

# PSYC\*6890, Course Outline: Fall 2015

## 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 2015

**Class Schedule and Location:** every other Thursday starting September 10 2015 (Sept 10, Sept 24, Oct 8, Oct 22, Nov 5, Nov 19). 11:30 am to 2:20 pm. Location: Rozanski 109.

## 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 key professional practice standards and legislation that apply to clinical psychology in Ontario. This will include both provincial and federal legislation, regulations, and standards as well as key case law.
2. Show understanding of common professional issues which occur during the practice of psychology.
3. Apply knowledge of relevant legislation and practice standards to practice cases and situations.
4. Evaluate existing clinical documents and policies with respect to current legislation and practice standards.
5. Synthesize knowledge of legislation, practice standards, and working with clients in suggesting ways to improve actual clinical documents and policies.

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:**

The class format is 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 is expected; there will be a variety of 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 (e.g., editing email policies) 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.

<b>Class</b>	<b>Date</b>	<b>Topics and Reference Materials for In Class Work</b>	<b>Readings and Applicable Assignments</b>
1	Sept 10	Introduction and Overview: <ul style="list-style-type: none"> <li>○ Regulated Health Professions Act (RHPA; full list of acronyms on last page of syllabus) 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: Standards of Professional Conduct 2009</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> </ul>	<ul style="list-style-type: none"> <li>○ Evans: Chapter 6</li> <li>○ (any “catch up” on readings from week 1)</li> </ul>

		<ul style="list-style-type: none"> <li>○ Application: CPADE program, relevant CPS policies (e.g., CPS Conflict of Interest)</li> </ul>	
3	Oct 8*	<p>Informed Consent:</p> <ul style="list-style-type: none"> <li>○ Competence, capacity, mechanics</li> <li>○ Important points from: Health Care Consent Act, Substitute Decisions Act, Psychology Act, Child and Family Services Act, Education Act, CPO Standards, CPA Code of Ethics</li> </ul> <p>Activity: discussion of email, social media, and CPS (with Melanie Parkin)</p>	<ul style="list-style-type: none"> <li>○ CPS policies related to email, social media</li> <li>○ Evans: Chapter 7</li> </ul>
4	Oct 22*	<p>Confidentiality:</p> <ul style="list-style-type: none"> <li>○ Overview, access, mandatory reporting, duty to protect, privilege</li> <li>○ Important points from: Psychology Act, Divorce Act, Children’s Law Reform Act, Child 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., Handling CPS Files, Release of Information Form)</li> </ul> <p>Client Info and Records:</p> <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 (e.g., General File Requirements)</li> </ul>	<ul style="list-style-type: none"> <li>○ Evans: Chapter 8</li> <li>○ Evans: Chapter 9</li> </ul>
5	Nov 5*	<p>Issues in Assessment and Treatment:</p> <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> </ul>	[Final group assignment due at beginning of class]
6	Nov 19	<p>Final Exam</p> <p>Wrap Up 😊</p>	

## Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Class participation	Throughout (includes effort in small group work)	30	1-4
Vignette Assignment	Tuesday at 11:59 pm week of classes 2-5 (need to submit 1, or submit up to 2 and highest mark will be used)	15	1-3
Real World Application Assignment	In class discussion/activity on Oct 8, 2015. Final written assignment due in class on Nov 5, 2015.	25	1, 4-5
Exam	Last class on Nov 19, 2015	30	1-4

## 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. All but one of the assigned readings are from David R. Evans: *Law, Standards, and Ethics in the Practice of Psychology*, 3<sup>rd</sup> edition. The [College of Psychologists of Ontario Standards of Conduct](http://www.cpo.on.ca/Standards_of_Conduct) are available on their website (<http://www.cpo.on.ca/Resources.aspx?m=94>). The assigned readings will be supplemented by other sources during class (e.g., handouts, lectures).

## Course Policies

### Grading and Submission Policies

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

Assignment	Due Date	Manner of Submission	Late Penalty
Vignette papers	Tuesday 11:59 pm on given week	Dropbox  Need to submit 1 (or maximum of 2 and top 1 will be chosen)	- 3 points immediately. 3 additional points taken off for each day of lateness.

Group Project	November 5, 2015 11:30 am	Hard copy in person.  Dropbox submission as well sometime on Nov 5 (this will not be marked in terms of lateness)	- 3 points immediately. 3 additional points taken off for each day of lateness.
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### **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](http://www.uoguelph.ca/registrar/calendars/graduate/current/geninfo/geninfo-srr.shtml) 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 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. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or see the website: [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 6, 2015. For regulations and procedures for Dropping Courses, see 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, including your classmates' presentations. Your class participation includes both general discussions as well as thoughtful contributions to the vignette work and other assignments that we will complete in class. Participation is worth 30% of your grade.

## **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. While 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.

These vignette assignments are due the Tuesday before midnight (i.e., Tuesday at 11:59 pm) prior to Classes 2 through 5. For example, the assignment for Class 2 is due by Tuesday September 22 at 11:59 pm. They 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.

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) a brief overview of what issues you believe are involved (e.g., Child and Family Services Act, Health Care Consent Act). Don’t stress too much about perfect style and grammar – remember, the purpose is to create a vignette which illustrates the material of the readings and will evoke discussion.

**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 /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

## **Real World Application Assignment: Email and Social Media**

We want to know what you think! Before October 1st, you will be provided with existing materials/policies in place at the Centre for Psychological Services (with permission of the Director, Melanie Parkin, Ph.D., C. Psych). First, you will read through these materials closely before class on October 8th. In class, we will discuss email and social media from a variety of perspectives (e.g., with respect to current legislation, standards of practice, building rapport with new clients, protecting the clinic). You will also be expected to work in small groups on a written project which will determine your grade for this assignment (due November 5). The format and grading scheme (if desired) of the assignment will be posted on Courselink following the October 8th class as it will depend on how many students are ultimately registered in the class. However, it will include written communication of concerns/issues with the current

policies (or lack thereof) and creation of new policies regarding email and social media that you believe meets the needs of clients, clinicians, the clinic, while also following legislation and standards of practice (and not write a book!). Delivery of feedback such as this is common in professional settings. Your communication should be constructive and professional in nature. 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, 2015. The questions will be derived from the assigned readings and will include multiple choice, true false, very short answer, and fill in the blank type questions. There will be no essay questions.

### **Resources:**

- E-copies of legal standards/acts: [www.e-laws.gov.on.ca](http://www.e-laws.gov.on.ca)
- College of Psychologists of Ontario: [www.cpo.on.ca](http://www.cpo.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: [www.ccppp.ca](http://www.ccppp.ca) (info re: programs, accreditation, internships, resource, sample self-studies etc)
- The Information and Privacy Commissioner (Ontario): [www.ipc.on.ca](http://www.ipc.on.ca) [note that the current Commissioner has a MA and PhD in Psychology]
- The Compleat Academic: A Career Guide (2<sup>nd</sup> edition). Darley, Zanna, & Roediger, Editors. Useful if you are considering academia.

### **Alphabet Soup:**

- CPA: Canadian Psychological Association
- CPO: College of Psychologists 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