

PSYC*6890, Course Outline: Winter 2026

General Information

Some courses are offered virtually and some face to face. This course is offered using the Face-to-Face format. The course has set day, time, and location of class. If classes need to be held virtually, they will be held at this link: <https://zoom.us/my/meghan.mcmurtry>

Course Title: Legislation and Professional Practice

Course Description:

This course is designed to build upon the general ethics course (PSYC*6880) and clinical practice in preparing students to become registered and practice clinical psychology. Specifically, students will become familiar with legislation relevant to professional practice in Ontario with children, youth, and their families in hospital, educational, community, and other settings. The learning outcomes will be achieved through a combination of assigned readings, lectures, group and individual case (vignette) studies, discussions, a “real world” legislation application assignment, and an exam designed to mimic the College of Psychologists of Ontario’s (CPO) Jurisprudence and Ethics Exam. Case studies (vignettes) will be used to identify and explore ethical and legal issues; the 10-step ethical decision-making process within the Canadian Code of Ethics for Psychologists (Fourth Edition) will guide our explorations. The decision-making process is practical and thorough, providing students with practice in what they are expected to do in their professional lives: engage in “an ethical decision-making process that is explicit enough to bear public scrutiny” (Canadian Psychological Association (CPA), 2017, p. 5). Issues of diversity, equity, and inclusion will be addressed throughout the course work, including each time we use the ethical decision-making process which requires us to consider the context in which the issue arose (e.g., sociocultural, political, historical) as well as our own biases and positionality. To help meet student needs’ and interests, choice has been built within the course including case study (topic, when submitted) as well as the real world assignment which will be co-created with the students, course instructor, and any other relevant individual.

Credit Weight: 0.25

Academic Department (or campus): Psychology

Semester Offering: Winter 2026

Class Schedule: 7 Friday mornings in the winter term: 1) January 9; 2) January 23; 3) February 6; 4) February 13; 5) February 27; 6) March 13; and 7) March 27

Class Location: Our default is in person, Maplewoods 233 BUT, if we are required to meet virtually, we will meet here: <https://zoom.us/my/meghan.mcmurtry>

Instructor Information

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

Instructor Email: cmcmurtr@uoguelph.ca

Office location and office hours: via Zoom (<https://zoom.us/my/meghan.mcmurtry>). Tuesdays 11 am to 12 pm.

I encourage you to ask questions about the course, about the exam, and the assignments. Whenever possible, please ask these questions during class so that your classmates can also benefit and communication is consistent. If you would like to have a one-on-one conversation, please see me during my office hours.

Course Content

Specific Learning Outcomes:

In completing this course, students should be able to:

1. Demonstrate knowledge of standards, codes of professional conduct, legislation, and major jurisprudence in relation to psychology.
2. Demonstrate knowledge of major ethical principles, legal issues, and dilemmas, and common professional issues relevant to the practice of psychology.
3. Apply the 10-step CPA Ethical Decision-Making Process to ethical dilemmas which includes considering the context in which the dilemma arose (e.g., sociopolitical, cultural, historical) as well as one's own positionality, biases, and context.
4. Proactively identify and conceptualize potential ethical and legal issues and dilemmas, using key ethical codes, relevant jurisprudence and legislation, as well as their own context.
5. Implement ethical concepts, codes of conduct, legislation, and consultation into a professional context.
6. Demonstrate appropriate academic independence, tolerance of a degree of uncertainty, personal organization, and time management in completing assigned course tasks.

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:

Class 1 is heavily lecture-based to set the foundation for the remaining classes that are a combination of short lectures and active learning (e.g., through case studies, 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 11:59 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, building on your pre-existing knowledge of ethical principles and standards. To support you in your exploration of

what can be complex and, at times, nuanced rather than “right or wrong” 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 studies (vignettes). Encourage and foster an open class environment that facilitates lively discussion. Be available to answer your questions in class, by email, and in my office hours/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.

Your role and responsibilities: Be an engaged learner. Complete the reading assignments and come prepared for class. Speak up! Offer your opinion and ask questions. 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. Sit with the discomfort of not always being able to have a “cookie-cutter approach” to professional practice in which there is a sole "correct" way to address an ethical dilemma - it would not be a dilemma if this was the case! Put thought and effort into your course work. Be on time for class.

Schedule

Warning: the table below contains a number of acronyms. CPA = Canadian Psychological Association; CPBAO = College of Psychologists and Behaviour Analysts of Ontario; FIPPA = Freedom of Information and Protection of Privacy Act; MFIPPA = Municipal Freedom of Information and Protection of Privacy Act; PHIPA = Personal Health Information Protection Act; PIPEDA = personal Information Protection and Electronic Documents Act; RHPA = Regulated Health Professions Act

For any of the textbook’s chapters, you are only responsible for the general sections and for specifics related to Ontario; you are NOT responsible for reading the sections on other jurisdictions. This substantially reduces the number of pages to read.

Class	Date	Topics and Reference Materials for In Class Work	Readings
1	Jan 9	Introduction and Overview: <ul style="list-style-type: none"> Regulated Health Professions Act (RHPA) and Psychology Act 	<ul style="list-style-type: none"> Textbook: Chapter 1 CPBAO: Standards of Professional Conduct 2024 with displayed practical applications Review CPA Code of Ethics 4th Edition
2	Jan 23*	Introduction and Overview Continued as needed Comments on Registration (in the midst of uncertainty) <ul style="list-style-type: none"> Current regulatory framework, registration in Ontario 	<ul style="list-style-type: none"> (“catch up” on week 1 readings) Textbook: Chapter 5 Lints-Martindale et al. (2025) But I know you! Navigating dual relationships in rural,

Class	Date	Topics and Reference Materials for In Class Work	Readings
		<ul style="list-style-type: none"> ○ Important points from: RHPA <p>Dual Relationships:</p> <ul style="list-style-type: none"> ○ Sexual, non-sexual, and sexual abuse; mandatory reporting of sexual abuse ○ Important points from: RHPA; CPBAO Standards; CPA Code of Ethics ○ Application (e.g., CCAP program, relevant clinic policies) 	<p>northern and remote psychology practice. <i>Canadian Psychology (online first)</i></p> <ul style="list-style-type: none"> ○ CPBAO Preventing and addressing: Sexual abuse and boundary violations
3	Feb 6*	<p>Informed Consent:</p> <ul style="list-style-type: none"> ○ Competence, capacity, mechanics ○ Important points from: Health Care Consent Act; Psychology and Applied Behaviour Analysis Act; Child, Youth, and Family Services Act; Education Act; Children’s Law Reform Act; CPBAO Standards; CPA Code of Ethics ○ Application (e.g., clinic policies, example consent forms, role plays) <ul style="list-style-type: none"> ○ Age-Based Laws 	<ul style="list-style-type: none"> ○ Textbook: Chapter 6 ○ Age-based laws
4	Feb 13*	<p>Confidentiality:</p> <ul style="list-style-type: none"> ○ Overview, access, mandatory reporting, duty to protect, privilege ○ Important points from: Psychology Act and Applied Behaviour Analysis Act; Missing Persons Act; Children’s Law Reform Act; Child, Youth and Family Services Act; CPBAO Standards; CPA Code of Ethics ○ Application (e.g., relevant clinic policies) <p>Client Info and Records:</p> <ul style="list-style-type: none"> ○ Important points from: PHIPA (greatest emphasis here); PIPEDA; CPBAO Standards; CPA Code of Ethics ○ Application (e.g., relevant clinic policies) 	<ul style="list-style-type: none"> ○ Textbook: Chapter 7 ○ Duty to report child abuse and neglect summary ○ Textbook: Chapter 8, sections 1, 2.1, 2.11, 5.0, 5.7, 6.0 ONLY ○ CPBAO Guidance on PHIPA ○ (optional resource: IPC Guidance on PHIPA)
5	Feb 27	<p>Competence, Quality Assurance, and Fitness to Practice</p> <ul style="list-style-type: none"> ○ Important points from: RHPA; CPBAO Standards; CPA Code of Ethics <p>Complaints and Discipline</p>	<ul style="list-style-type: none"> ○ Textbook: Chapter 3, sections 1, 2.3.1, 2.4, 3.7, 4.7 ONLY

Class	Date	Topics and Reference Materials for In Class Work	Readings
		<ul style="list-style-type: none"> ○ Important points from: RHPA; CPBAO Standards; CPA Code of Ethics <p>Issues in Assessment and Treatment</p> <p>Activity: discussion of group assignment</p>	<ul style="list-style-type: none"> ○ Textbook: Chapter 4
6 (1.5 hour virtual class)	Mar 13 **9:30-11 am	Catch Up and Wrap Up ☺	<ul style="list-style-type: none"> ○ Stewart et al. (2025). Application of the Canadian Code of Ethics for Psychologists to Telepsychology. <i>Canadian Psychology</i> (online first). ○ APA (2025). Ethical guidance for AI in the professional practice of health service psychology.
7 (1.5 hour class)	Mar 27 **time by class vote	Final Exam	None

*Topic eligible for the vignette assignment due (1 of the 3 must be submitted). The dates have been chosen to meet the requirement of providing meaningful feedback by the 40th class day.

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 st half: 15 (feedback by February 10, 2026) - 2 nd half: 15	1-4
Vignette Assignment (need to submit 1, or submit up to 2 and highest mark will be used)	The Sunday before the relevant class at 11:59 pm (so a vignette for class on Jan 23, would be due on Jan 18)	15	1-6

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Exam	During class time March 27, 2026	30	1-3, 5-6
Real World Application Assignment	Final written assignment due via Dropbox by 11:59 pm on April 6, 2026	25	1-3, 5-6

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: During class time on March 27, 2026 (time within normal class period to be decided by class vote)

Final exam weighting: 30%

Course Resources

Required Texts:

The readings are to be completed prior to class so that you will derive maximum benefit and can meaningfully contribute to class discussion. The majority of the assigned readings are from David R. Evans & Keith S. Dobson: *Law, Standards, and Ethics in the Practice of Psychology*, 4th edition. *Please note that you are NOT responsible for information related to other provinces and territories within the Evans' book as our focus is on Ontario.

The College of Psychologists and Behaviour Analysts of Ontario (CPBAO) Standards of Conduct 2024 are available on their website at <https://cpbao.ca/members/professional-practice/standards-of-professional-conduct/>

The Canadian Code of Ethics for Psychologists Fourth Edition is available on their website at https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf

Cost of Texts:

Textbook / Learning Resource	Required / Recommended	Cost*
Law, Standards, and Ethics in the Practice of Psychology, 4 th edition	Required	\$144 (new); \$108 (used). Students are welcome to use second-hand copies of the textbook or purchase the textbook from alternate locations.
CPBAO Standards of Conduct	Required	Free online

Textbook / Learning Resource	Required / Recommended	Cost*
Canadian Code of Ethics for Psychologists, 4 th edition	Required	Free online

*Costs are subject to change.

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 and Behaviour Analysts of Ontario: <https://cpbao.ca/>
- Ontario legislation relevant to CPBAO members
https://cpbao.ca/cpo_resources/legislation/
- E-copies of Ontario legal standards/acts: www.ontario.ca/laws
- E-copies of federal legal standards/acts: <https://laws-lois.justice.gc.ca/eng/index.html>
- The Information and Privacy Commissioner of Ontario: www.ipc.on.ca
- Association of State and Provincial Psychology Boards: www.asppb.org (info re: registration and licensure in US and Canada)
- Canadian Psychological Association: www.cpa.ca (info re: programs, accreditation, code of ethics, etc.)
- Canadian Council of Professional Psychology Programs: ccppp.ca (info re: programs, accreditation, internships, resource, sample self-studies, etc.)

Course Policies

Grading and Submission Policies

Explicit marking guides have been provided in the syllabus (the marking rubric for the real world application assignment will be co-created). The marking of each assignment starts at zero and marks are added as components are addressed. This may sound obvious but actually, people have made the incorrect assumption that their assignment starts out at perfect/100% and marks are deducted. The following table summarizes due dates, manner of submission, and late penalties for the submissions.

Assignment or Test	Due Date	Manner of Submission	Late Penalty
Vignette Assignment	The Sunday at 11:59 pm before the relevant class (i.e., 5 days before the 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.

Assignment or Test	Due Date	Manner of Submission	Late Penalty
Real World Application Assignment	Final written assignment due via Dropbox by 11:59 pm on April 6, 2026	Dropbox on Courselink	Minus 3 points immediately. 3 additional points taken off for each day of lateness.

[Graduate Grade interpretation](#)

Course Policy on Group Work:

This course has both individual and group work. The Real World Application Assignment is usually completed in either pairs or as a group project (pending class enrollment and 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.

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 considered, 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 focus 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.

Case Study (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.

For me to review them prior to class, these vignette assignments are due the Sunday before midnight prior to Classes 2 through 4. For example, the assignment for Class 2 is due by Sunday January 18 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 begin our discussion of the vignette. These questions do not count toward the length limits in #1 or 2; 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; /30 points total):

- Vignette is well-designed: thought-provoking and requires an in-depth understanding of issues involved /8 points
- Question(s) well-designed to elicit thought/discussion from class /5 points
- Relevant issues related to the vignette are clearly identified /7 points
- Exploration of the issues is sufficient to understand why they are relevant and how they influence each other /10 points

Real World Application Assignment:

You will be tasked with creating a document for consideration for use at Maplewoods or a document providing guidance on a topic of personal/small group interest. For example, you may be asked to create an updated consent form, a resource document on files (e.g., how to store files in an interdisciplinary context and what to do with the raw psych test data, how to dispose of files), or guidance for CCAP students on AI use and clinical work. In class on February 27, we will discuss the assignment in depth. You will then be expected to work in pairs or small groups on a written project which will determine your grade for this assignment, due April 6, 2026. The exact objective, format, and grading scheme (if desired) of the assignment will be posted on Courselink following the February 27 class as it will depend on our discussion during that class. This is a unique opportunity in which you have the potential to directly impact training and clinical practice!

Final Exam:

A final exam will take place during our last (90 minute) class on March 27, 2026. The questions will be derived from the assigned readings, lecture slides, lectures, and handouts. The majority of questions will be multiple choice (mimicking CPBAO's Jurisprudence and Ethics exam) and a

smaller subset will be true/false. There will be no essay questions. For up to 5 questions, you will be able to explain your answer for the chance to earn partial marks if you were incorrect.

University Policies

Disclaimer:

Please note that a revision of the format of course offerings, changes in classroom protocols, and academic schedules is occasionally required. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules.

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](#):

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

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 or the [Student Accessibility Services Website](#)

Student Feedback Questionnaire

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to CourseLink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

Drop date

The last date to drop one-semester courses, without academic penalty, is Monday April 6th 2026. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Graduate Calendar](#)

Additional Course Information

AI Use in this Course:

Students may use AI tools for basic word processing functions, including grammar and spell checking (e.g. Grammarly, Microsoft Word Editor, Copilot). But beware, depending on your settings, if you enter your assignment information into an AI tool, it could be stored for use by others. It is not necessary to document the use of AI for the permitted purposes indicated. If you have questions about a specific use of AI that isn't listed above, please consult your instructor.

Why have I adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout and flow of ideas. The goal of adopting a limited use of AI is to help students build on their foundational skills in writing

and critical thinking by practicing identification of relevant ethical and legislation guidance as well as substantive content creation without the support of AI.

Turnitin:

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. 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.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.