPP (Examination for the Professional Practice of Psychology) is one of the measures used to assess if a graduate level counsellor is ready to be licensed as a psychologist within certain North American jurisdictions. Significant portions 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.

A significant portion of the questions in the mock exam will match the format used in the actual EPPP exam (i.e., multiple choice, true/false, fill in the blank). In addition, there will be short answer questions and likely an essay type question included in the exam.

Questions in the mock EPPP exam will be based on the course readings, lectures, assignments, and forum/in-face discussions. The exam, based on past experiences, is completed, on average, within 2 hours. However, students are given 3 hours to write the exam.

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 **SQR5 study method** 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. Here is the link – check it out.

<http://elc.uark.edu/wp-content/uploads/2012/01/Moving-from-Reading-to-Learning1.pdf>

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 CAAP 6603 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:

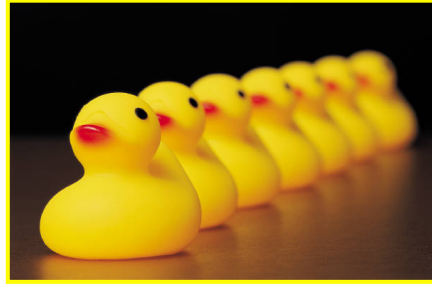
- A+ = superior
- A = excellent
- A- = very good
- B+ = good
- B = satisfactory.



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

- APPENDIX A -

ASSIGNMENT SUBMISSION &
STUDENT CONDUCT EXPECTATIONS
IN ALL OF PROFESSOR DAWN'S CLASSES ⁵



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*

Please email Dawn McBride to obtain this information

⁵ *Permission is granted to instructors to use some/all of my listed expectations. I ask that you give credit, in APA form, when borrowing my ideas. Thank you ☺*