

Course ID:	Course Title:	Fall 2023. Winter 2024
BHS 420	BHS 420 BHS Field Placement 2	<b>Prerequisite:</b> BHS 240. Restricted to students in the BA: Behavioural Science (Concentration or Major) with a CGPA of not less than 2.0. Permission of the department required. <b>Credits:</b> 3

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In class	<b>Instructor:</b>	Alex Sanderson, PhD	<b>First Day of Class:</b>	Jan. 8 <sup>th</sup> , 2024
<b>Days:</b>	Monday	<b>Email:</b>	asanderson@ambrose.edu	<b>Last Day to Add/Drop:</b>	Jan. 21 <sup>st</sup> , 2024
<b>Time:</b>	1-2:15pm	<b>Phone:</b>	403-410-2000 ext. 5907	<b>Last Day to Withdraw:</b>	Mar. 28 <sup>th</sup> , 2024
<b>Room:</b>	A2210	<b>Office:</b>	L2101	<b>Last Day to Apply for Coursework Extension:</b>	Apr. 2 <sup>nd</sup> , 2024
<b>Lab/Tutorial:</b>	N/A	<b>Office Hours:</b>	By appointment	<b>Last Day of Class:</b>	Apr. 12 <sup>th</sup> , 2024
<b>Final Exam:</b>	N/A				Jan. 8 <sup>th</sup> , 2024

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

### Course Description

Students continue a supervised field placement of an additional 125 hours with a community or social agency closely 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.

### Land Acknowledgment

Ambrose University is located in the traditional territories of the Niitsitapi (Blackfoot) and the people of the Treaty 7 region in Southern Alberta, which includes the Siksika, the Piikuni, the Kainai, the Tsuut'ina, and the Iyarde Nakoda. We are situated on land where the Bow River meets the Elbow River, and the traditional Blackfoot name of this place is "Mohkinstsis" which we now call the City of Calgary. The City of Calgary is also home to Metis Nation of Alberta, Region III.

## Expected Learning Outcomes

- **Understanding:** Develop an understanding of the professional skills, competencies, challenges, and ethics unique to one's professional domain. (Assignments: Case Studies and Assigned Questions, Application Paper, Journal, Field Placement).
- **Analysis:** Develop the ability to analyze relevant research and ethical statements to gain a critical understanding of client needs, intervention/prevention methods, and relevant societal factors. (Assignments: Case Studies and Assigned Questions, Application Paper, Journal).
- **Research:** Develop a critical understanding of research relevant to the field placement, gathering, interpreting, and communicating primary and secondary social scientific research. (Assignments: Case Studies and Assigned Questions, Application Paper, Field Placement).
- **Communication:** Develop an understanding of the need to communicate knowledge in a clear, compelling, and ethical manner, adhering to APA standards and keeping a critical standpoint on the applications of research in professional domains. (Assignments: Case Studies and Assigned Questions, Application Paper).
- **Character:** Develop increasing ability to respond in ways that respects the dignity of all, perceiving human needs with empathy, while developing ethically responsible attitudes toward social problems and vulnerable populations in society. (Assignments: Application Paper, Journal, Field Placement).
- **Professional Competence:** Develop skills in communication, critical thinking, data interpretation and presentation, client support, ethics, and cultural humility, while considering possible vocational and occupational trajectories within the Social Science fields. (Assignments: Case Studies and Assigned Questions, Application Paper, Journal, Field Placement).

## Textbooks

Truscott, D & Crook, K (2021). *Ethics for the practice of psychology in Canada; third edition.*  
University of Alberta Press.

## Supporting Resources

CAP (2023). *Standards of Practice, May 2023.* [Standards of Practice \(May 31, 2023\)-1.pdf \(cap.ab.ca\)](#)

CPA (2017). *Canadian Code of Ethics for Psychologists* (4<sup>th</sup> edition). [https://cpa.ca/docs/File/Ethics/CPA\\_Code\\_2017\\_4thEd.pdf](https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf)

Date(s)	Lecture Topic	Reading plus Assigned Questions
Jan 8	Introduction to course	Intro <ul style="list-style-type: none"> <li>•</li> </ul>
	Understanding Ethical Systems	Ch. 1 <ul style="list-style-type: none"> <li>• Reflective Journal page 227</li> </ul>
Jan 15	Making Ethical Decisions:	Ch. 2 <ul style="list-style-type: none"> <li>• Case Study: Offenders Treating Offenders: Application of first five steps in ethical decision-making model.</li> <li>• Reflective Journal for Chapter 2, page 228</li> </ul>
Jan 22	Meeting Professional Standards:	Ch. 3 <ul style="list-style-type: none"> <li>• Case Study: A Psychologist by Another Name + questions.</li> <li>• Case Study: Assessments Under the Table: Application of first five steps in ethical decision-making model.</li> <li>• Reflective Journal for Chapter 3, page 229</li> </ul>
Jan 29	Incorporating Legal Expectations	Ch. 4 <ul style="list-style-type: none"> <li>• Case Study: Haunted by Grief + questions.</li> <li>• Case Study: Said too Much: Application of first five steps in ethical decision-making model.</li> <li>• Reflective Journal for Chapter 4, page 230</li> </ul>

Feb 5	Obtaining Consent:	Ch. 5 <ul style="list-style-type: none"> <li>Case Study: Parental Refusal + questions.</li> <li>Case Study: Eternal Soul: Application of first five steps in ethical decision-making model.</li> <li>Reflective Journal for Chapter 5, page 231</li> </ul>
Feb 12	Protecting Confidentiality	Ch. 6 <ul style="list-style-type: none"> <li>Case Study: Marital Secrets + questions</li> <li>Case Study: Whose Records? Application of first five steps in ethical decision-making model.</li> <li>Reflective Journal for Chapter 6, page 232</li> </ul>
Feb 26	Helping without Harming	Ch. 7 <ul style="list-style-type: none"> <li>Case Study: Treat or Not to Treat? + questions</li> <li>Case Study: Best for Whom? Application of first five steps in ethical decision-making model.</li> <li>Reflective Journal for Chapter 7, page 233</li> </ul>
Mar 4	Maintaining Professional Boundaries Article: <a href="https://kspope.com/ethics/boundary.php">https://kspope.com/ethics/boundary.php</a>	Ch. 8 <ul style="list-style-type: none"> <li>Case Study: New Business Partner + questions</li> <li>Case Study: Nobody Does it Better: Application of first five steps in ethical decision-making model.</li> <li>Reflective Journal for Chapter 8, page 234</li> </ul>
Mar 11	Appreciating Diversity	Ch. 9 <ul style="list-style-type: none"> <li>Case Study: Hearing Voices + questions</li> <li>Case Study: Protection from whom? Application of first five steps in ethical decision-making model.</li> <li>Reflective Journal for Chapter 9, page 235</li> </ul>
Mar 18	Being Socially Responsible	Ch. 10 <ul style="list-style-type: none"> <li>Case Study: A Shelter in Need + questions</li> <li>Case Study: The Disruptive student: Application of first five steps in ethical decision-making model.</li> <li>Reflective Journal for chapter 10, page 236</li> </ul>
March 25	Conducting Research, Conclusion	Ch. 11 <ul style="list-style-type: none"> <li>Case Study: Political Violence + Questions</li> </ul>
April 8 <sup>th</sup>	<b>Class Presentations</b>  <b>Due:</b> Application Paper, Supervisor evaluation, Self-evaluation.	

**Field Placement Journal (12%):** Your journal will be a record of your volunteering activities. 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 cognitive and emotional reactions. Please also note what you learned from the experience and what examples of ethics you noted at the placement. **One-page double spaced weekly, due Sunday night at 11:59pm.**

Your weekly Journal reflections should also include an evaluation of your **stress and self-care (self-care articles: <https://kspope.com/ethics/self-care.php>; Mindfulness resources: <https://kspope.com/memory/mindful.php>)**. In this section, you will rate our self-care each week (Likert or qualitative rating), speak to how you are doing, 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.

The journal is to be submitted as a Word document and is to be password protected. Please send your professor the password for your journal.

**Text assignments (33%):** Students will provide answers to the assigned exercises/case studies. Responses will require self-reflection, skill review, and application (maximum: two pages double spaced). The textbook exercise assignments are **due Sunday night at 11:59pm before each chapter will be discussed, excluding reading break and Easter Weekend.**

**Supervisor Evaluation (15%):** Site supervisors will be asked to complete a comprehensive evaluation of your practicum performance. Areas to be evaluated include basic work effectiveness (e.g., being on time, present, 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).

**Reflection Paper (20%):** You will also be required to complete a reflection paper as it pertains to ethics at 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, whether handled well or problematic. Please discuss the literature related to a specific ethical, legal, and/or professional situation encountered at your setting. Reflect on the application of the ethic in your real-world setting. The paper should include the following elements:

- A description of a specific ethical, legal, or professional issue that is pertinent to the behavioural science practitioner.
- 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 professional references (including 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, the CPA, and CPA recommended resources).

The APA style paper will be worth **20% of your final grade** and will be marked according to the rubric included in your syllabus. Ensure that your paper is 6-7 double spaced pages, excluding title page and references, and is in Word format (in APA 7<sup>th</sup> [General Format - Purdue OWL® - Purdue University](#)). Your paper is due on **April 2<sup>nd</sup>**. Please see Grading Sheet Below:

**Group Presentation (15%):** As your peer groups meet throughout the term to better understand the application of CPA ethics at your placement, I would like you to consider which ethics were most frequently discussed in these meetings. Please choose the ethic found most relevant to your combined settings to present to the class. You will present on 1) the relevant ethical dilemma, 2) the ways in which your group determined the dilemma should be solved or where you noted how this dilemma was handled ethically by your placements, as well as 3) the importance of this ethic for the setting and clients. Please speak to relevant parts of the Canadian Psychological Association code of ethics as well as the College of Alberta Standards of Practice. Each presentation will be 10 minutes in length and include slides with in-text citations as well as a reference slide at the end.

**Participation (5%):** Participation in classes is an integral part of this course. You will be required to be an informed and active participant for all discussions. As participation is required outside of the classroom environment in peer group meetings as well as on the group presentation, the peers will provide the participation grade. As a group meet and determine what each member of the group has earned out of five percent, considering:

1. [Student name]: needs to talk more / talks about the right amount / needs to talk less.
2. [Student name] **was prepared for the discussion** (true/false).

3. The [Student name] **supplied important insights and work to group discussions and presentation (5-point rating of quality of insights and work within peer group)** (1 = unacceptable contributions, 5 = outstanding, contributions have been helpful in centering knowledge and presentation development).

Each group will submit the participation marks for the members and the reasons why these marks were earned no later than April 8<sup>th</sup> at 11:59 pm. Late submissions will not be accepted, and the professor will assign marks for the group past this date.

Adapted from C. Stanley

<https://ctl.byu.edu/tip/peer-and-self-evaluation-participation-discussion>

**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:**

Grade	Interpretation	Percentage	Grade Points
A+	Excellent	96% and above	4.00
A		91-95%	4.00
A-		86-90%	3.70
B+	Good	82-85%	3.30
B		75-81%	3.00
B-		72-74%	2.70
C+	Satisfactory	68-71%	2.30
C		63-67%	2.00
C-		60-62%	1.70
D+	Poor	56-59%	1.30
D	Minimal Pass	50-55%	1.0
F	Failure	Below 50%	0.00
P	Pass		No Grade Points

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 Sheet: Reflection Paper on Ethics at Practicum Experience**

**Content (15 points):**

1. **Description of Ethical, Legal, or Professional Issue (3 points):**

- Clarity and specificity in presenting the chosen issue.
- Relevance to behavioral science practice.

**2. Research Discussion (5 points):**

- Thorough exploration of existing literature related to the chosen issue.
- Integration of at least ten professional references (including the textbook).
- Sources are current (within the last 10 years) and from scholarly outlets.

**3. Critical Reflection (3 points):**

- Thoughtful questions raised during the review of research.
- Identification of areas not yet explored in the research.

**4. Application and Implications (4 points):**

- Insightful discussion on the application of ethics in the real-world setting.
- Reflection on implications for current practice.
- Identification of potential areas for future learning and growth.

**Writing and Format (5 points):**

**1. APA Format (2 points):**

- Correct formatting of in-text citations and references.
- Adherence to APA guidelines.

**2. Structure and Organization (2 points):**

- Clear introduction and conclusion.
- Logical flow of ideas throughout the paper.
- Proper use of headings.

**3. Length (1 point):**

- Paper is within the specified range of 6-7 double-spaced pages.
- Excludes title page and references.

**Total: 20 points**

*Comments and Feedback*

**Grading Sheet: Group Presentation on CPA Ethics at Placement (15%)**

**Content (9 points):**

**1. Identification of Relevant Ethical Dilemma (3 points):**

- Clear presentation of the chosen ethical dilemma.
- Demonstrates an understanding of its relevance to the settings.

**2. Approach to Dilemma Resolution (3 points):**

- Articulate discussion on how the group determined the dilemma should be solved/was solved.
- Insightful observations on how the dilemma was handled ethically at placements.

**3. Importance of Ethic for Setting and Clients (3 points):**

- Comprehensive exploration of the importance of the chosen ethic.
- Connection made between the ethic, setting dynamics, and impact on clients.

**Integration of Ethical Codes (3 points):**

**1. Reference to CPA Code of Ethics (1 point):**

- Clear references to the relevant parts of the Canadian Psychological Association Code of Ethics.

**2. Reference to College of Alberta Standards of Practice (1 point):**

- Clear references to the relevant sections of the College of Alberta Standards of Practice.

3. **Depth of Ethical Code Integration (1 point):**

- Demonstrates a thorough understanding of how the presented ethical dilemma aligns with the mentioned codes.

**Presentation Style (2 points):**

1. **Organization and Structure (1 point):**

- Clear introduction, body, and conclusion.
- Logical flow of ideas.

2. **Engagement and Delivery (1 point):**

- Group members actively engage the audience.
- Clear articulation, appropriate pace, and effective use of visual aids.

**In-text Citations and References (1 points):**

1. **In-text Citations/References (1 point):**

- Proper use of in-text citations throughout the presentation and a comprehensive reference slide at the end, following APA format.

**Total: 15 points**

*Comments and Feedback:*

**Ambrose University Important Information:**

**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.

**Exam Scheduling**

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

**Standards of Behaviour in the Classroom Setting**

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong

reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

**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.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

### Privacy

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](mailto:privacy@ambrose.edu).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory.
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### Learning Services

Learning Services provides support with

- General study skills (e.g., time management, note-taking),
- Research and communication skills (e.g., writing a paper, researching, giving a presentation), and
- Subject-specific skills (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are free to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

### 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](https://ambrose.edu/counselling)
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See



<https://ambrose.edu/student-life/crisissupport> for a list of staff members.

- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

**Sexual Violence Support**

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need, and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website—[ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text.
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: [www.calgarycasa.com](http://www.calgarycasa.com)

**Note:** Students are strongly advised to retain this syllabus for their records.