

Course ID:	Course Title:	Winter 2017
BHS 420	Practicum II	Prerequisite: BHS 240
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Monday	Instructor:	Shawn Crawford, PhD (R. Psych)	First day of classes:	Wed., Jan 4, 2017
Time:	1:00-2:15pm	Email:	shawn.crawford@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan. 15, 2017
Room:	A2141	Phone:	403 410 2000, ex 6928	Last day to request revised exam:	Mon, Mar. 6, 2017
Lab/ Tutorial:	NA	Office:	L2086	Last day to withdraw from course:	Fri, Mar. 17, 2017
		Office Hours:	Wednesday 10:00am-12:00pm	Last day to apply for coursework extension:	Mon, Mar. 29, 2017
Final Exam:	NA			Last day of classes:	Tue, April 11, 2017

Course Description

A continuation of the supervised practical experience placement within a community 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

It is the aim of the course that students acquire the following skills and knowledge. 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.

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

Course Schedule

Date(s)	Lecture Topic	Reading
January 9	Introduction to course	Intro
January 16	Understanding Ethical Systems	Ch. 1
January 23	Meeting Professional Standards	Ch. 2
January 30	Appreciating Legal Expectations	Ch. 3
February 6	Making Ethical Decisions	Ch. 4
February 13	Obtaining Consent	Ch. 5
February 27	Protecting Confidentiality	Ch. 6
March 6	Helping without Harming	Ch. 7
March 13	Maintaining Professional Boundaries	Ch. 8
March 20	Providing Service Across Cultures Research and Reflection paper due	Ch. 9
March 27	Promoting Social Justice	Ch. 10
April 3	Conducting Research	Ch. 11
April 10	Conclusion (reflection journal, supervisor evaluation, self-evaluation due)	

No Classes

January 26, 2017	Program Day
February 20, 2017	Family Day
February 21-25, 2017	Mid-Semester Break
March 29, 2017	Ambrose Research conference

Requirements:

Component	% of grade	Material	Date
Reflection Journal	25	From practicum experiences	Due April 10, 2017
Text Assignments	25	As posted on Moodle	Due in each class
Supervisor Evaluation	20	See description	Due April 10, 2017
Reflection paper	20	See description	Due March 20, 2017
Participation	10	Self-evaluation-completed by last class	April 10, 2017

- 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:

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- 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 clients 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? 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 will be graded. Two pages maximum per entry.

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. Each assignment will have a portion to complete prior to the class, and students will bring a hard copy of their completed assignment to the class. In addition, each assignment will include a follow up question to be completed by hand within the last 15 minutes of the class. **Approximately two pages per assignment.**
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. **Research and Reflection Paper**: Students are required to complete a brief research and reflection paper as it pertains to your practicum experience. The focus of the paper will be to discuss the literature related to a specific ethical, legal, and/or professional issue addressed in the course, and to relate it to your practicum experience. 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.

For your references, you must use a minimum of five (5) 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). You should not use references that do not come from a scholarly source (e.g., websites, popular books, magazines). Please speak with your instructor or the librarian for further clarification of appropriate references.

Your paper should be 6-7 double spaced pages in 12 point Times New Roman font, excluding title page and references (in APA 6th. Ed. Format). A hard copy of your paper is due in class, and a digital version on Moodle via Turnitin, on

March 20, 2017. Turnitin is a program designed to support students and instructors in improving the quality and academic integrity of submitted work. Rough drafts of your paper may be submitted in advance via Turnitin so that students may check the integrity of their work, but a final submission will be due on March 20, 2017 by class time. Please review the following rubric.

Rubric for BHS 420 – Research and Reflection Paper

Grade	Description
17-20	<ul style="list-style-type: none"> • Paper reflects extensive knowledge of topic • Very clear description of a specific ethical, legal or professional issue that is pertinent to behavioural science practitioners. • Extensive discussion of the research regarding this issue. • Coherent development of questions/issues raised in reviewing the research. • A clear discussion regarding implications for your current practice and potential areas for future learning and growth. • Highly coherent, integrated and well-organized paper that has incorporated a variety of sources of information, including current research, understanding of text readings, and practical experience. • Paper is consistently well formatted, contains few or no writing errors (e.g., spelling, grammar, etc.) and is within space restrictions.
13-16	<ul style="list-style-type: none"> • Paper reflects considerable knowledge of topic • Generally clear description of a specific ethical, legal or professional issue that is pertinent to behavioural science practitioners. • Adequate discussion of the research regarding this issue. • Well-developed questions/issues raised in reviewing the research. • An adequate discussion regarding implications for your current practice and potential areas for future learning and growth. • Coherent, integrated and well-organized paper that has incorporated a some sources of information, including current research, understaningd of text readings, and practical experience. • Paper is mostly well formatted, contains only some writing errors (e.g., spelling, grammar, etc.) and is generally within space restrictions (less than one page).
9-12	<ul style="list-style-type: none"> • Paper reflects some knowledge of topic • A somewhat clear description of a specific ethical, legal or professional issue that is pertinent to behavioural science practitioners. • Some discussion of the research regarding this issue. • Partial development of questions/issues raised in reviewing the research. • A modest discussion regarding implications for your current practice and potential areas for future learning and growth. • Somewhat coherent, integrated and organized paper that has incorporated a few of sources of information, including current research, understanding of text readings, and practical experience. • Paper inconsistently formatted, contains several writing errors (e.g., spelling, grammar, etc.) and is somewhat too long or short (more than one page).
0-8	<ul style="list-style-type: none"> • Paper reflects limited knowledge of topic • Minimal description of a specific ethical, legal or professional issue that is pertinent to behavioural science practitioners.

	<ul style="list-style-type: none"> • Limited discussion of the research regarding this issue. • Limited development of questions/issues raised in reviewing the research. • An insufficient discussion regarding implications for your current practice and potential areas for future learning and growth. • Limited coherence, integration and organization; paper that has not incorporated sources of information, including current research, understanding of text readings, and practical experience. • Paper is not well formatted, contains many writing errors (e.g., spelling, grammar, etc.) and is either far too short to adequately reflect on the topic, or too long so as to be too detailed, repetitive, or off topic. 	
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5. **Participation:** Participation in classes is an integral part of this course. In addition to being a part of the course requirements, participation will provide the student with valuable information and insights from the knowledge and experience of the instructor and fellow students, which will help put the information from text and your practicum experiences into context. You will be required to be an informed and active participant for all class discussions. Your participation grade will be informed by your participation in class discussions and activities, and your classroom reflections on each text assignment.

- **Self-Evaluation:** Your instructor will endeavor to get to know each of you over the course of the term to assess your participation in the course, but your participation is not something that can be always be observed directly. As such, each student will take the responsibility to reflect on her/his own participation in the course and complete a self-assessment using the format provided on Moodle. **Self-evaluations are due by the last class of the semester. The instructor reserves the right to adjust this self-evaluation as necessary.**

Attendance:

If you are unable to attend one or more classes for any reason, please inform your instructor in advance. Unexpected absences are sometimes a fact of life, but letting the instructor know about planned absences can assist greatly with course planning.

Grade Summary:

The available letters for course grades are as follows:

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

Because of the nature of the Alpha 4.00 system, there can be no uniform College-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:

In the Behavioural Science Department 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) arriving **before** class starts and being prepared to learn once class begins, and (d) attentively and proactively being "present" during class (i.e., *not on the internet, not texting, not conversing with the person beside you unless it is directed by the instructor*). 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.

All assignments are due on the **date and time specified**. In the case of illness or other extenuating circumstances, exception will be made only with documentation, such as an official medical document.

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 college. 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.

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