

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2022</b>
<b>BHS 420</b>	<b>Practicum II</b>	<b>Prerequisite: BHS 320</b>
		<b>Permission of Department</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Monday	<b>Instructor:</b>	Alexandra Sanderson, PhD	<b>First day of classes:</b>	January 10, 2022
<b>Time:</b>	1-2:15pm	<b>Email:</b>	<a href="mailto:asanderson@ambrose.edu">asanderson@ambrose.edu</a>	<b>Last day to add/drop, or change to audit:</b>	January 23, 2022
<b>Room:</b>	Jan Online: Feb – April A2210	<b>Phone:</b>	403-410-2000 ext. 5907	<b>Last day to withdraw from course:</b>	March 18, 2022
<b>Lab/ Tutorial:</b>		<b>Office:</b>	L2101	<b>Last day to apply for coursework extension:</b>	March 28, 2022
		<b>Office Hours:</b>	By appointment	<b>Last day of classes:</b>	April 14, 2022
<b>Final Exam:</b>	N/A				

### 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

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;
- 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 (2021). Ethics for the practice of psychology in Canada; Third edition.  
University of Alberta Press.

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)

### Course Schedule

Date(s)	Lecture Topic	Reading
January 10	Introduction to course and requirements	Intro
January 17	Understanding Ethical Systems	Ch. 1
January 24	Making Ethical Decisions <b>Case study: Child Abuse; Reflective Journal; Case study: Offenders treating offenders</b>	Ch. 2
January 31	Meeting Professional Standards: <b>Discussion Questions; Reflective Journal; Case Study: Assessments under the table</b>	Ch. 3
February 7	Appreciating Legal Expectations <b>Discussion Questions; Reflective Journal; Case Study: Said too much</b>	Ch. 4
February 14	Obtaining Consent <b>Discussion Questions; Reflective Journal; Case Study: Eternal Soul</b>	Ch. 5
February 28	Protecting Confidentiality <b>Case Study: Marital Secrets; Discussion Questions; Reflective Journal; Whose Records?</b>	Ch. 6
March 7	Helping without Harming <b>Discussion Questions; Reflective Journal; Case study: Best for Whom?</b>	Ch. 7
March 14	Maintaining Professional Boundaries <b>Discussion Questions; Reflective Journal; Case Study: Nobody Does it better</b>	Ch. 8
March 21	Providing Service Across Cultures <b>Hearing Voices; Discussion Questions; Reflective journal; Case Study: The cost of friendship</b>	Ch. 9
March 28	Being Socially Responsible: <b>Discussion Questions; Reflective Journal; Case Study: The disruptive Student</b>	Ch. 10
April 4	Conducting Research & Conclusion: <b>Case Study: Political Violence; Blow the Whistle.</b>	Ch. 11
April 11	<b>Reflection journal, supervisor evaluation, self-evaluation due</b>	

### 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 cognitive and emotional reactions. Please

also note 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.

Your weekly Journal reflections should also include an evaluation of your **stress and self-care**. In this section you will rate our self-care each week (likert or qualitative rating), 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 journal entries (by professor) will be graded. Approximately one page per entry. All journals to be password protected and emailed to the instructor.**

2. **Text assignments:** Each week students will provide answers to the assigned exercises/case studies. Responses will require self-reflection, skill review and application. In total, there will be 11 (eleven) 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).
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). The 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 7-8 double spaced pages, excluding title page and references and is in 12 point Times New Roman font (in APA 7<sup>th</sup>. Ed. Format). Your paper is due on **March 10<sup>th</sup>, 2022**.
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, your classroom reflections on each text assignment, and by your active contribution to your peer group. Ten percent of your participation grade will be assigned by your peer group and 10 percent will be assigned by your professor. Please provide your peer ratings to the professor by email on the last day of class, in the following format:

#### **Peer/Self-evaluation of the quality of participation in discussion/Peer group meetings**

Each student must complete the following evaluation elements for every student in their discussion group, including themselves.

[Student name]: needs to talk more / talks about the right amount / needs to talk less

1. [Student name] 6-point rating of the quality of contributions to discussions (1 = unacceptable, added nothing to discussions, 6 = outstanding, comments in every class have been helpful)
2. [Student name] was prepared for the discussion (true/false)
3. The [Student name] asked good questions (6-point rating scale)
4. Open-ended comment about the [Student name]'s role either as a discussion facilitator or participant.

Adapted from C. Stanley

**Grade Summary:**

Reflection Journal:	20 percent
Text Assignments	20 percent
Supervisor's Evaluation:	20 percent
Reflection Paper:	20 percent
Participation, including learning paper and rating of peer contributions:	20 percent

**Total:** 

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 **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:**

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		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 Rubric**

<b>Theory, Method, Data:</b> Correctly	<b>Analysis and Application:</b> Student is able to extend past summarizing	<b>Logical and Coherent Argument:</b> Logical and coherent argument	<b>Grammar and Spelling:</b> Writing is clear and	<b>Formatting:</b> Use of appropriate writing style (i.e.,	<b>Oral Presentations:</b>
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	employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	that flows from beginning to end.	effective communicating central ideas	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.
<b>A</b> <b>86-100</b>	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>B 72- 85</b>	Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.	Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application beyond merely summarizing existing theory/research)	Clear central thesis  Appropriate details/synthesis most of the time.  Sentences/paragraph generally flow logically together	Some spelling, grammar, and writing errors  Some awkward transitions between words, sentences, and paragraphs	Mostly achieved	Communicates to some degree the main theme, thesis, or primary focus of presentation.  Ideas follow a general logical flow with presenter providing some synthesis between points  Number and quality of main points are sufficient  Logical conclusion and/or summary provided that develops from the presenters points  Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact
<b>C 60- 71</b>	Inconsistently achieved - paradigms, theories,	Little to no connection made to the development of paradigmatic thought in terms of analyzing or	Adequately limited central thesis	Several spelling, grammar, and writing errors	Inconsistently achieved	Unclear presentation of main theme,

	<p>concepts, and empirical research are often summarized or used inaccurately, or not at all.</p>	<p>applying the theory/research</p>	<p>Details/synthesis may be repetitious or absent altogether.</p> <p>Sentences/paragraphs rarely, if ever, flow logically together</p>	<p>Several awkward transitions between words, sentences, and paragraphs</p>	<p>thesis or focus of presentation</p> <p>Little order to ideas and relationships between points not clarified clearly</p> <p>Number and quality of main points are lacking in sufficiency</p> <p>Weak conclusion and/or summary</p> <p>Presentation style lacking as demonstrated through non-verbal communication, body language, voice, and eye contact</p>
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**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 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 Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. 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.

### 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/content/academic-calendar-2>.

### 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 are normally granted for 30 days beyond the last day of the term.

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.

### Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

### Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### 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)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://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](https://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](https://ambrose.edu/sexual-violence-response-and-awareness).