



THE UNIVERSITY OF LETHBRIDGE  
FACULTY OF EDUCATION  
Master of Counselling

## CAAP 6699 Project: Professional Portfolio

Spring Semester: January – April 2020

---

### Contact Information

Instructor: Blythe Shepard, Ph.D. (Educational Psychology with Counselling Specialty), CCC, CCC-S  
Phone: 403-329-2383  
Office: TH 316  
Email: [blythe.shepard@uleth.ca](mailto:blythe.shepard@uleth.ca)  
Skype: blytheshepard  
Office Hours: By appointment (please email to arrange)

Dr. Blythe Shepard, Ph.D. is of British and Kanien'kehá:ka ancestry having status with the Mohawks of the Bay of Quinte. She served on the Board and Executive of the Canadian Counselling and Psychotherapy Association (CCPA) for more than 10 years and is now President Emerita. She obtained a PhD in 2002 in Educational Psychology with a specialty in counselling psychology from the University of Victoria. She is a Canadian Certified Counsellor and Supervisor not a Registered Psychologist.

**\*Response time:** Expect up to a 24-hr turnaround time during the week. Please resend your message if you have not received a reply in this timeframe.

**Graduate Programs** Kevin Matis                      Office: TH 403                      Phone: 403-329-2256

### Overview:

Credit Hours: 0.0 – Graduate Studies

The intention of the professional portfolio is to provide you with a variety of independent and highly interactive opportunities to clearly articulate your strengths and “growing edges” related to self-growth and counsellor skills/abilities. Many of the reflective tasks will be integrated into a professional portfolio along with the development of a comprehensive five-year professional development plan. A professional portfolio is an expression of who you are as a counselling professional and should reflect your voice. You will have opportunity to integrate artifacts and examples that demonstrate your competencies, personal identity as a counsellor, and ongoing professional development plan. Professional portfolios can be used as an employment tool, marketing a private practice, and/or record of your ongoing professional development.

### Objectives

Throughout this course, you will:

1. engage in active self study of your strengths and growing edges as a counsellor preparing to exit from the M.C. program which will be integrated into a professional portfolio and 5-yr professional development plan;
2. using critical and reflective thinking, demonstrate the skills and knowledge acquired through the MC program;

3. demonstrate your ability to engage in self-directed learning for ongoing professional development;
4. engage in reflective thinking that demonstrates your ability to self-monitor and learn from your experiences;
5. demonstrate acquisition of entry-to-practice competencies and/or identify ongoing professional development plans to acquire competency;
6. provide constructive, in-depth feedback to fellow students; and
7. creatively integrate artifacts (e.g., symbols, examples, writing/counselling samples) into a professional, comprehensive portfolio that contains at minimum the following sections:
  - Current CV
  - Counselling philosophy or mission statement
  - Biographical sketch
  - Description/definition of counselling as a profession
  - Theoretical approach
  - Description of all courses taken within the MC program
  - Description of practica
  - Statement of professional goals (e.g, your five year professional development plan)

### Required Course Materials

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

Trotter-Mathison, M., Koch, J. M., Sanger, S., & Skovholt, T. M. (Eds.). (2010). *Voices from the Field: Defining Moments in Counselor and Therapist Development*. New York: Brunner-Routledge.

\*\*Note: Additional readings will be provided to supplement your learning and reflection at the instructor's discretion.

### Evaluation

The course is graded as a Pass/Fail. A pass in this course is defined as earning a minimum of a B-grade.

Course Assignments	Weighting
<b>Participation in Study Tasks &amp; Online Discussions</b> The structure and process of the weekly online lessons require that all students progress at a similar rate throughout this portion of the course. There is one pre- scheduled "reading week" where no lessons are held. There is NO individually selected "skip" week.	20%
<b>Personal Narratives</b>	20%
<b>5-Yr Professional Development Plan</b>	15%

<p><b>Professional E-Portfolio:</b> Details will be outlined and posted on the Course Moodle site. A detailed list of the expectations for the preparation of the portfolio will be posted on the Course Moodle site. The portfolio is a master learning activity where students continually refine their work over the course. Essential components are developed over the term and include:</p> <ul style="list-style-type: none"> <li>• <b>Mission Statement</b></li> <li>• <b>Biographical Sketch</b></li> <li>• <b>Definition of Counselling</b></li> <li>• <b>Theoretical Approach</b></li> <li>• <b>Current CV</b></li> <li>• <b>Course descriptions</b></li> <li>• <b>Practica description</b></li> <li>• <b>Statement of professional goals</b></li> </ul>	35%
<b>Professional Portfolio Presentation to Peers</b>	10%
<b>Course Total</b>	100% Pass/Fail

**Note:** The instructor will return your assignments with feedback until the instructor deems that the assignment has received a passing grade.

#### **CLASS FORMAT:**

In CAAP 6699, the discussion forum is used but not always in the same manner as in past courses. This is a professional forum where you make respectful comments on other's work, support each other, and share your experiences. You will be required to post to DF questions that I pose, but you do not need to hit a particular target of responses nor post and respond throughout the week. Everyone is in practicum – everyone has different schedules. As you will see, you will your work in a variety of formats: in peer groups, independently, and with the whole class. My expectation is that you post, you take part in your small groups, and you respond when you have something to say that will be helpful to the group or individual. Discussion forums do not occur each week.

#### **ATTENDANCE:**

Professional standards of behaviour are encouraged and expected. This includes excellent attendance and adherence to the Standards of Professional Conduct articulated by the Faculty of Education. In addition to Professional Conduct, students are expected to meet expectations set out in other University and Faculty policies, and to adhere to expectations set out by the Canadian Counselling and Psychotherapy Association (CCPA). **Attendance online during designated weeks is necessary and required.** There are no skip weeks beyond a reading week in the fall and spring (January to April) term. If you are ill or otherwise unable to attend class or to take part in online discussions, please notify me by phone or email prior to the class. \*Non-excused absences will result in a 5% reduction in your final grade.

#### **PROFESSIONAL RESPONSIBILITIES:**

- Questions, experiences shared, and opinions expressed within this class are considered **confidential**, thus statements are not to be repeated outside of the classroom and identifying details such as clients or communities must not be made public.

- Diversity of opinions and background experiences are the cornerstones of classroom discussions. As such, discussions must be centered on the argument rather than on the personal, judgments must be avoided, and all encounters must reflect **respect for the right of colleagues** to differ and hold various values and opinions.
- All dialogue, interactions, and inclusive pedagogy should reflect the **professional manner** in which one would conduct themselves in any educational setting; refer to Code of Conduct.
- Withdrawal from an Online Course: If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar:

<https://www.uleth.ca/sites/ross/files/imported/academic-calendar/2019-20/sgs.pdf>

Additionally, in the Faculty of Education graduate counselling psychology 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 as noted below.

CCPA Code of Ethics:

[http://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics\\_en.pdf](http://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf)

Canadian Code of Ethics for Psychologists:

<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>

Faculty of Education Standards of Professional Conduct:

<https://www.uleth.ca/education/resources/professional-conduct>

## **INTELLECTUAL HONESTY**

Plagiarism is a form of intellectual dishonesty in which another person's work is presented as one's own. Be certain that whenever you use a secondary source in your course work and assignments you reference your source in a consistent and logical manner. All direct quotes (quotations of any number of words from the original) and indirect quotes (paraphrased idea) must be acknowledged. Failure to do so constitutes plagiarism, and as with any form of academic misconduct, it will be penalized. Penalties may take the form of rejection of the submitted work; expulsion from the course or the program; or legal action, depending on the specific nature of the infraction.

However, dutiful citation of quotes and paraphrased materials does not mean that you can write an essay assignment by stringing together a series of quotes. You should always try to summarize or describe someone else's ideas in your own words. When you present your own ideas or opinions in a paper, provide evidence or arguments to substantiate your position.

## PRIVACY and CONFIDENTIALITY

Although we place a heavy emphasis in this course on your work settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.

The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.

If you are aware of any situations where individuals are not honouring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.

While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forums, web conferencing, recordings, assignments, etc. there is no guarantee of confidentiality.

## WRITING FORMAT

It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th edition. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable. The APA website (<http://www.apastyle.org>) offers information about the citation styles of the American Psychological Association.

## ACADEMIC ACCOMMODATION POLICY

If you have a disability that requires academic accommodation, please follow the procedures outlined in the university calendar. In addition, please notify the instructor within the first week of the start of the course or for a more recent disability due to an accident or illness, no later than three days upon your return to class.

### Grading Faculty of Education: Graduate Classes

Percentage Grade	Alpha Grade	Pass/Fail
97 – 100	A+	Pass
93 – 96	A	Pass
90 – 92	A-	Pass
87 – 89	B+	Pass
83 – 86	B	Pass
80 – 82	B-	Pass
77 – 79	C+	Fail
73 – 76	C	Fail
70 – 72	C-	Fail

***Note: Any course with a grade of less than B- cannot be considered for credit in the M.C. Program.***