

# PSYC\*6890, Course Outline: Fall 2018

## General Information

**Course Title:** Legislation and Professional Practice

**Course Description:** This course is designed to build upon the general ethics course (6880) in preparing students to practice clinical psychology with a focus on legislation and professional guidelines. Students will become familiar with legislation relevant to professional practice with children and adults in hospital, educational, community, and other settings.

**Credit Weight:** 0.25

**Academic Department (or campus):** Psychology

**Semester Offering:** Fall 2018

**Class Schedule and Location:** approximately every other Monday starting September 10, 2018 (Sept 10, Sept 24, Oct 1, Oct 15, Oct 29, Nov 19). Location: MacKinnon 228

## Instructor Information

**Instructor Name:** C. Meghan McMurtry, Ph.D., C. Psych

**Instructor Email:** [cmcmurtr@uoguelph.ca](mailto:cmcmurtr@uoguelph.ca)

**Office location and office hours:** MacKinnon Extension Office #4004. Office hours by appointment only.

## Course Content

### **Specific Learning Outcomes:**

In completing this course, students should be able to:

1. Demonstrate knowledge of standards and codes of professional conduct
2. Demonstrate knowledge of jurisprudence and legislation in relation to psychology
3. Demonstrate knowledge of major ethical principles, legal issues, and dilemmas, and common professional issues relevant to the practice of psychology
4. Proactively identify and conceptualize potential ethical and legal issues and dilemmas, using key ethical codes, relevant jurisprudence and legislation
5. Implement ethical concepts, codes of conduct, legislation, and consultation into a professional context

Note: I am not a lawyer. Nothing that we discuss in this class replaces proper consultation with colleagues, and potentially legal counsel, if you find yourself facing a difficult professional issue.

## Lecture Content:

Week 1 is heavily-lecture based to set the foundation for the remaining classes which are a combination of short lectures and active learning (e.g., through vignettes, discussions, group work). The background required to understand the lectures and to participate in the discussions is achieved through assigned readings as well as knowledge gained in earlier classes.

Attendance and active participation are expected; there will be a variety of pair or group-based activities in class. Lecture notes (if applicable) will be posted on Courselink by 11 pm the day before the scheduled class. Please check Courselink regularly for course materials and updates.

My role and responsibilities are as follows: To engage your interest and develop your understanding of legislation, standards, and professional practice issues. To support you in your exploration of what can be complex and, at times, “grey” rather than “black and white” issues. To facilitate your learning by assigning relevant readings, delivering brief lecture-based material (if appropriate), and focusing on real-world decision making through practical application and case examples/vignettes. Encourage and foster an open class environment that facilitates lively discussion. Be available to answer your questions in class, by email, and by appointment. Provide fair evaluation. Adhere to this syllabus. In exceptional circumstances, changes may need to be made to the syllabus. In such cases, I will announce the changes in class as soon as possible as well as on Courselink.

## Schedule

\*Topic eligible for the vignette assignment due (1 of the 4 must be submitted)

Warning: the table below contains a number of acronyms. The full list of acronyms is on the last page of the syllabus.

Class	Date	Topics and Reference Materials for In Class Work	Readings
1	Sept 10	Introduction and Overview: <ul style="list-style-type: none"><li>○ Regulated Health Professions Act (RHPA) and Psychology Act</li><li>○ Licensure process in Ontario</li><li>○ Age Based Laws</li></ul>	<ul style="list-style-type: none"><li>○ Evans: Chapter 5</li><li>○ CPO: <a href="#">Standards of Professional Conduct 2017</a> and <a href="#">FAQ</a></li><li>○ Review CPA <a href="#">Code of Ethics</a> 4<sup>th</sup> Edition</li></ul>
2	Sept 24*	Dual Relationships: <ul style="list-style-type: none"><li>○ Sexual, non-sexual, and sexual abuse</li><li>○ Important points from: RHPA; CPO Standards; CPA Code of Ethics</li><li>○ Application: CCAP program, relevant CPS policies</li></ul>	<ul style="list-style-type: none"><li>○ Evans: Chapter 6</li><li>○ (“catch up” on readings from week 1 and review handouts provided in class)</li></ul>
3	Oct 1*	Informed Consent: <ul style="list-style-type: none"><li>○ Competence, capacity, mechanics</li><li>○ Important points from: Health Care Consent Act; Substitute Decisions Act; Psychology Act;</li></ul>	<ul style="list-style-type: none"><li>○ CPS informed consent</li><li>○ Evans: Chapter 7</li></ul>

Class	Date	Topics and Reference Materials for In Class Work	Readings
		Child, Youth, and Family Services Act; Education Act; CPO Standards; CPA Code of Ethics <ul style="list-style-type: none"> <li>Application: CPS policies, example consent forms, role plays</li> </ul>	
4	Oct 15*	Confidentiality: <ul style="list-style-type: none"> <li>Overview, access, mandatory reporting, duty to protect, privilege</li> <li>Important points from: Psychology Act; Children’s Law Reform Act; Child, Youth and Family Services Act; Youth Criminal Justice Act; Mental Health Act; Workplace Safety and Insurance Act; CPO Standards; CPA Code of Ethics</li> <li>Application: relevant CPS policies (e.g., Release of Information Form)</li> </ul> Client Info and Records: <ul style="list-style-type: none"> <li>Important points from: PHIPA; PIPEDA; Privacy Act; FIPPA; MFIPPA; Mental Health Act; CPO Standards; CPA Code of Ethics</li> <li>Application: relevant CPS policies</li> </ul>	<ul style="list-style-type: none"> <li>Evans: Chapter 8</li> <li>Evans: Chapter 9</li> </ul>
5	Oct 29*	Issues in Assessment and Treatment: <ul style="list-style-type: none"> <li>Important points from: Standards of Educational and Psychological Testing; Health Care Consent Act; Education Act; CPO Standards; CPA Code of Ethics</li> <li>Activity: discussion of group assignment and CPS (with Tamara Berman).</li> </ul>	
6	Nov 19	Final Exam  Wrap Up ☺	

**Course Assignments and Tests:**

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Class Participation	Throughout (includes effort in pairs/small group work)	30 total - 1 <sup>st</sup> half: 15 (feedback to be given by Oct 17 on Courselink) - 2 <sup>nd</sup> half: 15	1-4

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Vignette Assignment	Thursday at 11:59 pm the week prior to the class in question (need to submit 1, or submit up to 2 and highest mark will be used)	15	1-5
Exam	In-class on Nov 19, 2018	30	1-3
Real World Application Assignment	Final written assignment due via Dropbox by 11:59 pm on November 26, 2018	25	1-3, 5

**Additional Notes (if required):**

You must submit one vignette assignment. You may submit an additional assignment (for a maximum of two) and the highest mark will be chosen.

**Final examination date and time:** In class on November 19, 2018 (8:30-11:20 am).

**Final exam weighting:** 30%.

**Course Resources**

**Required Texts:**

Other than the first week, the readings are to be completed prior to class so that you will derive maximum benefit and can meaningfully contribute to class discussion. Most of the assigned readings are from David R. Evans: *Law, Standards, and Ethics in the Practice of Psychology*, 3<sup>rd</sup> edition. \*Please note that you are NOT responsible for information related to other provinces within the Evans' book as our focus is on Ontario. The College of Psychologists of Ontario [Standards of Conduct 2017](http://www.cpo.on.ca/Standards_of_Conduct_2017) are available on their website (<http://www.cpo.on.ca/Resources.aspx?m=94>). The [Canadian Code of Ethics for Psychologists Fourth Edition](https://www.cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf) is available on their website ([https://www.cpa.ca/docs/File/Ethics/CPA\\_Code\\_2017\\_4thEd.pdf](https://www.cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf)),

**Other Resources:**

The assigned readings will be supplemented by other resources (e.g., handouts given in class, lectures); you are responsible for knowing the information presented in the lectures and

handouts as well as the assigned readings. CourseLink will be used to post lecture notes and other course materials as needed.

Other resources:

- [College of Psychologists of Ontario: www.cpo.on.ca](http://www.cpo.on.ca)
- E-copies of [Ontario legal standards/acts: www.ontario.ca/laws](http://www.ontario.ca/laws)
- E-copies of [federal legal standards/acts: laws-lois.justice.gc.ca](http://laws-lois.justice.gc.ca)
- The [Information and Privacy Commissioner \(Ontario\): www.ipc.on.ca](http://www.ipc.on.ca)
- [Association of State and Provincial Psychology Boards: www.asppb.org](http://www.asppb.org) (info re: registration and licensure in US and Canada)
- [Canadian Psychological Association: www.cpa.ca](http://www.cpa.ca) (info re: programs, accreditation, code of ethics, etc.)
- [Canadian Council of Professional Psychology Programs: ccppp.ca](http://ccppp.ca) (info re: programs, accreditation, internships, resource, sample self-studies, etc.)

## **Course Policies**

### **Grading Policies**

The following table summarizes due dates, manner of submission, and late penalties for the written submissions.

<b>Assignment or Test</b>	<b>Due Date</b>	<b>Manner of Submission</b>	<b>Late Penalty</b>
Vignette Assignment	Thursday 11:59 pm the week before the relevant class	Dropbox on CourseLink  Need to submit 1 (or maximum of 2 and top 1 will be chosen)	Minus 3 points immediately.  3 additional points taken off for each day of lateness.
Real World Application Assignment	November 26, 2018 by 11:59 pm	Dropbox on CourseLink	Minus 3 points immediately.  3 additional points taken off for each day of lateness.

### **Your Role and Responsibilities:**

Be an engaged learner. Complete the reading assignments and come prepared for class. Speak up! Offer your opinion. Active discussion and learning from each other are very important for this class. I encourage healthy debate in our discussions but you must also be respectful of other members of the class. Put thought and effort into your course work. Be on time for class. University of Guelph's [Statement of Students' Rights and Responsibilities in the Graduate Calendar: www.uoguelph.ca/registrar/calendars/graduate/current/geninfo/geninfo-srr.shtml](http://www.uoguelph.ca/registrar/calendars/graduate/current/geninfo/geninfo-srr.shtml)

### **Course Policy on Group Work:**

This course has both individual and group work. The Real World Application Assignment is completed in either pairs or as a group project (pending class vote with majority rules). Each group member is expected to contribute equally to the project. If there is an issue in group effort, it is your responsibility try to work it out and to let the course instructor know as soon as possible if your efforts have not been successful.

### **Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## **University Policies**

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration: [Grounds for Academic Consideration](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

## Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

## Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

## Drop date

The last date to drop one-semester courses, without academic penalty, is November 2, 2018. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#). [Current Graduate Calendar](#)

## Additional Course Information

### Class Participation:

You are expected to attend and to contribute to the discussion in all classes. Your class participation includes both general discussions as well as **thoughtful, consistent** contributions to the vignette work and activities that we will complete in class. Although the quantity of your ongoing contributions will be taken into account, the **quality** is very important; see detailed rubric below. Participation is worth 30% of your grade; feedback will be provided after the first 3 classes (worth 15% of your grade).

### Participation Rubric (0 to 5)

**0:** Does not participate in large group discussions nor in small group work during class. May derail discussion in small group work by frequently talking about topics unrelated to the topic at hand.

**1:** Low involvement in discussions. Responds when called on but response shows inadequate preparation/knowledge of the material. No initiative demonstrated via unprompted participation. Little to no involvement in small group discussions; involvement is basic in nature and doesn't advance the topic/group understanding. May derail discussion in small group work by talking about topics unrelated to the topic at hand.

**2:** Sporadic involvement in discussions. Responds when called on but response is vague or tangential and doesn't demonstrate preparation or knowledge of the material. Very little initiative demonstrated through unprompted participation. Minimal on-task involvement in small group discussions; contributions to the group discussion generally focuses on basic facts, rather than advancing the topic/group understanding.

**3:** Moderate involvement in discussion, including unprompted participation. Demonstrates adequate preparation: knows basic facts from readings and typically offers straightforward information (e.g., straight from the case or reading), without elaboration. Occasionally shows evidence of trying to interpret, critically analyze, or make connections with other course material. Moderate on-task involvement in small group discussions with limited demonstration of advancing the topic/group understanding.

**4:** Moderate to high involvement in discussion, including unprompted participation. Demonstrates good to very good preparation: knows basic facts well and regularly shows evidence of trying to interpret, critically analyze, or making connections with other course material. Moderate to high on-task involvement in small group discussions with regular demonstrations of advancing the topic/group understanding.

**5:** Consistently high involvement in discussion, including unprompted participation (without dominating). Demonstrates excellent preparation: knows basic facts well and consistently shows evidence of interpretation, critical analysis, and focused connections with other course material. Consistently responds to other students' points in a thoughtful manner, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. Consistently high on-task involvement in small group discussions (without dominating) helping to lead a focused analysis which advances the topic/group understanding.

### **Vignette Assignment for Discussion:**

You are expected to create a vignette/situation that is relevant to the assigned readings once during the semester. The vignettes will be used to stimulate small group work and discussion in class; therefore, they should not be immediately "obvious" or incredibly easy to "solve". On the other hand, it should not be so complicated that it is highly unlikely to occur in real life or if it did, your first step would be to call a lawyer! You can use inspiration from your own professional practice but it must be appropriately anonymized so that people are not identifiable. Although aspects of the vignette can be based on other sources, it should not be copied (i.e., you must write it yourself). NOTE: You are in no way required to disclose any personal ethical/professional issues that you have faced previously or currently face.

In order for me to review them prior to class, these vignette assignments are due the Thursday before midnight prior to Classes 2 through 5. For example, the assignment for Class 2 is due by Thursday September 20 at 11:59 pm. Assignments will be submitted via Dropbox on Courselink. You must hand in one vignette assignment but if you choose to hand in more (two maximum



please), the higher mark will be chosen. An example of a previous assignment receiving a mark in the A+ range is included on Courselink.

The submission will be composed of three parts:

- 1) the actual vignette/situation which should be no longer than 0.75 page long (<400 words);
- 2) 1-2 questions to be posed to the class to elicit discussion of the vignette; and
- 3) an overview of what issues (e.g., child age, capacity to consent) and legislation you believe are involved (e.g., Health Care Consent Act). In the overview of what issues you believe are involved, you are to demonstrate your ability to identify relevant issues, explain how they are relevant, and how the various issues interact or influence each other (as applicable). This can be achieved using bullets or in paragraph form – it is up to you. Maximum length of this third section is 750 words.

Don't stress too much about perfect style and grammar – depth of exploration balanced with brevity is more important.

**Vignette Assignment Marking Guide** (the chosen vignette submission is worth 15% of your grade; /20 points total):

- Vignette is well-designed: thought-provoking and requires an in-depth understanding of issues involved /6 points
- Question(s) well-designed to elicit thought/discussion from class /4 points
- Relevant issues related to the vignette are clearly identified /4 points
- Exploration of the issues is sufficient to understand why they are relevant and how they influence each other /6 points

### **Real World Application Assignment:**

We want to know what you think! In class on October 29, the Director of the Centre for Psychological Services, Dr. Tamara Berman, C.Psych will join us; together we will discuss electronic medical records from a variety of perspectives (e.g., with respect to current legislation, standards of practice, student training, protecting the clinic). You will then be expected to work in pairs or a small group groups on a written project which will determine your grade for this assignment, due November 26, 2018. The exact objective, format, and grading scheme (if desired) of the assignment will be posted on Courselink following the October 29<sup>th</sup> class as it will depend on our discussion during the October 29<sup>th</sup> class. For example, the assignment could be to talk about the advantages and disadvantages of electronic medical records and to provide guidelines for the use of electronic medical records in CPS which follow ethical and legal standards. This is a unique opportunity in which you have the potential to directly impact clinical practice!

### **Final Exam:**

A final exam will take place during our last class on November 19, 2018. The questions will be derived from the assigned readings, lecture slides, lectures, and handouts. The majority of questions will be multiple choice and a smaller subset will be true/false. There will be no essay questions.