

Course ID:	Course Title:	Winter 2021
BHS 420	Practicum II	Prerequisite: BHS 320
		Permission of Department
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Tuesday	Instructor:	Alexandra Sanderson, PhD	First day of classes:	Mon, Jan 11
Time:	8:15am	Email:	asanderson@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan 24
Room:	Online	Phone:	403-410-2000 ext. 5907	Last day to request revised exam:	Mon, Mar 8
Lab/ Tutorial:		Office:	L2101	Last day to withdraw from course:	Fri, Mar 19
		Office Hours:	Zoom appointments	Last day to apply for coursework extension:	Mon, Mar 29
Final Exam:	N/A			Last day of classes:	Fri, Apr 16

Course Description

A continuation of the supervised practical experience placement in a community, faith-based, or social agency related to the student's interest and/or future plans. Seminars will focus on the relationship between ethical issues and practical issues and models of ethical decision-making as related to the Behavioural Sciences.

Expected Learning Outcomes

Upon completion of the course, the student should be able to demonstrate:

- Skills in identifying and clarifying the specific ethical concerns that emerge as a result of the unique nature of the helping relationship;
- The ability to mobilize his or her values, beliefs, needs, and goals in order to further the healthy development of individuals, groups, or programs;
- A deeper understanding of the professional skills, competencies, and challenges unique to the process of becoming an ethical practitioner;
- The ability to apply the ethical and legal principles to a variety of settings and human experiences; and
- Assimilation of the professional and ethical principles into his or her own value structure, thus becoming an ethical behavioural science practitioner.

This class supports the development of the following **Behavioural Science Learning Goals**:

- perceive human needs with empathy, develop ethically responsible attitudes toward social problems and, in particular, vulnerable populations in society, and be empowered to give voice to these issues in the public and professional arena;
- Be prepared to engage ethically with individuals from diverse backgrounds (i.e., racial, ethnic, religious, gender & sexual orientation) in a manner that maintains the dignity and respect for all people.

Textbooks

Truscott, D & Crook, K (2013). Ethics for the practice of psychology in Canada; Revised and expanded edition.
University of Alberta Press, ISBN: 978-0-88864-652-1

CPA (2017) Canadian Code of Ethics for Psychologists (4th edition).
https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf

Course Schedule

Date(s)	Lecture Topic	Reading
January 12	Introduction to course	Intro
January 19	Understanding Ethical Systems	Ch. 1
January 26	Meeting Professional Standards: Discussion Questions; Reflective Journal; Case Study: Assessments Under the Table	Ch. 2
February 2	Appreciating Legal Expectations Haines vs. Bellisimo; Reflective Journal; Case Study: R.G. v. Christison	Ch. 3
February 9	Making Ethical Decisions Case study: Child Abuse; Reflective Journal; Case study: Deinstitutionalized	Ch. 4
February 23	Obtaining Consent Discussion Questions; Reflective Journal; Case Study: Eternal Soul	Ch. 5
March 2	Protecting Confidentiality Case Study: Marital Secrets; Discussion Questions; Reflective Journal; Whose Records?	Ch. 6
March 9	Helping without Harming Discussion Questions; Reflective Journal; Case study: An Epiphany	Ch. 7
March 16	Maintaining Professional Boundaries The Dating Game; Discussion Questions; Reflective Journal	Ch. 8
March 23	Providing Service Across Cultures Hearing Voices; Discussion Questions; Reflective journal	Ch. 9
March 30	Promoting Social Justice The disruptive student; Discussion Questions; Reflective Journal; Case Study: Thriving Practice	Ch. 10
April 6	Conducting Research, Conclusion	Ch. 11
April 13	Reflection journal, supervisor evaluation, self-evaluation due	

Requirements:

1. **Journals:** Your journal will be a record of your volunteering activities. **This is important as it is your proof that you have completed your hours.** Weekly reactions to practicum experiences should be expressed in a manner that is critically reflective and exploratory in nature. Use examples from practicum to highlight your reactions. Your entries should use the following format:

- a) **Observations**-What happened? This is a place for "just the facts." Briefly describe your experiences without interpretation. Note activities, clients and staff you worked with (and any other salient information) – Remember confidentiality – change client’s names or list by initials.
- b) **Thoughts**: Discuss how you interpreted your experience. What aspects were relevant for you? Where applicable, reflect and explore a main idea/concern/lesson that stemmed from the events you experienced at your practicum on a given day.
- c) **Feelings**: Discuss your emotional reaction to your experience. How did you feel at the time? Later on? You are to explore your own internal world in order to increase self-awareness and understanding.
- d) **Learning**: Discuss what you learned from the experience. Were there any surprises? How will the experience change your practice in the future? Does the experience help you understand ethics better? Consider your changing abilities over the practicum.
- e) **Self-Care**: Your weekly reflections should also include an evaluation of your stress and self-care. In this section you will rate your self-care each week, discuss what self-care activities you engaged in, and indicate any changes that you need to make to ensure that your stress is at an optimal level.

Five selected entries (by professor) will be graded. Approximately two pages per entry. All journals to be password protected and emailed to the instructor.

2. **Text assignments**: Each week students will provide a response/answers to the assigned exercises/case studies. Responses will require self-reflection, skill review and application. In total, there will be ten (10) textbook exercise assignments that **are due on the day that each chapter will be discussed**. You will be asked to share portions of your responses during class. Students will include their answers **to all the assigned questions within their journal**.
3. **Supervisor Evaluation**: Site supervisors will be asked to complete a comprehensive evaluation of your practicum performance. Areas to be evaluated include basic work effectiveness (e.g., time use, reliability), ethical awareness and conduct (e.g., sensitivity, consultation), knowledge and learning (e.g., of clients, role and purpose of professional setting), response to supervision (e.g., seeking and receiving feedback), interactions with clients and co-workers (e.g., rapport-building, communication), and productivity (e.g., record keeping, report writing). Supervisor evaluations will be handed out three weeks prior to the end of term.
4. **Reflection Paper**: You will also be required to completed a brief (7-8 pages) reflection paper as it pertains to your practicum experience. The focus of the paper should be to articulate any ethical, legal, and/or professional issues that were notable during your practicum. In addition, you should discuss the literature related to a specific ethical, legal, and/or professional issue encountered at your setting. The paper should include the following elements:
 - A description of a specific ethical, legal or professional issue that is pertinent to behavioural science practitioners.
 - A discussion of the research regarding this issue.
 - Questions raised for you in reviewing the research, and/or areas not yet explored by the research.
 - A discussion regarding implications for your current practice and potential areas for future learning and growth.

You must use a minimum of ten different references (excluding the textbook). Your references should be current (within the last 10 years) and should come from scholarly sources (e.g., academic journals, scholarly books with chapters directly related to empirical work). Your paper should be 7-8 double spaced pages in 12 point Times New Roman font, excluding title page and references (in APA 7th. Ed. Format). Your paper is due on the last day of classes.
5. **Participation**: Participation in classes is an integral part of this course. You will be required to be an informed and active participant for all group and class discussions. Your participation grade will be informed by your participation in class discussions and activities, and your classroom reflections on each text assignment.

Grade Summary:

Reflection Journal:	20 percent
Text Assignments	20 percent
Supervisor’s Evaluation:	20 percent
Reflection Paper:	30 percent
Participation:	10 percent

Total: **100 percent**

Students must complete all components of the course in order to receive a grade for the course.

Attendance:

Attendance is critical to your success in BHS 420. As a result, after three unexcused absences the instructor reserves the right to ask you to withdrawal from the class.

Grade Summary:

The available letters for course grades are as follows:

Percentage:	Letter Grade:	Grade Point Weight:
96-100	A+	4.0
91-95	A	4.0
86-90	A-	3.7
82-85	B+	3.3
75-81	B	3.0
72-74	B-	2.7
68-71	C+	2.3
63-67	C	2.0
60-62	C-	1.7
56-59	D+	1.3
50-55	D	1.0
0-49	F	

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other: Grading Rubric

Theory, Method, Data:	Analysis and Application:	Logical and Coherent Argument:	Grammar and Spelling:	Formatting:	Oral Presentations:
Use of appropriate writing style (i.e., APA) and other formatting particulars (i.e., page length, font size, margins)	Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	Logical and coherent argument that flows from beginning to end.	Writing is clear and effective communicating central ideas	Use of appropriate writing style (i.e., APA) and other formatting particulars (i.e., page length, font size, margins)	Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated

	understanding of the area of study.					understanding of the area of study.
A 86-100	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and in relevant ways	The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and application	Clearly states central thesis and purpose of paper Each sentence/paragraph logically leads to the next Carefully selected details which support general statements and central thesis	Few to no spelling, grammar, or other writing errors. Words, sentences, and paragraphs flow smoothly	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of presentation. Establishes order to ideas and points out relationships between them. Number and quality of main points are sufficient Presentation of ideas develops to a logical conclusion and/or summary Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact.
B 72-85	Mostly achieved - paradigms, theories, concepts, and empirical research are summarized	Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application beyond merely	Clear central thesis Appropriate details/synthesis most of the time.	Some spelling, grammar, and writing errors Some awkward transitions between words,	Mostly achieved	Communicates to some degree the main theme, thesis, or primary focus of presentation.

	and used fairly accurately.	summarizing existing theory/research)	Sentences/paragraph generally flow logically together	sentences, and paragraphs		<p>Ideas follow a general logical flow with presenter providing some synthesis between points</p> <p>Number and quality of main points are sufficient</p> <p>Logical conclusion and/or summary provided that develops from the presenters points</p> <p>Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact</p>
C 60-71	Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.	Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research	<p>Adequately limited central thesis</p> <p>Details/synthesis may be repetitious or absent altogether.</p> <p>Sentences/paragraphs rarely, if ever, flow logically together</p>	<p>Several spelling, grammar, and writing errors</p> <p>Several awkward transitions between words, sentences, and paragraphs</p>	Inconsistently achieved	<p>Unclear presentation of main theme, thesis or focus of presentation</p> <p>Little order to ideas and relationships between points not clarified clearly</p>

								Number and quality of main points are lacking in sufficiency
								Weak conclusion and/or summary
								Presentation style lacking as demonstrated through non-verbal communication, body language, voice, and eye contact

Attendance:

Attendance is critical to your success in BHS 400. As a result, after three unexcused absences the instructor reserves the right to ask you to withdrawal from the class.

Grade Summary:

Grading: The available letters for course grades are as follows:

Percentage:	Letter Grade:	Grade Point Weight:
96-100	A+	4.0
91-95	A	4.0
86-90	A-	3.7
82-85	B+	3.3
75-81	B	3.0
72-74	B-	2.7
68-71	C+	2.3
63-67	C	2.0
60-62	C-	1.7
56-59	D+	1.3
50-55	D	1.0
0-49	F	

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Other:

Classroom Etiquette: We believe that learning is an active and interactive process, a joint venture between student and teacher and between student and student (i.e., learning is not just "downloading" information from teacher to student). Therefore, it is expected that professors will come to each class well-read and prepared to engage students on the topic at hand, giving students the utmost attention and respect. In turn, it is expected that students will take an active role in the learning process. This includes: (a) regular class attendance, (b) reading course material in advance of class, (c) showing up to class on time, and (d) attentively and proactively being "present" at class (i.e., not on the internet, not texting, not conversing with the person beside you). Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian ethos of excellence and respect that lies at the heart of the Ambrose educational experience. **It is also important to note that personal experience can be difficult for some individuals to discuss and can lead to strong reactions/opinions. As a result please remember that your classmates are to be treated with the upmost respect and empathy at all times and that any failure to do so can lead to you being asked to leave the class.**

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other

social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888