



FACULTY OF EDUCATION

M.Ed. (Counselling Psychology)

EDUC 5709:

COUNSELLING PRACTICUM - I

COURSE SYLLABUS

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

Fall Term 2014

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

DETAILS:

Calendar Description: Professional development and supervised practice for graduate students in counselling psychology. The class seminars provide opportunity for group supervision of student work with clients, and for in-depth exploration of issues encountered in the practicum settings. The practicum settings provide opportunity for supervised practice in counselling techniques with clients.

Credit: 3.0

Contact Hours Per Week: 2-0-0

Instruction: Monthly, Face-To-Face, Full Day Seminars and use of the online learning platform, Moodle

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

Prerequisites:

- Education 5704 - Counselling Psychology: Skills
- Education 5705 - Counselling Psychology: Theory
- Education 5706 - Counselling Psychology: Interventions
- Education 5707 - Counselling Psychology: Assessment

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

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

PROFESSOR'S CONTACT INFO:

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

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

Private Cell Phone: _____. Ideally call anytime on the weekends and after 6:00pm Mon-Fri. Please no calls after 10:00pm. If urgent, please call anytime.

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

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

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

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

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

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

COURSE INTRODUCTION:

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

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

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

COURSE OBJECTIVES:³

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

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

The specific objectives/goals are for students to:	TYPICALLY THE MAIN FOCUS in 5709	TYPICALLY THE MAIN FOCUS in 5711
1. At The Practicum Site: Demonstrate ability to establish and maintain a strong working alliance with a variety of clients.	X (heavily emphasized)	X
2. At The Practicum Site: Demonstrate relevant assessment, interventions, termination, and evaluation procedures consistent with the agency's standards and the standards for professional practice.	X	X (refined)
3. At The Practicum Site and during the course itself: Demonstrate a highly reflective, active ethical practice to all persons that fully adheres to the Principles and Standards outlined in the Canadian Psychological Association's code of ethics. This also includes using consent forms that are CPA sound, for all ages and modalities of counselling (e.g., individual, group, family)	X	X
4. At The Practicum Site: Document clinical work in a way that meets the standards of the counselling site and also adheres to the standards of CAP & the Canadian Code of Ethics for Psychologists.	X	X (refined)
5. At The Practicum Site: Recognize and be willing to address how personal feelings/issues (e.g., countertransference) may affect work with clients and hamper the counsellor's growth (personally and professionally). This includes knowledge of how one's cultural background influences the process of counselling.	X	X (refined)
6. At The Practicum Site: Conceptualize client struggles with an understanding of how individual and micro-macro system dynamics contribute to the onset and maintenance of presenting problems. This includes being attuned to the cultural and psychosocial dynamics of the situation. [The specifics of the systems analysis will depend upon theoretical orientation of the agency/the student]	X (introduced)	X

³ These objectives were created and/or modified by McBride (2008) which were later adopted into the U of L Graduate Studies & Research in Education: Counselling Practicum Handbook (original version, 2010; most current August 2012).

<p style="text-align: center;">The specific objectives/goals are for students to:</p>	<p style="text-align: center;"><u>TYPICALLY THE MAIN FOCUS in 5709</u></p>	<p style="text-align: center;"><u>TYPICALLY THE MAIN FOCUS in 5711</u></p>
<p>7. Conduct an efficient and comprehensive psychosocial history of the client and the presenting problem, while always maintaining strong working alliance skills and demonstrating cultural competence. [The specifics of the assessment will depend upon theoretical orientation of the student and the requirements of the practicum site.]</p>	X	X (refined)
<p>8. Describe and demonstrate a range of clinical interventions for adults and/or youth that are implemented in an ethical manner.</p>	X	X
<p>9. Effectively use self-directed and group learning to enhance counselling performance through the use of academic readings, discussion forums, videotape analysis, transcript analysis (if assigned), and case presentations/ consultations.</p>	X	X (refined)
<p>10. Identify the importance of self-care, including awareness of the connection to burnout, vicarious traumatization, and countertransference.</p>	X	X
<p>11. Incorporate theory, skilled practice and applied experience into a written personal counselling framework.</p>		X
<p>12. In addition, in Professor McBride’s practicum, students are to recognize the difference between content and process and to use process based skills in their counselling sessions.</p>		X

PRACTICUM GUIDELINES & EXPECTATIONS:



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

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

COURSE SCHEDULE and FACE-TO-FACE SEMINAR:

- Seminar times are usually 9:15-5:15pm
- Seminar 2014 dates are:
 - September 6
 - November 1
 - November 29
 - & one additional seminar needs to be scheduled on/before September 6th. The instructor reserves the right to select the date. However, a vote will held to learn of date preferences on/before September 6th. In the meantime, **please tentatively reserve possible seminar dates: Nov 15, Nov 22, & Nov 28.**
- Additional details about the seminar, including the monthly agendas, will be posted in Moodle.

READINGS:

Required:

- McBride, D. (2013-2015). *University of Lethbridge Practicum Reading CoursePack for CAAP 6611-CAAP 6619 (or EDUC 5709 listed under Dr. Cey since he was initially assigned this course)*. It is a thick coursepack loaded with practical, useful counselling resources and articles addressing the developmental process of becoming an ethical, competent counsellor.
- Sinclair, C., & Pettifor, J. (Eds.). (2001). *Companion manual to the Canadian code of ethics for psychologists* (3rd ed.). Ottawa: Canadian Psychological Association.

Required Resource Material:

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- USB stick that allows password protection or encryption to ensure maximum privacy of all client data (e.g., recorded sessions). At no time can client material be taken off site. **NO EXCEPTIONS.**
- Video-camera (or ability to record via laptop). Ensure you can password protect or encrypt all recorded information. At the very least, you need to record at least one counselling session a week.
- Audio digital recorder. Ensure you can password protect or encrypt all recorded information. This is a handy, unobtrusive device to record all non-video taped sessions.

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

- ❑ Boylan, J., & Scott, J. (most current version). *Practicum & internship: Textbook and resource guide for counseling and psychotherapy*. New York: Routledge/Taylor & Francis.
- ❑ Brown, B. (2008). *I thought it was just me (but it isn't): Telling the truth about perfectionism, inadequacy and power*. Toronto, Ontario: Penguin Canada.
- ❑ Cormier, S., & Nurius, P. (most current). *Interviewing and change strategies for helpers*. Toronto, Ontario: Brooks/Cole.
- ❑ McBride, D. (most current). *Ethics CAAP 6603 (or EDUC) CoursePack – 2 volumes*.
- ❑ Scott, M. (2009). *Simply effective CBT: A practitioner's guide*. New York, NY: Routledge.
- ❑ Wiger, D.E. (most current). *The clinical documentation sourcebook: The complete paperwork resource for your mental health practice* (3rd ed.). Hoboken, NJ: John Wiley
OR Zuckerman, E. (most current). *The paper office*. New York, NY: Guildford.
- ❑ Yalom, I. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York, NY: HarperCollins.

Client Privacy Is A #1 Priority

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

Examples of offering your clients utmost privacy:

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

COURSE ASSIGNMENTS - in addition to the expectations and readings your practicum site requires you to complete:

1. Successfully Pass The Practicum 50%

This requires the student to:

- Earn a pass at the final review as per the criteria outlined on the Practicum Evaluation form.
- The final evaluation is due **December 19, 2014, by Noon**. The evaluation must be submitted via two methods: 1. via Moodle, and 2. an original signed copy given to the professor. Marks are due by the Dean's office by December 19.
- Adhere to the practicum expectations and guidelines that are cited in the U of L practicum handbook and in this course syllabus, which includes but not limited to:
 - Meet the MINIMUM required number of hours for direct client face-to-face time and indirect/direct supervision hours, all within the allotted time period of 13 weeks, or by another date agreed upon by the practicum site and the practicum university instructor.
 - Submit, as requested, 13 weekly detailed, fully completed required practicum hour log sheets, each signed by the field supervisor and approved by the instructor (i.e., 13 weeks that total 150 hours plus one orientation week log). Additional details are in the practicum handbook.
 - Signed log sheets are due every week, via Moodle, unless otherwise informed, by 11:55pm every Sunday starting Sept 7th, 2014.
 - Adhere to the CPA code of ethics and the Standards of Professional Conduct as outlined in the most recent edition of the University of Lethbridge Calendar, Faculty of Education section VI. Any violations of the code or the standards will likely result in dismissal from the class and/or a failing course grade being awarded.
- Attend 100% of the in-class practicum seminars demonstrating active, professional, ethical, respectful participation (e.g., come prepared, engage in the discussions, participate in the learning activities, present your assignments that meets high quality standards, and be respectful to the instructor and others, etc.). As Corinne Borbridge noted in her CAAP 6619 2008 syllabus, ***“The professionalism you bring to the seminars should be of the high standard you would bring to a paid employment setting as a counsellor”***.

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

2. SEMINAR: Ethics - Demonstration of Seeking Informed Consent in a Relational, Phased-In Process..... 20%

To demonstrate your adherence to CPA ethics and CAP standards when educating new clients about their rights when seeking your counselling services, please present to your seminar classmates a series of 3 to 15 minute video clips for a total of 20 recorded minutes that address some of the major consent issues.

- The goal is to present the information in a “phased’in” manner that fosters building a working alliance, has the client participating in the discussion (more than just nodding his/her head), and helps the client see the value of knowing his/her rights and what counselling is/is not.
- To pass this activity, the counsellor needs to convey some of the major consent topics in a way that does not: (i) hog the airtime, (ii) overwhelm the client, or (iii) use a “dump” style.
- The phased’in style to informing a client means you spread out the “need to know” information about counselling over a period of 60 mins and/or over a 2-3 sessions. Hence, why you need to submit a series of video clips.
- The therapist is the practicum student and the client is a fictional typical youth (age 13 or older or their parents) or adult who presents with a common problem (e.g., panic attacks). The client can be played by anyone of the student’s choice, other than a “real” client.
- You are encouraged to be creative in how you deliver the required information. For example, past students created a quick board game to inform a client about his/her rights. Other students created a poem/song and others used creative expression tasks to convey critical information about a client’s rights (e.g., a paper plate was used to explain what privacy is and is not when seeking help from a counsellor).
- Feel free to use and/or share a transcript. However, the clips must look AUTHENTIC.
- Prior to showing the clips for grading, you can re-tape as often as you like to reach, at minimum, the expected level: B+ standard (87-89%).
- Prior to posting your video, please distribute a handout that contains the following items:
 - (i) the break down of the topics you cover, per session (i.e., the consent topics/what you need to know about counselling).
 - (ii) optional: handouts you share with your clients about the consent process
 - (iii) your top 5 tips/strategies on how to educate clients about their rights that makes it meaningful to clients and promotes the building of a working alliance. E.g., one tip might be “use RIGHTS rather than say you can_____”.
- The slots for presenting your ethics tape will occur during one of the seminar days or during a Moodle time slot. Slots will be assigned by September 1, if not sooner.
- *Additional details will be posted online under “assignments” in Moodle.*

3. Mastery Learning Task

Assessment – Comprehensive Client Report30%

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

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

Additional details, including a template of how to record this information, will be posted online under the assignment folder in Moodle.

Mastery Learning Deadlines:

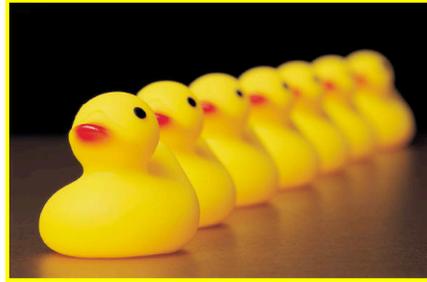
1. Half of the report is due on October 28, 11:55pm. Please submit via Moodle.
2. Your final, high quality, client case report is tentatively scheduled to be due on November 23, 11:55pm via Moodle. This date may change depending on the booking of an additional seminar day.
3. If you need to resubmit the report (mastery learning) to earn at least a B+, then you have until December 3rd 2014 at 11:55pm to submit a final version of a high quality report via Moodle.

GRADING GRID USED IN THIS COURSE:

Percentage Grade	Alpha Grade
97 – 100	A+
93 – 96	A
90 – 92	A-
87 – 89	B+
83 – 86	B
Percentage Grade	Alpha Grade
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
67-69	D+
63-66	D

- APPENDIX A -

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



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

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

⁴ *Permission is granted to instructors to use some/all of my listed expectations. I just ask that you give credit, in APA form, when borrowing my ideas. Thank you ☺*

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

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

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



- **Minimize Distractions, Please:** During face-to-face classes, email/texts should be discreetly and infrequently checked, if at all. Side chatter should be kept to a minimum. Cell phones are to be on silent/or low vibrate ring, and all calls are to be answered outside the classroom including when you say “hello” to the caller. And, *I gotta say the basics aloud*: Please do not eat loud/crunchy food during class time, as it may distract or annoy your study neighbours ☹. And, if you bring your computer to take notes, please type quietly ☺.
- **Confidentiality (no expiry date):** If someone shares a personal experience about him- or herself or others, please do not share details of the story that will identify the people involved. Also, please only share what you feel comfortable sharing during lessons/class discussions. As a psychologist, I am obligated to get help for those who are in harm's way, including animals, children and dependent adults. This may mean that I need to disclose where I learned about the person/animal in harm's way. For those students in the MC program, please read the confidentiality policy and the *Discussion Forum Expectations and Guidelines* (Sept 2010) .
- **You Are Paying For Your Education & Investing In Your Career – So It Is Up To You To:**
 - *Be active in your learning.* This requires you to complete the readings and the course assignments. For undergraduate students, you will often have homework after each class and graduate students will always have homework ☺.
 - *Know the course material in the assigned readings* even if it was not reviewed in the course as any course material may be on course exams and/or integrated into your assignments – unless stated otherwise.
- **Attendance:** Class attendance (online and F2F) is 100% required, unless notified otherwise. For F2F classes please aim to arrive about 15 mins early to settle in/get organized.
- **In the very RARE instance that you are absent from class (online or F2F):** You are required to assume the full responsibility to contact a fellow student to obtain: the lecture notes and discussions; handouts; information needed for the next and/or future classes; changes in assignment expectations and/or test dates; etc. It is also a respectful gesture if you notify the instructor of your absence. A NAME, E-MAIL & PH # OF A STUDENT I CAN CONTACT:

SUBMITTING ASSIGNMENTS TO PROFESSOR DAWN

Quality of Work:

Standards of the work submitted or presented by the student in Professor Dawn's courses are required to reflect the **HIGH expectations** associated with attending a postsecondary institution at a graduate or undergraduate level. *HINT* - This means you need to adhere to the most current version of APA as it relates to documentation of references, editorial standards (e.g., no spelling mistakes, biased free writing, grammar, etc.) and academic honesty.

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

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

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

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

BIG TIP:

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

Assignments:

1. Deadlines – What Time Is It Due?

- **ONLINE SUBMISSIONS:** All assignments submitted via internet i.e., Moodle are due at 11:55pm MST (or MDT) on the specified date unless otherwise noted.
- **FACE-TO-FACE SUBMISSIONS:** Submit 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.

2. What is the Assignment Late Penalty? Five (5%) percent deduction per day (including weekends) – which starts 5 minutes after the class has started or after the posted deadline if received by Moodle (or by email, if permission to do so). Late assignments will not be accepted if the assignment has been returned to the students, marked and graded.

If you arrive late for an exam/quiz/presentation, you will have to complete the exam/quiz/presentation within the remaining time available. *It is better to come late than not at all!*

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

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

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

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

Other Questions:

My Internet Connection Failed – may I get an extension? No. Given there are many locations to secure an Internet connection, you must still submit assignments on time, participate in the discussion forums, etc. So, please FIND a way to connect to the Internet! For example, go to an Internet café or a library. Please keep me posted via phone on your progress finding an Internet connection ☺.

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

Do You Need Help with the Course Material? Please seek help from someone in the know ☺. You are more than welcome to ask me questions when you need clarification and/or want additional information about the course and/or the assignments.

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 ...

particularly if you are

managing your stress in a healthy manner,

taking full responsibility for your learning, and

taking the high road ☺.

LAST BUT NOT LEAST...

Overall Assignment Expectations

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

- Use a title page for **ALL** submitted work (hard copy or electronic) including worksheets & journals. Follow exactly the sample (last page) to prevent marks from being deducted.
- Only typed work will be graded, unless noted otherwise.
- Meet the page requirement, if one is provided. Note: The **overall page requirement does NOT** include the title page, table of contents page, appendices, or the reference pages.
- Only assignments submitted on white, 8.5 x 11, 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, 6th 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 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: 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) subject line: Your name and the title of the assignment</p> <p>(b) file name: Unless noted, please send me the assignment with this file name structure: your name - assignment -course - year.doc</p> <p>EXAMPLE → jane smith consent form CAAP 6603 2015</p>	<p>Title Page – see next page for the format</p> <p>Please staple 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)

(Your name) Ayi Al Nemi, p. 1

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

(Title of the assignment & assignment # if relevant)

Take Home Ethics Assignment

(Title of your paper)

Are Dual Relationships Really That Bad?

(Your full name)

By Ayi Al Nemi

(Your U of L email address & please hyperlink it)

ayesha.n@hikl.ca

(Full Course title)

EDUC 6500 Developmental Psychology

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

University of Lethbridge

(Note your program of study) Master of _____

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

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

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