



FACULTY OF EDUCATION

Master of Counselling

CAAP 6611: General Counselling Practicum

CAAP 6611 OL & CAAP 6611 OLA

COURSE SYLLABUS

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

Fall Term, 2016

PROFESSOR:

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

- Registered Psychologist (Clinical)
- CAP Ethics Oral Examiner (active)
- CAP Supervisor for Provisional Psychologists (active)

DETAILS:

Term: Fall 2016

Credit Hours: 2.0

Face-to-Face Instruction: Four instructional seminar days held on campus (Wednesday to Saturday, during mid-term in the semester).

Online Instruction: There will be four online lessons. Two lessons will be completed with the class, facilitated by the instructor. And, the remaining lessons will be completed independently.

Field Work: At least 150 hours over 13 weeks with a minimum of 26 hours of face-to-face supervision with an approved supervisor. NOTE: *These are the absolute minimum hours students need to obtain.*

Equivalent: CAAP 611, Education 5709

Prerequisite: CAAP courses: 6601, 6603, 6605, 6607, 6613, & 6615

Grading: Pass/Fail. However, the student must meet the minimal standard on each assignment to pass the course. In addition, to pass the course the student must attend 100% of the in-class seminar and receive a certain score (or higher) on the program's detailed practicum evaluation form completed by the field supervisor. Additional details are provided in this course syllabus and in the Moodle course website.

¹ ** I warmly invite **all** students to contact me to discuss the course, course assignments, 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.

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: _____. 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 facing building, on route to Student Union Food Court, Level 2)

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

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

My Response Time to Your Email or Phone Call – 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 aim to take a day off from computer work on Sundays, and either Mondays or Tuesdays.

COURSE INTRODUCTION:

The U of L counselling program requires active participation by students in two extensive field-based experiences, preparing them to become reflective practitioners and helping them transition them from student to counsellor role. These two courses are CAAP 6611 and CAAP 6619. 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 expand and challenge their professional knowledge continually 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.).

CALENDAR COURSE DESCRIPTION:

Provides an opportunity for professional development and supervised practice in a general counselling setting. Students will be involved in direct work with clients under the supervision of a qualified professional.

COURSE OBJECTIVES:³

Upon successful completion of the two 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 of the CAAP courses 6611 and 6619 are for students to:		MAIN FOCUS in 6611	MAIN FOCUS in 6619
1.	At The Practicum Site: Demonstrate ability to establish and maintain a strong working alliance with a variety of clients.	X (heavily emphasized)	X
2.	At The Practicum Site: Demonstrate relevant assessment, interventions, termination, and evaluation procedures consistent with the agency's standards and the standards for professional 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 <i>Canadian Code of Ethics for Psychologists</i> .	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.	Incorporate theory, skilled practice, and applied experience into a written personal counselling framework.	X	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.

The specific objectives/goals of the CAAP courses 6611 and 6619 are for students to:	MAIN FOCUS in 6611	MAIN FOCUS in 6619
7. 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
8. Conduct an efficient and comprehensive psychosocial history of the client and the presenting problem, while always maintaining strong working alliance skills and demonstrating cultural competence. [The specifics of the assessment will depend upon theoretical orientation of the student and the requirements of the practicum site.]		X
9. Describe and demonstrate a range of clinical interventions for adults and/or youth that are implemented in an ethical manner.	X	X
10. 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.		X
11. Identify the importance of self-care, including awareness of the connection to burnout, vicarious traumatization, and countertransference.	X	X
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.		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 (please access the most current version online via the M.C. 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:

It shall be posted in Moodle. Moodle opens September 2. All the required course documents will be loaded by day 1 of the course (day 1 of the course is the day after Labour day). However, there may be changes to the course syllabus since it may still be in its draft form. The final version, if needed, will be posted on day 1 of the course, in Moodle. In addition, the university gives permission for changes to the course syllabus, as noted by the following statement taken directly from section 9 of the University of Lethbridge 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.

FACE-to-FACE SEMINAR:

The seminar is highly interactive and invites sharing of students' practicum experiences and filling in students' learning gaps in their quest to become ethical, competent, and congruent counsellors. The seminar activities range from experiential learning activities, sharing of resources, debriefing opportunities, practicing skills via role-play, guest speakers showcasing their work, and instructor-led professional development presentations (e.g., trauma, self-harm, ethical note-taking practices, grief work, family or couple therapy, somatic experiencing, EMDR, tapping, resource development, treating OCD, etc.). Each day there is a set schedule of learning tasks to complete. However, the schedule is often flexible and adaptable.

Students in any of Professor McBride's courses are never required to present recordings of clients. Informal discussions about clients and case reports about clients (with their full consent) can only occur if the student significantly modifies client information so the client's identity is completely safeguarded. Client privacy is of utmost importance in these seminars, and this ethical stance of protecting client's rights will be closely monitored.

Client Privacy Is A #1 Priority

As a U of L counselling practicum student, you are required to adhere to the CPA/CCPA standards associated by offering clients the highest degree of privacy possible (and 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., be aware of what people can see when you make appointments; do not take your daytimer home if it contains clients' names)
- no information about a client is to be taken off the agency site
- no information about a client is debriefed with your family or friends
- do not talk about your clients in the agency staff room or in the agency's hallways – Please **CLOSE THE DOOR** whenever you talk about a client.
- clients are told in advance, by you, when you cannot keep their information private
- clients are informed, by you, of the risks and benefits of signing any counselling-related form. This discussion occurs before they sign the form.

READINGS & MATERIALS:

- ❑ McBride, D. (most current version). *University of Lethbridge Practicum Reading CoursePack for CAAP 6611-CAAP 6619*. A thick coursepack loaded with practical, useful counselling resources and articles addressing the developmental process of becoming an ethical, competent counsellor.
- ❑ Trotter-Mathison, M., Koch, J., Sanger, S., & Skovholt, T. (2010). *Voices from the field: Defining moments in counselor and therapist development*. New York, USA: Routledge.
- ❑ Sinclair, C., & Pettifor, J. (Eds.). (2001). *Companion manual to the Canadian code of ethics for psychologists* (3rd ed.). Ottawa: Canadian Psychological Association.
- ❑ American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- ❑ Video-camera (or ability to record via laptop). Ensure you can password protect or encrypt all recorded information. You need to record at least one full 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.
- ❑ USB stick with password protection/ encryption to ensure maximum client privacy. At no time can client material be taken off site. **NO EXCEPTIONS.**

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.
- ❑ Burns, D. (2006). *When panic attacks*. Random House: New York, NY.
- ❑ Child Therapy Tools – online store: childtherapytoys.com
- ❑ Knaus, W. J. (2012). *The cognitive behavioral workbook for depression: A step-by-step program*. Oakland, CA: New Harbinger.
- ❑ McBride, D. (most current, or your course version). *Ethics CAAP 6603 CoursePack – 2 vols.*
- ❑ 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.

COURSE ASSIGNMENTS - in addition to the expectations and readings your practicum site requires you to complete, you need to complete the following tasks to earn a PASS in the course.

1. PRACTICUM: Successfully Pass the Practicum

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, 2016, by Noon**. The evaluation must be submitted via two methods:
 1. via Moodle in the appropriate folder.
 2. an original signed copy given to the professor BY MAIL by the above date.
- ☐ Adhere to the practicum expectations and guidelines that are cited in the U of L practicum handbook and in this course syllabus, which include but are 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 at least 150 hours plus one orientation week log). Additional details are in the practicum handbook.
 - Signed log sheets are due every Saturday by 6:00 p.m. MST, starting the first Saturday of the first week of classes. Submit log sheets even if you have not seen clients and just have MISC hours recorded. Once I am confident that you are well on your way with coding, obtaining weekly hours, and the practicum is going well, I will notify you when you no longer have to submit the sheets weekly. Instead, you will submit all your supervised log sheets at the end of the term.
 - 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, on time and stay for the complete duration, the entire seminar while demonstrating active, professional, ethical, respectful participation (e.g., come prepared, engage in the discussions, participate in the learning activities, present your assignments that meet high quality standards, and be respectful toward the instructor and others, etc.). As Corinne Borbridge noted in her CAAP 6619 2008 syllabus, ***“The professionalism you bring to the seminars should be of the high standard you would bring to a paid employment setting as a counsellor”***.

The student is not eligible to receive credit for attendance at the seminar if (i.e., means a failure): 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. ONLINE LEARNING OPPORTUNITIES

There will be four *applied focused* online lessons (e.g., developmental stages of supervisees, how to start a first session, risk assessments, addressing family violence). Forums will also be a place where students will be invited to reflect on their practicum and supervisee experiences) and debrief the required practicum book, *Voices from the field: Defining moments in counselor and therapist development* by Trotter-Mathison, et al. (2010). Two lessons will be completed with the class, facilitated by the instructor. And, two lessons will be completed independently at a time convenient to each student. Forum participation expectations are outlined in Moodle.

3. INTERVENTIONS: Show and Tell

At the Fall seminar, each student is asked to present a meaningful *show and tell* intervention which has not been taught, discussed, or shown to you before in your Master's degree. A handout describing the intervention is required. The resource can be for any age, any presenting issue, any client configuration (couples, group, individual, play therapy), and from any counselling modality. Samples of resources could be a therapy game, an intervention for specific presenting problem, a useful assessment tool, or a set of resources from a webpage.

Deadline: Day 1 of the Fall term seminar

Submission Details:

- Length of presentation: 10-15 minutes. It is an informal presentation. Please bring the resource with you.
- To pass this activity, the intervention and the handout have to meet the identified criteria.
- Please create a 1-2-page resource handout that briefly:
 - describes your show and tell item(s) addressing the **“WHY” – why is this resource SO SO GOOD?**
 - offers ideas and options to use this resource that take into account age, presenting issue, and issues of diversity
 - lists at least 4 good process and/or debrief questions to milk the power of the resource. Please create your debriefing questions drawing from the SIBAM model. E.g., <http://matthewgardnercounselling.blogspot.ca/2011/09/therapy-thursday-glorious-sibam-model.html>
- Other directions:
 - The format of the handout is open. No title page is required. However, please include your full name, the resource's APA reference (& if relevant, cost & where to purchase it)
 - Remember: Select a specific resource that has not been discussed or addressed in any of your past Master level courses.
 - Please post your handout in Moodle under “intervention” by the last day of the Fall seminar, as a way to help your peers (in both sections) create an e-library of interventions.
 - Please bring enough copies of this resource handout for everyone in the seminar including the instructor. If possible, please hole punch, staple and copy the handout back-to-back.

4. SEMINAR: Facilitate a Counselling Session with a New Client

To practice and refine student's skills in starting and facilitating a first counselling session, students will record themselves facilitating a 60-minute, first session with a client (fictitious client). From this work, students will edit the video to create a 30-minute recording to be shown at the seminar for discussion and feedback purposes. Students will receive feedback on their first session counselling skills using a modified reflecting team approach.

A set of counsellor competencies must be demonstrated in the edited recording. These competencies are posted in Moodle, under course details.

Students are strongly encouraged to practice with fictitious clients before starting the recording - practice sessions are a great investment in helping you prepare for this assignment and to help you refine your skills when meeting *real* clients for their first session. In addition, students are invited to share this assignment (details, recording, outcome) with their on-site supervisor.

Mastery Assignment: Prior to presenting your edited recording for audience viewing and for grading, you can re-tape as often as you like to reach the minimum expected level of a **B+** **standard** (that is, obtained a 87-89% level of competency in facilitating a first session).

GRADING GRID USED IN THIS COURSE:

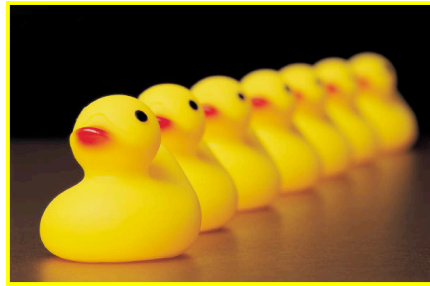
This course is graded as a pass/fail. A pass, in this course, is defined as earning at least a B+ on each assignment. A B+ is defined on the marking grid below. A grading example: In this course, if a student earns a PASS on the practicum evaluation and earns an A for the written assignments **but** receives a C+ for forum participation, the student has earned the grade of a FAIL for the practicum course. Consequently, the student will NOT be eligible to receive credit for this course.

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		

Faculty of Education master's level 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

- 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*. Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below.

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.

- **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* (most current version is posted in Moodle).
- **Attendance:** Class attendance (online and face-to-face) is 100% required, unless notified otherwise. For face-to-face classes, please aim to arrive about 15 minutes early to settle in/get organized.

- **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.
- **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 and so forth. 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:
- **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 ☺.
- **Do You Need Help with the Course Material?** Please seek help from someone in the know. ☺ And, 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.

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. Unless you express to me that you are having difficulty and/or are confused with the material, I will not know.

I want you to succeed in your last course in the program. I will do my best to help you ... your job is to stay focused, disciplined, and open to learning ☺.

SUBMITTING ASSIGNMENTS TO PROFESSOR DAWN

High Quality of Work: Standards of the work submitted or presented by a 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 (e.g., (www.uleth.ca/ross/academic-calendar/sgs)). 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 11:55 p.m. MST (or MDT) on the specified date unless otherwise noted.
- **FACE-TO-FACE SUBMISSIONS:** Submit each assignment 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 if submitted by email, if permission was granted to submit by email). Late assignments will not be accepted if the assignment has been marked and graded and returned to students—unless noted otherwise.

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, proven in written form by a doctor or another relevant professional approved by Prof. McBride, would be a death of an family member within two weeks of the deadline, an unexpected and highly significant increase in a full-time job responsibilities within a week of the deadline, or immediate significant family 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 assignment that is part of an exam will not be returned to the student, but this work will be accessible for students to review.

Other Need to Know Questions:

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.

My library skills are a bit rusty, do you have any resources you to recommend?

- An useful library guide for counselling students, thanks to our librarian Paula Cardozo: <http://libguides.uleth.ca/c.php?g=520227>
- For a full list of helpful guides for library users, see: <http://www.uleth.ca/lib/>

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 feel free to keep me posted via phone on your progress finding an Internet connection ☺.

Are you running into questions/challenges with technology?

FOR MOODLE HELP	FOR GENERAL IT HELP
http://moodleanswers.com/	http://www.uleth.ca/information-technology/desktop/help
http://www.moodleanswers.com/index.php/information	http://www.uleth.ca/information-technology/resources/tips-tricks
	http://www.uleth.ca/information-technology/services

What is my access to the course – if I withdraw or fail? If you indicate in writing (email) to the instructor that you are withdrawing from the course, your access to the online course will be removed as soon as possible (e.g., within the day). Withdrawing formally from the course requires you to contact the graduate office (Faculty of Education) 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 IF your course includes a Summer Institute (SI) component since earning two B- grades means you are ineligible to attend the SI.

Any other questions? Please ask me. Questions are welcome!

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.
- ☐ 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 typed, submitted on white, 8.5 x 11, will be graded, unless noted otherwise.
- ☐ The accepted font and size, according to APA Publication Manual, 6th ed., is Times New Roman 12 point, including headers. Please use this font and size, unless directed otherwise.
- ☐ Use the editorial standards listed in the APA Publication Manual, 6th ed, unless noted. Please use Canadian spelling. And, please have someone your work proofread (*notice anything wrong ...?*)
- ☐ Reference pages are required. Use APA for all cited work. **APA→** hyperlinks are to be removed unless noted otherwise.
- ☐ Please use a modified version of APA for the following:
 - ☐ Use upper right headers on ALL pages using the format: Your name Pg. # → Dawn Smith, p. 3
 - ☐ Have paper margins set at 1" on all sides, unless notified otherwise
 - ☐ Use double spacing (line spacing 2.0) 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 on 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 it sounds jumbled. Also, headings add considerable organization to your paper.
- ☐ APA question: How many sentences form a paragraph? Answer: *At least two.*

For Assignments Submitted ELECTRONICALLY (email or Moodle)	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) email 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 2022</p>	<p>Please staple all pages together, and the title page is the first page.</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 Counselling Program

(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, please **STAPLE THE PAGES.**

Please do not use paper clips or plastic folders.