

University of  
Lethbridge



Faculty of  
Education

# M.Ed. COUNSELLING PSYCHOLOGY

## *EDUCATION 5621: Ethics and Professional Practice*

### COURSE SYLLABUS (2016: January-April)

*Authored and Delivered by Dawn McBride<sup>1 2</sup>*

*Classroom Times: 1:00pm-3:50pm      Classroom: TH143*

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

*Course Equivalent: CAAP 6603*

#### **PROFESSOR:**

Dawn Lorraine McBride, M.Sc., Ph.D.

Associate Professor, 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:**<sup>1</sup>

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

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

**Private Cell Phone:** (# *posted under Moodle course announcements*). If urgent, call anytime. Otherwise, call anytime between 10am-10pm, Monday to Friday.

**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:** I warmly welcome your contact. I am available for drop ins, phone calls, and Skype sessions during weekday/evenings. Appointments are optional. Given that I teach online Wednesday to Saturday, I aim to take Sundays and most Tuesdays off.

**Secretary:** Margaret Beintema or Jean Mankee. **Phone:** 403-329-2732. **Office:** TH321 (west building). This is the location to drop off/pick up assignments (if Moodle is not an option).

**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 72 hours, please resend your message, as I may not have received it. **THANK YOU** ☺.

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<sup>1</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, and so forth. 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; clients' rights and confidentiality; dual relationships; and ethical issues in testing. The focus of this course will also be 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 Psychological Association (CPA) *Canadian Code of Ethics for Psychologists* (3<sup>rd</sup> ed.) and to practice issues relevant in Alberta. In addition, the Canadian Counseling and Psychotherapy Association (CCPA) *Code of Ethics* and its decision-making model will be examined. There will be ample use of vignettes, role plays, and discussions to anchor issues in practical realities.

## **CALENDAR COURSE DESCRIPTION:**

This course addresses professional, legal and ethical issues in the practice, science, and regulation of Counselling Psychology. Course topics include but are not limited to: ethical decision-making models, codes of conduct, and professional standards; informed consent issues across many domains of practice; counsellor's values and attitudes; dual relationships; ethical issues with vulnerable populations; and consequences of unethical conduct. Extensive reference will be made to the Canadian Code of Ethics for Psychologists.

## **COURSE OBJECTIVES: (stated in no particular order)**

Students will be able to:

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, including the professional credentialing process—certification and licensure requirements—for the College of Alberta Psychologists (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, particularly through the articulation of the relationships among a counsellor's emotional wellness, personal values, and ethical behaviours.

## RESOURCES

### I. REQUIRED READINGS & SUPPLIES:<sup>2</sup>

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

McBride, D. (2016) *Graduate course in Ethics: Course readings for CAAP 6603/Education 5621*. 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 2016 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.**

Access to Moodle – (weekly)

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

#### TEXTBOOK USED IN PAST YEARS

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

#### CODES & CHARTERS

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

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

<sup>3</sup> 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.

Human Rights Program of the Department of Canadian Heritage. (2003). *Your guide to the Canadian charter of rights and freedoms*. Ottawa: Author. Retrieved from <http://www.pch.gc.ca/eng/1356631760121/1356631904950>

Canadian Addiction Counsellors Certification Board. (n.d.) *Canon of ethical principles*. Retrieved from [https://www.caccf.ca/pdf/canon\\_ethical\\_eng\\_fra.pdf](https://www.caccf.ca/pdf/canon_ethical_eng_fra.pdf)

Canadian Association for Spiritual Care. (2015). *Chapter 5: Code of ethics for spiritual care professionals*. Retrieved from <http://www.spiritualcare.ca/manual.asp>

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

Canadian Counselling and Psychotherapy Association. (2007). *Code of ethics*. Retrieved from [https://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics\\_en.pdf](https://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf)

\* Martin, L., Shepard, B., and Lehr, R. (Eds.). (2015). *Canadian Counselling and Psychotherapy Experience: Issues-Based Ethics and Cases*. CCPA, Ottawa, ON.

Canadian Standards and Guidelines for Career Development Practitioners (2004). *Code of ethics*. Retrieved [http://career-dev-guidelines.org/career\\_dev/wp-content/uploads/2011/11/Doc-10-CODE-OF-ETHICS1.pdf](http://career-dev-guidelines.org/career_dev/wp-content/uploads/2011/11/Doc-10-CODE-OF-ETHICS1.pdf)

## 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

Guidance Council of the Alberta Teachers' Association. (2014) Informed consent and records management for Alberta school counsellors. Retrieved from <http://www.guidancecouncil.ca/wp-content/uploads/2015/04/Informed-Consent-and-Records-Management.pdf>

International Union of Psychological Science. (2008). Universal declaration of ethical principles for psychologists. Retrieved from <http://resources.iupsys.net/iupsys/index.php/ethics/declaration>

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://cjc-rcc.ucalgary.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](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 Counseling, 13*, 244-247. doi: 10.5330/PSC.n.2010-13.244

## 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 & 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). E-mail 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>

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*(2), 108-114. doi: 10.1016/j.ijlp.2009.01.003

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](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
- Leight, W. (Writer) & de Segonzac, J. (Director) Walter: Week 5 [Television series episode]. In S. Levinson et al. (Executive producers), *In Treatment*. United States: HBO.
- 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 <http://www.ect.org/?p=341>
- 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.*

In addition, this course syllabus is still in its draft form so changes to it may still occur. The final version, if needed, will be posted on day 1 of the course, in Moodle.

## OVERVIEW OF COURSE ASSIGNMENTS: <sup>4</sup>

### #1. Analysis of an Ethical Dilemma Using the CPA Decision-Making Model Accompanied With Research Support ..... 20%

**PROPOSED DEADLINE – to be confirmed:** January 29, 11:55 p.m. via MOODLE ONLY. The papers will be returned by February 10 evening.

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

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. A significant portion of the mark for this paper is for APA writing adherence including grammar, spelling, citations, and references. This is not a mastery assignment. Additional details about this assignment will be posted in Moodle.

### #2. ASSIGNMENT 2: .....40%

*There are two options for this assignment. Each student is to select one of the two options to complete. This is not a mastery assignment. There is no option to complete the alternate assignment as a makeup. This is an independent assignment. Students will not work with a peer. Each option requires the student to share his/her work with the class.*

#### **OPTION 1 FOR ASSIGNMENT #2: RESEARCH & POSITION PAPER**

To enhance your study of ethics, you are asked to spend time exploring a specific issue in counselling ethics that is highly relevant for a Canadian audience. The objective of this assignment is to demonstrate a comprehensive and in-depth understanding of the concepts, theories, and implications associated with the self-selected topic within counselling ethics and to provide a critical evaluation of the issue against existing standards of ethical practice. The topic must not be, or not have been, for the most part, addressed in this course, and it cannot be related to your thesis/project. In addition, the topic you select should not have been extensively addressed in any U of L graduate course you have taken. Additional details will be provided in Moodle.

<sup>4</sup> 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.



**PROPOSED DEADLINES – to be confirmed**

**Deadline #1:** By Feb 12, 2016 11:55pm MST – please record in Moodle your topic clearly stating the ethical question, or ethical dilemma to be investigated. FYI: I am willing to provide general feedback on your paper.

**Deadline #2:** March 28, 2016 11:55pm MST – please submit your paper via Moodle (papers will not be read if sent via email or submitted as a hard copy).

**OPTION 2 FOR ASSIGNMENT #2: SKILL DEMONSTRATION OF SEEKING INFORMED CONSENT**

To demonstrate your adherence to CPA ethics and CAP standards when educating new clients about their rights, please complete the following two tasks (both part I & part II):

**Part I of II: SEEKING CONSENT–WRITTEN.** Create a series of relational-based, client-centred forms for the following client groups: (a) independent adults who are seeking one or more of the following therapy services from you: group, family, individual, and/or couple; (b) assent consent for youth/dependent adults who are seeking one or more of the following therapy services from you: group, family, individual; and (c) parents’/guardians’ consent form for their dependents to seek your therapy services. In Moodle additional directions will be provided about the forms such as each form must meet the expectations listed in the CPA code of ethics as well as conform to the standards outlined by CAP, College of Alberta Psychologists. In addition, each form needs to promote a relational style that informs clients about counselling in a manner that is friendly and engaging to read (not presented in an academic, content-heavy manner (e.g., interweave a metaphor throughout the consent process).

**Part II of II: SEEKING CONSENT–VERBALLY.** Video record a therapy session of a typical first counselling session (client older than age 12) in which you demonstrate relational consent. The end result is to edit the video to showcase a set of clips (for a total of 15 mins) on how certain expectations were met. Additional details will be provided in Moodle.

**PROPOSED DEADLINES– to be confirmed**

**Deadline #1:** By Feb 12, 2016 11:55pm MST – provide intention to do this in Moodle.

**Deadline #2:** March 28, 2016 11:55pm MST – Part I and II are due via Moodle.

### #3. “Mock EPPP Ethics Exam” ..... 40%

The written EPPP (Examination for the Professional Practice of Psychology) is one of the measures used to assess whether a graduate level counsellor is ready to be licensed as a psychologist within certain North American jurisdictions. Significant portions of the questions on the EPPP exam refer to ethical issues. Therefore, this ethics course will have a mock EPPP exam to assess your understanding of a range of ethical issues.

Questions in the mock EPPP exam will be based on the course readings, lectures, assignments, and forum/face-to-face discussions. There are no make up exams. Additional details will be discussed later in the course and posted in Moodle. The mock exam will be in two parts, open book and closed book.

#### **PROPOSED DEADLINES – to be confirmed**

**Deadline #1: Part I –open book (10%):** Take home exam worth 10% of the 40% of this assignment. The exam will be distributed on the last day of class. This is an independent exam. The answers are required TBA days before the written exam. Answers are to be submitted via Moodle by 11:55pm MST.

**Deadline #2: Part II -closed book (30%):** This exam will match, for the most part, 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. The exam, based on past experiences, is completed, on average, within 1.5 hours. However, students are given 2 hours to write the exam.

## 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 EDUC 5621 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:*

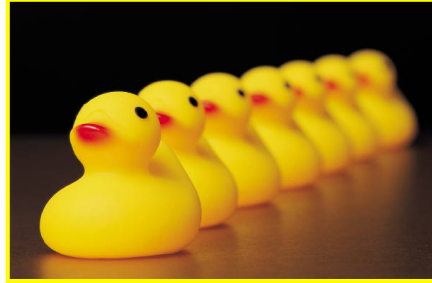
- *A+ = superior*
- *A = excellent*
- *A- = very good*
- *B+ = good*
- *B = satisfactory.*



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 <sup>5</sup>



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

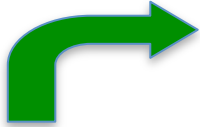
- format of assignments sent via email to Prof. Dawn*
- format for assignments including the title pages*
- late assignments: penalty & extensions*
- APA expectations*
- failed internet connection when an assignment is due ☹*
- if you have a learning disability*

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

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

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



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

- **Minimize Distractions, Please:** During face-to-face classes, email/texts should be discreetly and infrequently checked, if at all. Side chatter should be kept to a minimum. Cell phones are to be on silent/or low vibrate ring, and all calls are to be answered outside the classroom including when you say “hello” to the caller. And, gotta say the basics aloud: Please do not eat loud/crunchy food during class time and if you bring your computer to take notes, please type quietly ☺.
- **Confidentiality (no expiry date):** If someone shares a personal experience about him- or herself or others, please do not share details of the story that will identify the people involved. Also, please only share what you feel comfortable sharing during lessons/class discussions. As a registered psychologist and adhering to my moral code, I am obligated to get help for those who are in harm's way, including animals, children and dependent adults. This may mean that I need to disclose where I learned about the person/animal in harm's way. For those students in the MC program, please read the confidentiality policy and the *Discussion Forum Expectations and Guidelines* (Sept 2010) for additional detail on the confidentiality policy.
- **Attendance:** Class attendance is 100% required, unless notified otherwise.
- **You Are Paying For Your Education and Investing In A Future Career – So It Is Up To You:**
  - *To be active in your learning.* This requires you to complete the readings and the course assignments. For undergraduate students, you will often have homework after each class and graduate students will always have homework ☺.
  - *Know the course material in the assigned readings* even if it was not reviewed in the course as any course material may be on course exams and/or integrated into your assignments – unless stated otherwise.

**In the very RARE instance that you are absent from class:** You are required to assume the full responsibility to contact a fellow student to obtain: the lecture notes and discussions; handouts; information needed for the next and/or future classes; changes in assignment expectations and/or test dates; 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:

## **SUBMITTING ASSIGNMENTS TO PROFESSOR DAWN**

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

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

### **What Happens If a Student, in Prof. Dawn's Course, is Caught Cheating? Plagiarizing?**

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

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

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

## **Assignment Deadlines – What Time Is The Assignment Due?**

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

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

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

## **My Internet Connection Failed – may I get an extension?** No.

Given there are many locations to secure an Internet connection, you must still submit assignments on time, participate in the discussion forums, etc. So, please FIND a way to connect to the Internet! For example, go to an Internet café or a library. Please keep me posted via phone on your progress finding an Internet connection ☺.

## **What is the Assignment Late Penalty?**

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

**May I Get an Extension?** It is *extremely rare to receive an extension* for an assignment, informal class quiz (this is different from an exam), or presentation given the advance notice of assignment deadlines. The only exceptions, a doctor or another relevant professional approved by Prof. McBride can prove it in written form, would be a death of a family member, an unexpected and highly significant increase in a job responsibilities (work crisis only applies to full-time jobs), or an immediate (within two (2) days of a deadline of an assignment) family illness/crisis. In these cases, an extension and/or alternative assignment might be granted → all of which is at the full discretion of the instructor. \*\* HOWEVER, there will be no opportunities to makeup a missed exam or a missed presentation

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

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

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

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

### **BIG TIP:**

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

## LAST BUT NOT LEAST...

### Overall Assignment Expectations

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

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

For Assignments Submitted ELECTRONICALLY	For Assignments Submitted By PAPER COPY
<p>To help me with file organization, please submit the document in the following manner, with a title page.</p> <p>(a) <b>subject line:</b> 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 structure: your name - assignment -course - year.doc</p> <p><b>EXAMPLE→</b>     jane smith consent form EDUC 5261 2016</p>	<p>Title Page – see next page for the format</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>



**EXPECTATIONS FOR TITLE PAGE LAYOUT**

(do not copy the words in the brackets; do not use/insert a box around the title page; make the appropriate adjustments to match the course and program in which you are enrolled)

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

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

(center everything)

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

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

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

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

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

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

**University of Lethbridge**

(Note your program of study) Master of \_\_\_\_\_

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

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

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

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