

## MASTER OF COUNSELLING PROGRAM

### CAAP 6615

## COUNSELLING STRATEGIES & INTERVENTIONS

### COURSE SYLLABUS (2019)



Faculty of  
Education

*Authored and Delivered by Dr. Dawn L. McBride*

*Summer Term (Blended course; May to July; hours vary)*

*Contact Hours/Week: 3-0-0. Credit Hours: 3.00*

*Course Equivalent: CAAP 615; EDUC 5706*

*Prerequisites, with a minimum of an earned B- grade:  
CAAP 6601 (CAAP 601) & CAAP 6605 (CAAP 605)*

**PROFESSOR:** Dawn Lorraine McBride, M.Sc., Ph.D.

- Associate Tenured Professor - Faculty of Education, Counsellor Education
- Registered Psychologist in Alberta (Clinical, Teaching, Research, Supervision)
- Ethics Examiner for the College of Alberta Psychologists
- Approved Supervisor for Provisional College of Alberta Psychologists

**PROFESSOR'S CONTACT INFO:** <sup>1</sup>

**E-mail:** [dawn.mcbride@uleth.ca](mailto:dawn.mcbride@uleth.ca)

**University Phone:** 403-317-2877 (*call anytime, 24/7; voice messages are sent to email*)

**Private Cell Phone - for urgent issues:** *The # is posted under the course announcements.*

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

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

**Office Hours:** Available weekday/evenings & weekends via phone, Skype/Zoom or in-person.

Appointments are optional. Given I teach Wednesday to Saturday, I try to take Sundays or Mondays off.

**Administrative Support for Faculty:** Margaret Beintema. **Phone:** 403-329-2732. **Office:** TH323. (She is located on the second floor -easy to find if you take the spiral staircase in Turcotte Hall).

**My Response Time:** You can expect a reply to your email or phone message **within two days**, unless notified otherwise. **IMPORTANT** → If you have not heard from me within 3 days (72 hours) please resend your message, as I may not have received it. **THANK YOU** 😊.

<sup>1</sup> \*\* I warmly invite **all** students to contact me to discuss the course, course assignments, to review your career options, to help you with your course planning, to share with you some study tips, and so on. I look forward to our contact. Please reach out and check-in 😊.

## GENERAL COURSE DESCRIPTION:

This course offers an engaging and intense study of counselling techniques arising from counselling theories (e.g., CBT, narrative, bottom-up emotional regulation strategies) to address a variety of common presenting problems in children, youth and adults. Lessons will be focused on the person as a therapist, case conceptualization skills, and interventions. This course, set at 39 hours, will be delivered in a blended format: May and June are devoted to students completing online, self-study, instructor-authored modules, attending instructor-facilitated live web-conferencing sessions, and participating in open discussion forums. In July, students are on campus to attend five full days of classes where they will continue to study and practice a variety of counselling interventions under the guidance of their professor.

## CALENDAR COURSE DESCRIPTION:

An intensive study of a variety of counselling techniques arising from counselling theories to address common presenting problems in children, youth, and adults. Skill development in laboratory settings emphasizes counsellor self-evaluation, case conceptualization, the ethical practice of delivering the treatment plan, intervention efficacy, matching of interventions to client issues, and consultation issues.

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

1. Describe a framework for case conceptualization and intervention planning;
2. Demonstrate the ability to build and/or maintain a strong therapeutic alliance while implementing various interventions;
3. Understand the basic philosophy and fundamental principles of CBT;
4. Demonstrate competence in conducting a relational CBT intake session(s).
5. Select and justify CBT interventions relevant for a variety of presenting problems, such as depression, anxiety, and stress management (across the life-span & adapted to marginalized groups);
6. Successfully implement and evaluate several CBT interventions relevant for depression, anxiety, and stress management;
7. Select and justify several non-CBT interventions relevant for a variety of presenting problems, such as anxiety, self-harm, and/or trauma (across the life-span & adapted to marginalized groups);
8. Successfully implement and evaluate several non-CBT interventions relevant for a variety of presenting problems, such as anxiety, self-harm, and/or trauma;
9. Integrate academic, professional, clinical, and personal self-reflexive knowledge in moving through the process of developing, refining, implementing, and evaluating counselling interventions;
10. Engage in self-reflection and self-exploration;
11. Demonstrate an ability to engage in self-critique, including positively receiving and integrating constructive feedback; and
12. Demonstrate an ability to offer positive and constructive feedback to peers practicing their counselling skills.

## REQUIRED READINGS & RESOURCES <sup>2</sup>

### Readings:

- Erford, B. T. (any edition). *40 techniques every counselor should know* (2nd ed. or, the most current version). Upper Saddle River, NJ: Merrill/Pearson Education.
- Resources (video & readings) in over 15+ Moodle folders to provide information on many theoretical approaches, interventions, and techniques. In addition, voicethread (video) lectures by Dr. McBride will be made available.
- Wright, J. H., Brown, G. K., Thase, M. E., Basco, M. R., Glen O. Gabbard. (2017). *Learning cognitive behavior therapy: An illustrated guide*. Arlington, VA: American Psychiatric Publishing.
- Reference material:
  - CAAP 6601 (Counselling Theories)- Textbook: \*Prochaska, J., & Norcross, J. (after 2014+). *Systems of psychotherapy: A transtheoretical analysis*. Stamford, CT: Cengage Learning. \* if you do not have this text, please contact Prof. Dawn to discuss options of locating a copy.
  - CAAP 6603 (Professional Ethics) materials – (e.g., CPA code of ethics, CAP practice alerts, CCPA code of ethics & standards of practice, coursepack).
  - CAAP 6605 (Working Alliance) materials – to review working alliance theory & skills.
  - American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### Supplies & Resources:

- Student Use at the SI: Creative, expressive, dollar-store supplies for personalized use while in class (during selected Zoom & F2F sessions). Sample items include crayons/markers, small bag of river rocks along with a fine-tip black marker, and so on. A supply list will be available on Moodle by June 30. Please bring these supplies to all classes, unless otherwise notified.
- Counselling tools and/or prop bag – a supply list will be available on Moodle by June 30. These tools/props will be used during lab time and, it is hoped, at one's practicum. All tools need to fit in a small tote bag for easy storage and transportation. Please bring these supplies to the SI.
- Moodle Access – with high-speed Internet.
- Standard supplies needed to learn the course material and complete the assignments.
- Standard supplies to record practice counselling sessions (e.g., laptop with a camera, at least 3 USBs to hold up to 60-minute video recordings, extension cord, external mic -if you want to enhance the voice recordings to make your transcribing work easier).
- Zoom videoconferencing software & headphones with a mic (software available to download in Moodle) - please log into the same computer when using Zoom.

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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.

## ATTENDANCE REQUIREMENT

*[The following was adapted, with permission, from Dr. Alyson Worrall's CAAP 6605 course syllabus-2019]*

CAAP 6615 is a skills-based, experiential course designed for you to develop and demonstrate specific counselling behaviours. As a result, there is no way of making up for missed classes. Attendance at each required Zoom session and at each of the Summer Institute sessions is mandatory. Missing a class may result in your being required to withdraw from the course and repeat it at a later date. This may seriously affect your ability to graduate on time with your cohort. If you cannot commit to full attendance, please contact Professor McBride as soon as possible to discuss your situation.

## COURSE SCHEDULE - Draft

Date & Time	Format	Embedded In The Listed Topics Will Be Case Conceptualizations, Ways To Tailor Interventions, Measuring Change, Demonstrations, & Practice Sessions
May 14: 6:30 p.m. 1.5 hours	<b>Online Live</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Orientation to the course &amp; assignments</li> <li><input type="checkbox"/> Review of change theory, processes of change, therapy questions to explore change, common factors theory, and working alliance</li> <li><input type="checkbox"/> Review frameworks (x3) which will help with case conceptualization</li> <li><input type="checkbox"/> Application to anxiety (by Prof. Dawn)</li> </ul>
May 22 or 25 (?) – TBA Up to 2 hours	<b>Zoom Seminars</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Debrief: CBT learning</li> <li><input type="checkbox"/> Practice: Identify cognitive distortions &amp; Prof. Dawn's 3BE CBT wheel</li> <li><input type="checkbox"/> Review: The 1st therapy session: Strategies. Prep for assignment #1.</li> </ul>
June 11 (?) – TBA Up to 2 hours		<ul style="list-style-type: none"> <li><input type="checkbox"/> Self-Harm: Assessment &amp; Treatment by Prof. Dawn                             <ul style="list-style-type: none"> <li>• Case conceptualization: CBT &amp; emotional regulation interventions</li> <li>• Interventions: CBT, Expressive arts, &amp; use of props in a session</li> </ul> </li> </ul>
June 23 (?) or June 24 (?) – TBA Up to 2 hours		<ul style="list-style-type: none"> <li><input type="checkbox"/> Trauma-informed Care: Assessment &amp; Treatment by Prof. Dawn                             <ul style="list-style-type: none"> <li>• Case conceptualization: CBT &amp; emotional regulation</li> <li>• Interventions: Stabilization, resourcing, flashbacks, debriefing the trauma story, adapting to clients who prefer an aboriginal focus</li> </ul> </li> </ul>
July 15: Monday A.M. 9:30-12:30 P.M. 2:00-5:30		<ul style="list-style-type: none"> <li><input type="checkbox"/> Guidelines for emotional safety, respect, &amp; avoiding dual roles.</li> <li><input type="checkbox"/> Grounding &amp; Resourcing Skills &amp; Practice Sessions</li> <li><input type="checkbox"/> CBT, Challenging Distortions &amp; Practice Sessions (child to adult)</li> </ul>
July 16: Tuesday A.M. 9:30-12:30 P.M. 2:00-5:30		<ul style="list-style-type: none"> <li><input type="checkbox"/> CBT: Putting Jigsaw Puzzle Together (stress, anxiety, &amp; depression)</li> <li><input type="checkbox"/> CBT Practice Sessions or TBA (e.g., SBT, trauma treatment)</li> </ul>
July 17: Wednesday A.M. 9:30-12:30 P.M. 2:00-5:30	<b>F2F @ U of L</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative-based Interventions &amp; Practice Sessions (child to adult)</li> <li><input type="checkbox"/> Creative Expressive Therapies &amp; Practice Sessions (child to adult)</li> <li><input type="checkbox"/> Reducing risk for suicide (child to adult) – Guest Speaker</li> </ul>
July 18: Thursday A.M. 9:30-12:30 P.M. 2:00-5:30		<ul style="list-style-type: none"> <li><input type="checkbox"/> Transactional Analysis &amp; Practice Sessions (youth to adult)</li> <li><input type="checkbox"/> Non-CBT Interventions: Jigsaw Puzzle Together (stress, anxiety, &amp; depression)</li> <li><input type="checkbox"/> Debriefing a Trauma Story &amp; Body-based work &amp; Practice Sessions</li> <li><input type="checkbox"/> Special Topics (e.g., What is EMDR?)</li> </ul>
July 19: Friday A.M. 9:30-12:30 P.M. 1:30-4:00		<ul style="list-style-type: none"> <li><input type="checkbox"/> Left Overs</li> <li><input type="checkbox"/> Client Closure Issues and Strategies</li> <li><input type="checkbox"/> Integrative Processing</li> <li><input type="checkbox"/> Assignment #4: Case Conceptualization &amp; Treatment Plan (3-4pm)</li> </ul>

## OVERVIEW OF COURSE ASSIGNMENTS: <sup>3</sup>

The assignments are designed around the course objectives. The assignments will be marked by the professor, sometimes with help from an assistant/guest helper. Assignments are generally returned within 10 days of the due date.

### Strategies to Preserve Everyone's Right to Privacy and to Honour Confidentiality:

Please review the expectations in appendix A regarding privacy to learn how to:

- protect your emotional safety
- protect the privacy of everyone in this course – including the expectation that you are required to permanently delete all recordings in your possession when there is someone on the tape other than yourself and take this action immediately upon receiving your final grade for this course.

Students are also asked to review the posted document in Moodle to learn about additional strategies to ensure we are honouring everyone's right to privacy and respect – see "McBride's Expectations for 1) Confidentiality, 2) DF Expectations, 3) Quantity and Quality of Participation in DF & F2F".

### Assignment #1: Relational Consent & CBT Intake Session ..... 30%

**Deadline: Part 1:** May 28 by 11:00 a.m.

**Weighting:** 5%.

**Deadline: Part 2:** June 24 (\*extensive marking; be returned by the SI)

**Weighting:** 25%

**Overview:** This assignment is designed for students to practice their working alliance skills and seeking consent in a relational manner as well as refining their interview skills so they start assessing the stage of change and forming a CBT case conceptualization – within the first hour of meeting a new client. There are two parts to this assignment: Part 1– the student develops a self-authored first session interview guide that incorporates the above information. Part 2 – the student facilitates, using the professor approved framework, a one-hour first session with a pseudo client (age 14+) who presents with symptoms reflective of one of following common client complaints: anxiety, depression, or difficulties managing stress. The student is to submit an analysis of the first session (i.e., verbatim transcript with skill coding and notations identifying strengths, areas of growth, and strategies to improve the session). The student is to also complete a session note capturing the relevant information gathered in the first session – ensuring full adherence to the CPA documentation standard presented in the CAAP 6603. In addition, the student is to submit a tentative stage of change and a CBT case conceptualization. To do well in this assignment students will need to review their CAAP 6601, CAAP 6605, and CAAP 6603 course material, study the resources provided in Moodle, and take the initiative to practice first sessions with classmates until confident in facilitating a first session for grading. Additional details will be discussed during the orientation meeting.

**This assignment addresses the following objectives:**

- Describe at least one framework for case conceptualization and intervention planning;
- Demonstrate competence in conducting a first session that focuses on building a working alliance, integrating a relational consent process, and collecting information to tentatively construct a CBT case conceptualization.
- Demonstrate an ability to engage in self-critique including positively receiving and integrating constructive feedback.

<sup>3</sup> IMPORTANT NOTE: Professor McBride 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 via course announcements or in the Q & A Assignment Forum.

**Assignment #2: Counselling Interventions ..... 20%**

**Deadline: The Jigsaw Resource:** July 11 **Weighting:** 10%.

**Deadline: Personalized Resource Binder:** July 19 – 9:30 a.m. **Weighting:** 10%

**Overview of Part 1: The Jigsaw.** The purpose of this collaborative-learning assignment is to have students work together to identify top 6 CBT/BT and top 6 non-CBT/BT interventions specifically designed to reduce symptoms with common presenting problems: anxiety, depression, and stress management. Specifically, students will be responsible for identifying, justifying, describing, as well as tailoring interventions to fit across the life-span and adapt to marginalized group. To allow for uniform distribution of these resources, students will complete a template for each intervention. At the summer institute, students will discuss and exchange resources to complete the puzzle. Specific assignment details will be posted in Moodle.

**Overview of Part 2: My Counselling Intervention Resource Binder.** The purpose of this activity is for the student to complete the course with a very organized resource, hard-copy binder that documents the material the student has read, learned, and obtained, as it relates to the relevant course objectives. Recommended course-related items include, but are not limited to, notes taken during the online and face-to-face seminars, jigsaw handouts, instructor and classmate handouts, feedback slips from practice sessions, copies of feedback provided to others, and copies of all assignments. The binder needs to be exceptionally organized, professional in appearance, and easy to navigate. It needs to have a title page (any format), general table of contents page, and the owner of the binder must be easily clearly identified. The binder can be as large as needed, and the student can submit multiple binders.

It is hoped this binder(s) will be a great resource for students while they are at their practicum. For those out of town, the binder will be returned within 24 hours, unless the student needs the binder earlier. Additional details will be posted in Moodle.

**This assignment addresses the following objectives:**

- Select, describe, and justify CBT interventions relevant for a variety of presenting problems, such as depression, anxiety, and stress management (across the life-span & adapted to marginalized groups);
- Select, describe, and justify several non-CBT interventions relevant for a variety of presenting problems, such as anxiety, self-harm, and/or trauma (across the life-span & adapted to marginalized groups);
- Successfully implement and evaluate several CBT interventions relevant for depression, anxiety, and stress management;
- Successfully implement and evaluate several non-CBT interventions relevant for a variety of presenting problems, such as anxiety, self-harm, and/or trauma;
- Demonstrate the ability to respectfully offer supportive, constructive feedback to enhance peers' affective, behavioural, and cognitive intervention skills.

**Assignment #3: Practice Sessions & Feedback** <sup>4</sup> .....30%

**Deadline:** Ongoing during the SI; Due at the start of a.m. class. Submit 3 comprehensive reflections.

**Overview of the Assignment:** To practice counselling interventions with feedback. This assignment addresses a vast majority of the course objectives. It also invites students to be a supportive, emotionally regulated classmate as everyone prepares for the upcoming practicum.

1. You will be arranged into groups by the instructor. There will be three roles: client, a therapist, and an observer in each group. You will rotate through the roles.
2. Each student, when in the therapist role, will make a video demonstrating the assigned intervention. At the end of each formal practice round, all students will have been in each role.
3. When in the role of an observer, the student is to complete a feedback sheet for the student who acted as the therapist. In the role of the observer, you are only involved during the client-therapist transactions when invited to by the practice therapist. Please give the practice therapist your feedback within 3 hours of the role-play being over. Please use the relevant form in Moodle.
4. When in the client role:
  - a. the student is to complete a feedback sheet for the student who acted as the therapist. Please give the practice therapist your feedback within 3 hours of the role-play being over. Use the form that will be posted in Moodle.
  - b. the student is to engage in gentle, safe, non-triggering self-exploration (as per the course objectives). It is the student's responsibility to ensure one's emotional safety (e.g., use emotional regulation strategies -see Moodle or find your own resources) and by only sharing what one feels comfortable sharing in these recorded sessions. When in the role of a client, it is imperative to remember this is an artificial situation designed to help a peer learn a set of skills. Thus, it would be wise NOT to hold the expectation one is receiving therapy and to limit self-disclosures. If the student, in this role, is emotionally triggered, the student is strongly encouraged to access professional support and one's support system to receive assistance to return to one's window of tolerance.
5. When you are in the role of a therapist:
  - a. offer emotional safety for your client which ranks as the most important task.
  - b. using your video of working with a client, identify the skill being practiced and indicate where in the video where you implemented it, used a framework model, and explored relevant meaning. In addition, state why you thought these were good examples of the skill, and what you would do differently. Use the self-analysis form posted in Moodle.
  - c. make notes on the feedback you received from your client and your observer. You will use these notes to complete a short reflection on the feedback, what you felt you did well, what you will do to improve, and what it was like receiving feedback. Please include these feedback sheets in your submission. More detail will be posted in Moodle.
6. Each student, when in the role of a therapist, needs to submit a total of 3 reflections. The reflections, whenever possible, will be returned to the student within 24 hours.

**NOTE:** At least one formal practice session will be recorded during class time. Other recordings may need to occur outside of class time – if this is the case, students can practice as much as desired before starting the recording.

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<sup>4</sup> This assignment was created borrowing, with appreciation, the work of Dr. Alyson Worrall in her course syllabus for CAAP 6605 (2019). The assignment has been adapted for CAAP 6615.



**Assignment #4: Case Conceptualization & Treatment Planning <sup>5</sup> .....20%**

**Deadline:** July 19, 2019 or another date decided by all the students (e.g., July 20).

**Overview of the Assignment:** In this closed-book activity, the student will demonstrate meeting several course objectives by analyzing a case study. Specifically, the student will formulate a case conceptualization and design a treatment plan (using an intervention discussed in the course).

**ADDITIONAL CHANGES TO THE COURSE SYLLABUS**

The following sentence is taken directly from section 9 of the U of L university calendar – as such, Professor McBride 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.

*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.*

**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 this course 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:

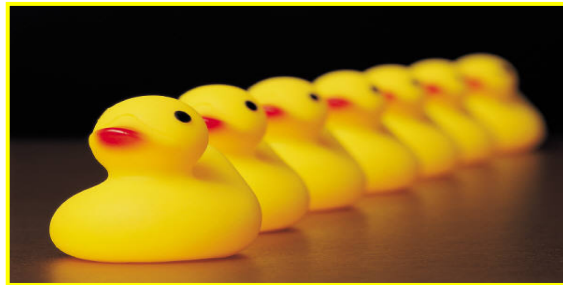
Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Faculty of Education master's program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

<sup>5</sup> This assignment was created borrowing, with appreciation, the work of Dr. Alyson Worrall in her course syllabus for CAAP 6601 (2019). The assignment has been adapted for CAAP 6615.



## - APPENDIX A -

### ASSIGNMENT SUBMISSION & STUDENT CONDUCT EXPECTATIONS IN ALL OF PROFESSOR McBRIDE'S CLASSES <sup>6</sup>



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

- adherence to several codes of conduct and standards of practices, including treating classmates, guests, and the professor with great respect*
- APA expectations for assignments*
- format for assignments including the title page*
- format of assignments sent to Prof. McBride*
- if you have a learning disability or been in a recent serious injury, what to do*
- issues around privacy and confidentiality, and*
- late assignments: penalty & extensions, including if you have a failed Internet connection when an assignment is due ☺.*

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<sup>6</sup> **Permission is granted to instructors** to use some/all of my listed expectations. I ask that you give credit, in APA form, when borrowing my ideas. **Thank you ☺.**  
Updated April 22, 2019.

## To Create a Healthy, Thriving, and Respectful Teaching Environment, the following outlines Professor McBride's expectations & requirements 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) are 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 while in class. Please talk about each other, including me, in a respectful manner, when in and out of class.
  - If a student cannot adhere to the behavioural expectations mentioned in this syllabus then that student jeopardizes continued placement in the class and/or will not be able complete some or all of the course thereby resulting in the student being assigned a failing grade for one or more assignments, or a failing grade for the entire course.
- **Please Be Polite - Basic etiquette during F2F classes:** When in-class, social media/emails/texts should be discreetly and infrequently checked, if at all. 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. Please do not eat loud/crunchy food during class time. Please arrive early to class (e.g., 10-15 mins before) to settle in so the class can start on time and with ease.
- **Professional Conduct – Expected at all times when in this program, including when interacting with me, university staff, and your classmates:** I require students, while in my courses, to behave in ways that adhere to the standards of conduct as stipulated in the university's calendar. Please be informed of this policy as all students in Professor McBride's classes are subject to the student discipline policy for academic and non-academic offenses as outlined in the university calendar (as well as to all the standards noted on this page).

***Sadly, I need to say it:*** If there are any violations related to the above standards, including engaging in academic dishonesty, the consequence for the student(s) will be decided by me and involve one or more of the following actions: (a) dismissal from my class for a set period of time, (b) dismissal from the entire course, (c) receive a zero on the assignment(s), and/or (d) receive a letter grade to signal a fail for the course. In addition, the university staff will impose additional consequences when a student has engaged in professional misconduct and/or academic dishonesty.

- **Additionally, in the Faculty of Education graduate programs, students are required to adhere to the following professional standards:**
  - **ATA Code of Professional Conduct** (when in the schools)  
[www.teachers.ab.ca/The-Teaching-Profession/ProfessionalConduct/Pages/default.aspx](http://www.teachers.ab.ca/The-Teaching-Profession/ProfessionalConduct/Pages/default.aspx)
  - **ALL Master of Education Students - Standards of Professional Conduct:**  
[www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct](http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct)
  - **College of Alberta Psychologists Standards of Practice:** [www.cap.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf](http://www.cap.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf)
  - **Canadian Code of Ethics for Psychologists:** [www.cpa.ca/aboutcpa/committees/ethics/codeofethics/](http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/)
  - **Canadian Counselling and Psychotherapy Association Code of Ethics:** [www.ccpa-accp.ca](http://www.ccpa-accp.ca)

○ **Honouring Privacy & Confidentiality (no expiry date):**

- a. Please only share personal information that you feel comfortable sharing with your classmates, guest speakers, and instructor/assistants, knowing there are no guarantees of privacy and no assurances of how the information will be received or used by others.
- b. 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 forms, web conferencing, recordings, assignments, and so on, there is no guarantee of confidentiality.
- c. If you decide to share personal information about others, then—unless you have the person’s specific permission—please do not mention any identifying information about the person’s story (e.g., no "real" names, no agency). This standard of conduct never expires. Do not share personal information about others now, or in the future, unless you have obtained permission from the owner of the story.
- d. As a registered psychologist, and adhering to my moral code, I am obligated to get help for those whom I learn are in harm’s way, including animals. This may mean that if you tell me about a person or animal in danger, I may need to disclose where, from whom, and how I learned about the person/animal who may be in harm’s way.
- e. 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 Professor McBride.
- f. For those students in the counselling program, please read the confidentiality policy contained in Professor McBride’s Discussion Forum Expectations & Confidentiality document (most current version posted in Moodle or ask me for it) for additional details on Prof. McBride’s confidentiality policy.
- g. **Recording lectures or class discussions is not permitted** unless the instructor and all audience members have granted permission in advance. Any course related recordings involving anyone other than yourself on the recording MUST be permanently deleted (erased) immediately upon receiving your final grade.



○ **You Are Investing In A Future Career To Help The Vulnerable → So It Is Up To You To:**

- *Be active in your learning.* This requires you to complete the readings and the course assignments.
- You will likely always have homework in Prof. McBride’s classes 😊.
- *Know the assigned readings* even if the reading(s) was not reviewed by Prof. McBride, as any course material may be on course exams and is expected to be integrated into your assignments and cited in class discussions (e.g., in discussion forums) —unless stated otherwise.
- *Please ... don’t get stuck on the drama triangle* – avoid the temptation to shift into victim or persecutor talk. Want to learn about this drama ‘game’ – please ask Professor McBride for a great handout on it 😊.

○ **Your Attendance:**

- Please see the policy in the course syllabus.

## **IMPORTANT INFORMATION ABOUT WORKING WITH PARTNERS**

**GRADING:** Partners will be assigned the same mark, as each person is expected to contribute equally to the relevant group/partner assignments unless there is just cause not to adhere to this grading practice.

**DIVISION OF WORK:** The contribution, which will demonstrate equal work, must be consensually agreed upon well in advance. The contributions can take many shapes (i.e., research, writing, etc.). You are recommended to email me a copy clearly documenting who agrees to do what and by when for best, fair practice.

### **WHAT TYPE OF PARTNER WILL YOU BE?**

- For some of you, sharing the workload will be challenging as you may have a deep self-reliant streak and/or struggle with compromising/sharing the power.
- For others, taking a more of a leadership role rather than being a follower will be the challenging piece for you in this assignment.
- And, maybe (*I hope not*), you might have someone who does not do the work - waits to be rescued by you –the drama triangle might be helpful to learn ☹ → ☺.

**The invitation is for you to be a reliable, ethical, supportive, hard-working, and motivated partner:**

- Learning how to work with people –even “difficult people”–is a definite skill you need to master to be a successful counsellor ☺. You will need to practice what you will be teaching your clients about conflict resolution and problem-solving skills.

**PARTNERSHIP PROBLEMS?** If there are concerns with equality or “sharing the load”, please let your partners know ASAP in a manner that is respectful and focused on solutions. Please contact me for assistance at least 7 days prior to the due date if there are problems in being able to resolve a workload conflict within your partnership.

**WHAT HAPPENS IF ONE OF THE PARTNERS WITHDRAWS FROM THE COURSE:** If so, you will need still need to complete the assignment.

**MAY I COMPLETE THIS ASSIGNMENT BY MYSELF?** There is NO option to complete the partner/group assignments independently - you need to know how to work with others when discussing/compiling ethical material.

***Comparable effort and time invested in the project while sharing ideas and strengths are the primary goals of high-quality collaboration.***

*A few of the concepts in this box were adapted, with permission, from the good work of Dr. Piquette.*

## **SUBMITTING ASSIGNMENTS TO PROFESSOR McBRIDE**

### **1. I Have Heard Professor Dawn Has High Expectations –True?**

Yes, work submitted or presented by a student in my courses needs to reflect the **HIGH expectations and standards** associated with attending a postsecondary institution at a graduate or undergraduate level.

*This means it is expected that your writing meets the expectations of a graduate level program, including abiding by the American Psychological Association Publication Manual, 6th edition.*

*Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure, or lack of organization are not acceptable.*

### **2. What Happens If A Student Is Caught Plagiarizing? Cheating? Or, Using Material From One Course In Another Course?**

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 failing grade in the course and/or suspension/required withdrawal from the course and/or possibly from the university. Please see my earlier comments about engaging in misconduct.

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 of this policy as all students in Professor McBride's classes are subject to the student discipline policy for academic and non-academic offenses as outlined in the university calendar (<http://www.uleth.ca/ross/academic-calendar/sgs>).

The University of Lethbridge subscribes to Turnitin.com, a **plagiarism detection service**. Please be advised that assignments submitted in this course may have their originality verified using this system or a service that offers a similar check for plagiarism.

**What Are Some Examples of Academic Dishonesty?** (for more information, please see the U of L policy)

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), photograph, picture, concept, or idea – immediately give that author full credit!*

### 3. Assignment Deadlines – What Time Is It Due?

- **ONLINE SUBMISSIONS:** All assignments submitted via Internet (e.g., email & Moodle) are due at 11:55 p.m. (Calgary Time) on the specified date **unless** otherwise noted in the syllabus.
- **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 five minutes before the class starts 😊. Any assignments submitted five 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.
- **EXTENSIONS:** Policy is listed below (requests are needed 2+ days before the deadline).

- **When are assignments returned?** Assignments will be returned, on average, 10-12 days after the assignments were received. If the instructor needs a longer time to mark the assignments, the instructor will usually 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.

### 4. What Is The Late Penalty?

- Five (5%) percent deduction per day (including weekends) – which starts five minutes after the class has started or after the posted deadline if received by Moodle (or by email, if permission to submit via email was granted).
- 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 😊.*

### 5. How Do Extensions Work? \*

- FOR ASSIGNMENTS, please know it is rare to get an extension unless there is a death of a family member, or an immediate family illness/crisis that occurred close the deadline for an assignment (work crisis only applies to full-time jobs). In these cases, an extension and/or alternative assignment could be granted—all of which is at the full discretion the instructor— provided a doctor (or another relevant professional approved by Prof. McBride) can provide the necessary evidence.
- ALL assignment extensions must be requested 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. See below – no extensions are granted for exams or presentations.
- MY INTERNET 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, and so on. Please keep me posted via phone on your progress getting online.
- FOR EXAMS and PRESENTATIONS, there are **no** extensions, given scheduling issues. If you miss an exam or presentation date, a score of zero will be awarded for the missed activity.

## 6. Are You A Student with a Disability, Have Special Learning Needs, or Been in a Recent Serious Accident?

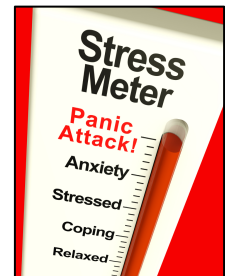
- If so, and you would like academic accommodation, *please* follow the procedures outlined in the university calendar.
- To assist you in this process, you are warmly encouraged to contact Counselling Services or the Accommodated Learning Centre (403-329-2766) for guidance and assistance.
- *I will help you however I can.*

## 7. Do You Need Help with the Course Material?

- In my online courses, there is always a Q & A forum where you can post questions and someone will usually answer your inquiry in a day or so.
- There is a handout, under course announcements in Moodle, that contains some tips and resources to consider to reduce feeling confused with IT, course work, inner chatter, and so on. Take a peek.
- Please ask me questions if you need clarification and/or additional material about the course and/or the assignments. I have very generous online office hours – usually open to contact 6 days a week.
  - 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 am more than willing to connect with you ... phone, Skype, or 1:1 😊

## 8. Are You Struggling? Procrastination? Negative Self-Talk? Anxiety?

- You are not alone! This is a common state, at various points, for many graduate students. Even the procrastination bug gets under my skin!
- You might want to ask your colleagues for their study tips and stress management ideas. You must take action if you want to re-focus.
- If you are finding yourself slipping into victim talk and/or falling behind in your studies, talking to a professional counsellor may help to reduce self-defeating talk and/or shift you out of the nasty procrastination rut.



**HEY.....** Since you are training to become a therapist, why not enter into therapy to learn some valuable tools on managing various triggers/ stressors... the same tools you can use when you meet clients who present with procrastination ... negative self-talk ... anxiety?

***I will do my best to help you, especially when you show me you are taking an active role in your learning. 😊  
I want you to succeed in this course.***



**LAST BUT NOT LEAST...**

# Overall Assignment Expectations

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

- ❑ **Typed:** Only typed work will be graded.
- ❑ **Title page:** Yes! It is required for **ALL** submitted work (hard copy or electronic). For reasons of professionalism and organization, please follow exactly the title page sample (see the last page).
- ❑ **Page requirement:** If one is provided, please meet it since anything after the set page count will not be read or graded. **Note:** The overall page requirement does NOT include the title page, reference pages, table of contents page (if requested), and appendices (if requested).
- ❑ **Format:** Only assignments submitted on white, 8.5 x 11, with margins set as 1" on all sides, double spaced, will be graded (unless noted otherwise). However, please feel free to use single line spacing for class handouts and tables/charts as well as client forms.
- ❑ **Font size and style:** Please use Arial (11-point), Times New Roman (12-point), or Georgia (11 or 12 point). Did you know... the preferred font for manuscripts as per APA standard is 12-point Times New Roman?
- ❑ **Headings:** Use, at minimum, the same headings cited in the assignment. Headings add considerable organization to a paper. Unless specified, you do not need to adhere to the levels of headings outlined in APA.
- ❑ **Upper Right Header:** 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. #. For example, Dawn Smith, p. 3
- ❑ **References:** Yes, you will need a reference page(s) following APA standards, for all cited (borrowed) work. **Tip:** Remove all hyperlinks in papers but keep active in handouts and in discussion forums.
- ❑ **Writing Standards:** Please use the editorial standards listed in the APA Publication Manual, 6<sup>th</sup> edition, unless noted otherwise. Please use Canadian spelling (this is a departure from APA style). And... please have someone your work proofread (notice anything wrong in this sentence?).
  - 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. 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
To help me with file organization, please submit the document in the following manner, with a title page. <ul style="list-style-type: none"> <li>(a) <b>subject line:</b> Your name and the title of the assignment</li> <li>(b) <b>file name:</b> Unless noted, please send me the assignment with this file name structure: <i>your name - assignment - course - year</i> (NOTE: Notice the spacing between all of the hyphens. Or, do not use hyphens but keep the spacing).</li> </ul> EXAMPLE → <b>jarvis maha consent form CAAP 6603 2022.docx</b>	Title Page – see next page for the format  Please <b>staple</b> all pages together  PLEASE DO NOT use paperclips, plastic folders or envelopes unless notified otherwise. Points will be taken off for work that is not stapled together.  Assignments are late if submitted 5+ minutes after the class begins.

## EXPECTATIONS FOR TITLE PAGE LAYOUT

**(Please...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)

(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 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 of your work, please **STAPLE THE PAGES.**

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