

UNIVERSITY OF LETHBRIDGE: Faculty of Education

Master of Counselling Program

CAAP 6603: Professional Ethics & Conduct

WEB COURSE SYLLABUS (2013)
Authored & Delivered By Dawn McBride ^{1 2}

PROFESSOR:

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

- Registered Psychologist (Clinical)
- College of Alberta Psychologists (CAP): Ethics Examiner
- Approved Supervisor for Provisional CAP Psychologists

COURSE DETAILS:

Term: Summer 2013

Credit Hours: 3.0

Face-to-Face Instruction: Five full instructional days, with one half-day exam.

Online Instruction: Five weekly, comprehensive online lessons (each week requires completion of a series of independent/peer study tasks and participation in weekly graded, instructor facilitated discussion forums).

PROFESSOR'S CONTACT INFO: ³

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

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

Private Cell Phone: (*# posted in the forum*) Wed-Fri, ideally call between 5-10pm (if urgent, call anytime) and on the weekends, please call anytime between 10am-10pm.

University Fax Number: XXXXXX (not confidential; please use a cover page)

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

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

Office Hours: Available weekday/evenings & weekends via phone, Skype or in-person. Appointments are optional. Given I teach Wed to Sun, I am usually not available Monday and Tuesday, as one day is a day off, the other day is for my research.

Alert to My Response Time – Two (2) Days: It may take me up to 48 hours (2 days) to return your message, unless notified otherwise. Further, given our online course runs Wednesday to Sunday (mid day), I tend to minimize my online presence on Mondays and Tuesdays. **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 This syllabus, except for the readings, is subject to change until the first day of the course.

² As per ethical practice and academic code of conduct, you will need to obtain my written permission, in advance, to use any of my course materials I authored, organized, listed or prepared (this refers to materials on Moodle, the web, class handouts, e-lectures, etc).

³ ** 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 DESCRIPTION:

This course addresses professional and ethical issues in the practice, science and regulation of counselling. Course topics include but 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 in order to anchor issues in practical realities.

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 it relates 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 with ethical behaviors.

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



Many students find the ***SQ4R 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.

www.wvup.edu/academics/learning_center/sq4r_reading_method.htm



A MESSAGE FROM PROF. 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 M.C. program (*that is the good news* → *you may not have to read this much again while in the M.C. program*). **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.
- ❑ **S, 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. These hours are in addition to the MINIMUM hours you need to spend online debating and reflecting with your peers
- ❑ **More good news....** To ‘survive this course, enjoy it and learn TONS, it is critical YOU devote considerable time to completing the pre-readings and 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
 - As you were informed in your M.C. orientation, students who have returned back to their studies after a few years or more off from being in the ‘student role’, tend to need more time to get back into the groove of studying, reading fast, and being able to remember things easily. Thus, the first few weeks you may feel overwhelmed (**THIS IS NORMAL**) and doubt surfaces (*again NORMAL!*). You will survive if you stay focused and positive! *Self-doubt is a nasty killer of motivation and passion.*
 - During the summer institute, the pace is very intense, with required study time (work) during the extended lunch break and after each summer class, usually two-three hours of studying is needed each night (SI ethics course ends, most days, at 5:30pm). Sorry the SI is NOT a time ☺ to visit relatives/friends/sight see, etc – instead form a morning or evening study group, and help each other stay focused and motivated.
- ❑ **Pre-Readings:** Ideally, please complete the first three weeks of readings **before** day 1 of the course. At minimum, complete the readings for week 1 and 2. You will need to make study notes for each reading and be able to articulate the core concepts for each reading. **YOU WILL NOT HAVE TIME TO DO THE READINGS DURING WEEK 1 & 2, AS THERE WILL BE TOO MUCH FOR YOU TO DO ONLINE** (i.e., complete a list of lesson plan activities, often with a partner) especially for your first ethics lesson.
- ❑ **Additional Readings for the Summer Institute:** To be posted during week 5. These readings **MUST** be done before the summer institute begins. You will need to make notes on each of the readings and articulate the core concepts for each reading before the SI.
- ❑ **Course Schedule & Additional Readings:** To be posted on day 1 of week 1.
- ❑ **Summer Institute Schedule:** To be posted in week 5. Held July 22-July 27, 2013.

RESOURCES

I. REQUIRED READINGS: 4

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. (2013) *Graduate course in Ethics: Course readings*. Sold at the U of L bookstore (2 volumes). * PLEASE BRING BOTH VOLUMES TO EACH SI CLASS. THIS COURSE PAC 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 – optional - READINGS: 5

A SAMPLE OF SOME COUNSELLING CODES OF ETHICS

Canadian Addiction Counsellors Certification Board. (n.d.) *Canon of Ethical Principles*. Retrieved from http://www.cacfc.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/

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

⁵ 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.

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>

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://cjcrcc.ucalgary.ca/cjc/index.php/rcc/article/view/223>

MORAL DISTRESS:

Austin, W., Rankel, M., Kagan, L., Bergum, V., & Lemermeyer, 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/2009/0000017/0000002/art00_004

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/115842510m37/?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.

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

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

Botella, C., Garcia-Palacios, A., Baños, R.M., & Quero, S. (2009). SIM: A dynamic multidimensional visualization method for social networks. *PsychNology Journal*, 7(1), 77 – 100. Retrieved from <http://www.psychnology.org/422.php>

Bradley, L.J. (2009). Email and ethical issues. *The Family Journal*, 17(3), 267-271. doi: 10.1177/1066480709338293

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
- King, M. (1999). When clients threaten: Clinical Considerations from Smith v. Jones. *Psymposium*, 9(2), 7-12.
- 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

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.

CRITICAL INFORMATION TO PASS CAAP 6603:

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

1. earn a minimum of a B- grade for quality and quantity for posts for **EACH weekly online discussion forum** (there are 5 online lessons and each week is intensively evaluated). Some leniency may be offered to a student earning a C+ or lower in week 1 if the student achieves a B or higher rating in week 2.
 2. achieve an overall assignment grade of B or higher for assignment #1 (pertains to quality and quantity of participation in the online discussion portion of the class)
 3. complete the study tasks associated with each online week and keep a record of completed work for review/use at the SI
-

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

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

All of the above requirements are non-negotiable.

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

OVERVIEW OF COURSE ASSIGNMENTS:⁶

#1. Participation in Five Weeks of Structured Online Tasks & Discussions

... 45%

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

Deadline to submit DF reflection/critique via email submission to the professor:

- For week 1, week 2 and week 3 discussion forums, submit your DF review on/by Sunday by 11:59pm MST
- For week 4 & 5, submit your DF reviews five days after the end of week 5 by 11:59pm.

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 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*”.

IMPORTANT → Failure to submit a comprehensive critical reflection will result in automatic grade of zero (0) for the quantity grade for the relevant week.

Skip week: 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. However, 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.

To attend the SI: Please refer to the previous page – 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). To withdraw 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).

⁶ 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.

#2. “Mock EPPP Ethics Exam” 30%

Date: July 27. You can welcome to arrive anytime between 10am and 10:30am MST to write the computerized exam. You must complete the exam by 1:00pm MST, at the U of L Exam Centre, E646. There will be NO make up exams. The exam will not be re-scheduled due to student absence.

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). There will be short answer and essay type questions 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 1.75-2 hours. However, students are given 3 hours to write the exam. Additional details will be posted online.

#3. Applied PARTNER Assignment: Select 1 activity of your choice... 25%

Best practice in ethics often requires consultation with one’s peers/supervisors. Therefore, this assignment involves working with a self-selected classmate to complete an assignment of your choice – you have two options. Select only one option. If you fail to submit Option 1 by the noted deadline, the default position will be option 2. If you submit both assignments, the highest grade earned will be recorded.

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 be flexible (find a way to work together as a team as each person will bring something of immense value to the partnership).

If you are repeating this course, for whatever reason, (that is, you are enrolled in this course as a second time with Professor Dawn), then you must select a DIFFERENT option than your original option (that is, it is not permissible to work on the same type of assignment you submitted in the past – this prevents a charge of academic dishonesty as remember you cannot ‘reuse’ assignments in any course). Please come and talk to me – well in advance - about the assignment option issue.

Option 1: Research Paper: Analysis of a Ethical Dilemma Using an Approved Decision Making Model Accompanied With Research Support– due July 15, 2013 11:59pm MST.

OR

Option 2: Applied Paper: Rationale and Development of User-Friendly, Creative Consent Forms For Individual & Group Counselling Services For Teens or Adults – due Aug 11, 2013, 11:59pm MST

IMPORTANT INFORMATION ABOUT ASSIGNMENT #3: 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. Please secure a partner by week 3.

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 reigns to someone who won't delegate ☹️. The invite 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 you 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 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

Option 1: Research Paper: Analysis of a Ethical Dilemma Using an Approved Decision Making Model Accompanied With Research Support

Deadline: July 15, 2013 11:59pm MST via email to the professor

Best practice in ethics often requires consultation with one's peers/supervisors. Therefore, this assignment involves working with a self-selected course colleague to arrive at a reasonable resolution of an advanced ethical dilemma.

Additional details will be presented in Moodle by the end of week 2.

Vignettes will be released in Week 3 (i.e., Lesson 3).

The following is an overview:

- Select a vignette provided by Professor Dawn and use a published ethical decision making model for counsellors (model needs to be approved by the instructor at least 7 days before the assignment is due). The CPA model will be the default option - no approval is necessary if using the CPA code.
- Eight to 10 pages (double spaced; does not include title page, reference page, etc) will be sufficient for this assignment. Use the decision-making steps as the main headings in your paper and use secondary headings as needed.
- In this assignment, your opinion is important and valued, however, it needs to be informed by sound knowledge. Therefore, include an appropriate number of references to support your opinion (at least four, 2008 or newer peer reviewed journal articles are to be cited in the paper - for the sake of this graduate level assignment).
- Please adhere to the paper/writing expectations as outlined in this course syllabus. An assigned percentage of the total mark for this assignment will be based on the students' writing quality/APA adherence.

Option 2: Applied Paper: Rationale and Development of User-Friendly, Creative Consent Forms For Individual & Group Counselling Services For Teens or Adults.

Deadline: August 11th, 2013, 11:59pm MST via email to the professor

With a self-selected partner from the course, create an **ORIGINAL** (i.e., do not borrow other's work) comprehensive and personalized set of counselling consent forms for use at a counselling agency/school –these consent forms will hopefully be used in actual practice so personalize it as you desire. Additional details will be presented in Moodle by week 2.

Do not start this assignment until week 4, as you will not have learned the necessary content to succeed in this assignment. The following is an overview of the assignment. **NOTE:** Successfully completing this assignment does not verify that the consent forms are ethically and/or legally sound.

- Create a consent form package for adults (OR, for those 16 and older) seeking individual and group counselling (presenting problem is not relevant). In this package please include a form that meets ethical standards, for you to obtain/receive information about your client from other relevant parties.
- The information in the following documents, at bare minimum, must be included/addressed in this assignment: CPA Code of Ethics and the CAP Standards of Practice.
- Please structure your consent form in STAGES ... that is, present the consent material appropriate to be shared during session 1, session 2, session 3, mid-term, & near termination.
- All consent forms (e.g., consent for release of information form) needs to be user friendly, attractive to read, and very comprehensive (integrating as much relevant class material as possible into the consent form – likely at least 8 themes will need to be addressed). This document is NOT to look or read like an academic paper.
- The reading comprehension level should be around grade 7– the intent is to make the document friendly, NOT an intimidating, academic read.
- The length of the assignment is difficult to state since the material needs to be well spaced, creative in its presentation, etc. It is likely your consent form for the adults could be up to 10-12 single spaced pages but not less than 4 single spaced pages. The font, open white space, and use of icons/pictures will add to the thickness of the document. * REMEMBER – the length of your consent form is to be divided in STAGES.
- APA format is not required given the document is to be user friendly. However, the document must meet APA standards for editorial issues (e.g., sentence structure, quality of writing). An assigned percentage of the total mark for this assignment will be based on the students' writing quality/APA adherence.
- Reference Format: You are awarded flexibility in how references are placed in the document, as you must make this document user-friendly. Do not cite references within the text as non-academic folks (...most of the world!) find it awkward to read sentences with scholarly references embedded in them. Please do not use any direct quotes for this assignment. Paraphrase where needed and always cite borrowed information. Options include using footnotes to cite the author/year with a reference page at the end of the document and/or use footnotes to cite the complete APA reference.

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:

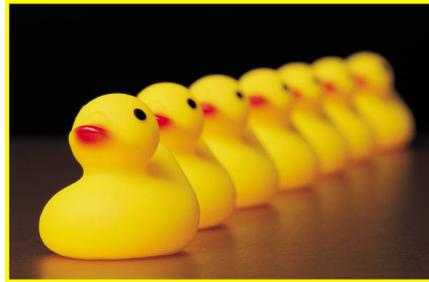
- A+ = superior
- A = excellent
- A- = very good
- B+ = good
- B = satisfactory.



*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 ⁷



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*
- format for assignments including the title pages*
- late assignments: penalty & extensions*
- APA expectations*
- failed internet connection and an assignment is due ☹*
- if you have a learning disability*

PLEASE CONTACT DAWN MCBRIDE IF YOU WOULD LIKE A COPY OF THE APPENDIX

⁷ *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 ☺*