

**Western University**  
**Department of Psychology**  
Psychology 9300A  
**Professional Foundations and Ethics in the Practice of Psychology**  
**Fall 2023**  
**See Student Centre for course times and locations.**

**Enrollment Restrictions**

Enrollment in this course is restricted to graduate students training in all areas of Clinical Psychology.

**Instructor and Teaching Assistant Information**

Instructor: Jeff St. Pierre, Ph.D., C.Psych.

Home Phone: 519-472-5208 no text

Office Hours: Dr. St. Pierre can be available for appointments in the classroom before/after each class

Email: [jstpierr@uwo.ca](mailto:jstpierr@uwo.ca)

Please post basic questions on the Course OWL website Forum for the benefit of fellow students. Dr. St. Pierre will monitor the OWL Forum each morning and add to any discussion already shared by other students. For personal questions to Dr. St. Pierre via e-mail, please put Psych9300 in the Subject line, or set up a telephone meeting.

**Course Description**

This course serves as an orientation to professional issues relevant to all areas of being a scientist-practitioner in clinical psychology. Ethical guidelines, standards, and jurisprudence (focussed on Ontario legislation) are reviewed in relation to assessment, treatment, consultation, supervision, teaching and research. Students learn to develop problem-solving skills related to risk management and resolving common ethical dilemmas in areas such as record-keeping, consent, confidentiality, professional boundaries, individual differences, and self-care.

**Course Format**

On campus, in-person weekly three hour course. Attendance is critical as students will take active ownership of their own learning through in-class work and discussion.

**Course Learning Outcomes/Objectives**

My role is to facilitate a foundation for lifelong learning through an introduction to the literature on ethical problem solving and jurisprudence. We will offer classroom discussion of case vignettes to support practical applications of knowledge.

Upon completion of this course, students should be able to:

1. Depth and Breadth of Knowledge.

Readily find and understand relevant regulatory standards, guidelines, and jurisprudence required in the practice of psychology across various professional settings in Ontario.

## 2. Knowledge of Methodologies.

Apply a formal decision making process using the Code of Ethics of the Canadian Psychological Association.

## 3. Application of Knowledge.

Utilize case vignettes on written assignments and in discussion with peers to explore contentious areas of decision making.

## 4. Communication Skills.

Demonstrate and model professional responsibilities and behaviour during oral participation and written assignments.

5. Awareness of Limits of Knowledge. State clearly the guidelines regarding scope of practice, while outlining a plan for recognizing boundaries and maintaining competency for evidence based practice.

6. Autonomy and Professional Capacity. State the process for becoming a psychologist, and the need for consultation and lifelong professional development on topics such as protection of privacy, informed consent, equity and diversity, and dual role relationships.

## Course Materials

*Companion Manual to the Canadian Psychological Association Canadian Code of Ethics for Psychologists* Fourth Edition (CPA 2018). Purchase here: <https://cpa.ca/aboutcpa/committees/ethics/companion/>

The Manual is available for \$30 for CPA members (student membership is strongly recommended for \$75). <https://cpa.ca/thecpastore/purchasecpapublications/>

Canadian Code of Ethics for Psychologists Fourth Edition (CPA 2017):

[https://cpa.ca/docs/File/Ethics/CPA\\_Code\\_2017\\_4thEd.pdf](https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf)

Truscott, Derek; Crook, Kenneth H. (2021). *Ethics for the Practice of Psychology in Canada*.

<https://ocul->

[uwu.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01OCUL\\_UWO:UWO\\_DEFAULT&search\\_scope=OCULDiscoveryNetwork&tab=OCULDiscoveryNetwork&docid=alma991045220375505163](https://ocul-uwu.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01OCUL_UWO:UWO_DEFAULT&search_scope=OCULDiscoveryNetwork&tab=OCULDiscoveryNetwork&docid=alma991045220375505163)

(multiple users can access this e-text free through the UWO library).

## Methods of Evaluation

Type	Date	% of Grade
1. Pop Quiz	Weekly	25%
2. Class participation including Home work Assignments	Weekly	25%
3. Guest Speaker summary and case vignette	tbd	20%
4. Special Topics Literature review paper + talk	Nov 13 +	30%

1. Weekly class quiz – a few multiple choice with written explanation as to relevant guidelines that determined your answer.

2. Weekly attendance and participation will be graded. Some weeks there will be a formal homework written assignment to hand in for participation.

3. Guest Speaker – full Assignment with list of possible speakers/topics tba. Here is an opportunity to practice professionalism (e.g., hosting a visiting professional, seeking professional consultation and professional development) and direct your own learning. Basically, students will “host” a guest. Jeff has gathered a list of professionals with varied expertise who have agreed to volunteer their time for an approximately half hour class presentation and discussion (either live or in-person). This will occur throughout the course – whichever Tuesday date/time works for the guest (alert Jeff to schedule parking pass, timeslot, etc). The student host is expected to contact the guest for a pre-interview (phone, ZOOM – time roughly 30 minutes), gather a bio, and flesh out the ethical topic the speaker wishes to present. The host student will alert the class one week in advance of the title of the presentation and share with the class (on OWL) if the guest speaker has assigned reading. If the Guest Speaker wishes to have a few PPT slides, please offer to help them create these and post on OWL. The student will write out two theme related case vignettes, one for in-class discussion that incorporates the CPA Code of Ethics and relevant jurisprudence/standards, and another ethical case dilemma that will be given to their classmates as a multiple choice question for a participation mark for them. You will introduce the guest professional to the class, lead class discussion after the presentation, and by the end you should be able to state any relevant jurisprudence, standards or guidelines that are directly relevant to the speaker’s topic. After class you will type up a bullet summary (maximum one page) of important professional practice tips that you wish to carry forward into your career based on this assignment; share this with the class, so each of you will finish the class with a small folder of shared notes. Finally, if you were done grad school and a member of the College – how would you have recorded this single Professional Development Activity on your CPO Continuing Professional Development tracking form? [https://cpo.on.ca/cpo\\_resources/cpd-program-description/](https://cpo.on.ca/cpo_resources/cpd-program-description/) Use this chart to determine the CPD credits and category you will use and submit to Jeff.

4. Specialty Topics Literature Review and Presentations – By Monday November 13 at 1pm submit two pages – one page with a bullet point annotated list (Word.docx) of 4 to 6 key journal articles (APA style ref) on the research literature. On a second page provide a very brief one page summary (bullets are fine) of tips a Psychologist needs to know about competent and ethical work in your topic area. In regard to ethics, note at least one relevant piece of legislation, and relevant standards/guidelines. After they are reviewed by Jeff, your Word file will be posted on OWL for your fellow students to download prior to your presentation. On your presentation day, you have 30 minutes to discuss your topic of interest, and this must include a case vignette to lead the class in discussion of ethical issues and answers; You must also offer a second case vignette in writing which includes a multiple choice pop quiz they must submit for a mark.

Possible topics:

- Special Assessment Expertise – for example choose one of custody and access; young offender; criminal risk; fitness to stand trial; malingering; capacity; assessment of clients where English is not a primary language; cultural differences; or suggest your own specialty.
- Evidence Based Practice – real world effectiveness of treating a disorder of your choice.

- Malpractice (& responding to complaints)
- Prescription privileges for psychologists
- Research with vulnerable populations
- “Replication crisis” in psychology research
- Telepsychology/remote practice in assessment; in treatment
- Ethical Issues in the Business of Psychology
- Medical Assistance in Dying (do Psychologists have a role)
- or convince Dr. Jeff of a topic of interest

## Course Timeline

Week	Date 2023	Topics	Readings (see links and additional resources below this table)
1	Sept 12	Getting to know your new colleagues. Defining a Professional Psychologist. Introduction to Ethical Practice, Teaching, and Research. Maintaining Competence. Homework Assignment Case Study 1	CPA Code of Ethics 4th edition. Psychology Act (1991). CPO Registration Guidelines. CPO Standards of Professional Conduct (2017). CPA Practice Guidelines for Providers of Psychological Services (2017). PPT Lecture 1 (on OWL)
2	Sept 19	Review of Assignment Case Study 1. Ethics, Standards, Jurisprudence. Evidence Based Practice. Practice Guidelines.	PPT Lecture 2 Competence. Truscott and Crook (2021) Chp 1, 2 Understanding and Making Ethical Decisions. Chp 3 Meeting Professional Standards. Chp 4 Incorporating Legal Expectations.
3	Sept 26	Informed Consent. Conditional Confidentiality. Record Keeping.	PPT Lecture 3 on OWL. Truscott Chp 5 Obtaining Consent. Chp 6 Protecting Confidentiality. College of Physicians and Surgeons of Ontario: Consent to Treatment. PHIPA - Information and Privacy Commissioner FAQ. IPC – Circle of Care. Parental access to information. Privacy Breaches – IPC. Sample informed consent for telepsychology. Fisher (2008). Lustgarten et al (2020).
4	Oct 3	Assessment. Homework Assignment Case Study 2 -(Part A due Oct. 9). Scheduled interviews with Dr. St. Pierre.	Meyer et al (2001). Blanton & Jaccard (2006). APA (2020) Guidelines for Psychological Assessment and Evaluation. AERA (2014) Standards for educational and psychological testing. CPO Standards of Professional Conduct (2017) Section 10. PPT Lecture 4 on OWL.

Week	Date 2023	Topics	Readings (see links and additional resources below this table)
5	Oct 10	Treatment. Case Study 2 discussion	PPT Lecture 5 on OWL. Report of the CPA Task Force on Evidence-Based Practice of Psychological Treatments (2012) – in class we will discuss Cognitive Therapy Vignette p.29. Beutler (2004).
6	Oct 17	Telepractice. Cultural issues. Equity, Diversity and Inclusion. Homework Assignment Case Study 2 final discussion (Part B due Oct. 16)	PPT Lecture 6 on OWL. Truscott Chp 9 Appreciating Diversity. Calvez & Cummings (2022). CPA Interim Ethical Guidelines for Psychologists providing psychological services via electronic media.
7	Oct 24	Multiple Relationships. Boundaries. Social Responsibility and Advocacy. Case Studies	PPT Lecture 7 on OWL. CPO professional boundaries in health-care relationships. CPO Preventing and addressing sexual abuse and boundary violations. Truscott Chp 7 Helping without Harming Chp 8 Maintaining Professional Boundaries Chp 10 Being Socially Responsible. London Free Press article. National Post opinion letter.
8	Oct 31	NO CLASS Homework Assignment Case Study: – The Trouble with Evan	review Week 8 PPT on OWL and watch Evan video documentary Meraj et al (2023).
9	Nov 7	Research. Academic Teaching. Training and Supervision. Trouble with Evan Case Study class discussion (Assignment due Nov. 6)	PPT Lecture 9 on OWL. Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2022). Truscott Chp 11 Conducting Research. Distinguishing Between Quality Assurance/Improvement, Program Evaluation & Research, Western HSREB Guidance memo. CPO Quality Assurance Program page 14 - Research Activities. CPRI authorship guidelines. CPA Ethical Guidelines for Supervision in Psychology: Teaching, Research, Practice, and Administration. CPO Quality Assurance Program pages 15-17 - Supervision Requirements. CPRI Psychometrist Supervision Agreement.
10	Nov 14	Presentations – 4 students Note – <b>Papers due Monday Nov. 13</b>	

Week	Date 2023	Topics	Readings (see links and additional resources below this table)
11	Nov 21	Presentations – 4 students	
12	Nov 28	Presentations – 4 students	
13	Dec 5	Training to become a Psychologist in Ontario. Q & A. Self-care plan and Wrap – up.	PPT Lecture 13 on OWL. UWO Practica planning. Nicholson (2022). Nicholson (2011). CPO Psychologist Examinations and Registration. CPO Continuing Professional Development; CPO Self-care plan. Maranzan et al. (2018). Haley (1980).

### Week 1 and Week 2

There is a lot to read the first two weeks! Each week my PPT will contain other useful links to the literature, as will the assigned chapters from Truscott and Crook – enough for some years to come. While waiting for your CPA Ethics Code Companion Manual to arrive, please study the Code itself.

**Canadian Code of Ethics for Psychologists** Fourth Edition (CPA 2017):

[https://cpa.ca/docs/File/Ethics/CPA\\_Code\\_2017\\_4thEd.pdf](https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf)

If you have not yet read the information on the development and use of the Ethics Code by Dr. Sinclair in the Companion Manual, please read this article on OWL:

Sinclair, C. (2020). Developing and revising the Canadian Code of Ethics for Psychologists: Key differences from the American Psychological Association code. *Ethics & Behavior*, 30(4), 249-263.

<https://doi.org/10.1080/10508422.2019.1711094>

### Defining a Psychologist

Browse the Regulated Health Professions Act (1991) <https://www.ontario.ca/laws/statute/91r18>

and browse this site <https://www.regulatedhealthprofessions.on.ca/>

Psychology Act (1991). <https://www.ontario.ca/laws/statute/91p38>

In an ethics course, we also focus students on what not to do - Ontario Regulation 801/93: Professional Misconduct, Psychology Act (1991) <https://www.ontario.ca/laws/regulation/930801>

**College of Psychologists of Ontario (CPO) Standards of Professional Conduct** (2017/updated 2023).

[https://cpo.on.ca/cpo\\_resources/standards-of-professional-conduct/](https://cpo.on.ca/cpo_resources/standards-of-professional-conduct/)

CPA Practice Guidelines for Providers of Psychological Services (2017).

[https://cpa.ca/docs/File/Ethics/CoEGuidelines\\_PracticeProvPsych2017\\_Final.pdf](https://cpa.ca/docs/File/Ethics/CoEGuidelines_PracticeProvPsych2017_Final.pdf)

Legislation, professional standards and guidelines of relevance to members of the College of Psychologists of Ontario (you have a few years to learn all of these!):

[https://cpo.on.ca/cpo\\_resources/legislation-standards-and-guidelines-relevant-to-members/](https://cpo.on.ca/cpo_resources/legislation-standards-and-guidelines-relevant-to-members/)

Similarly, here is the current CPO Self-Assessment Guide/Professional Development Plan with a checklist of active URL links to the legislation and standards you must agree to study to practice as a C.Psych.

<https://cpo.on.ca/wp-content/uploads/SAGPDP-2023.pdf>

College of Psychologists of Ontario Registration Guidelines

[https://cpo.on.ca/cpo\\_resources/registration-guidelines-psychologist-i-guidelines-for-completing-the-declaration-of-competence/](https://cpo.on.ca/cpo_resources/registration-guidelines-psychologist-i-guidelines-for-completing-the-declaration-of-competence/)

[https://cpo.on.ca/cpo\\_resources/appendix-c-definition-of-practice-areas/](https://cpo.on.ca/cpo_resources/appendix-c-definition-of-practice-areas/)

[https://cpo.on.ca/cpo\\_resources/registration-guidelines-appendix-d-core-competencies-required-for-the-professional-practice-of-psychology/](https://cpo.on.ca/cpo_resources/registration-guidelines-appendix-d-core-competencies-required-for-the-professional-practice-of-psychology/)

### Week 3

Informed Consent

For a useful guide to Consent to Treatment see the College of Physicians and Surgeons of Ontario

<http://www.cpsso.on.ca/Policies-Publications/Policy/Consent-to-Medical-Treatment>

Sample informed consent for telepsychology (Word doc on OWL).

For your own review before class, please browse the Table of Contents of each piece of Ontario legislation below:

The Health Care Consent Act (1996) <https://www.ontario.ca/laws/statute/96h02>

The Substitute Decisions Act (1992) <https://www.ontario.ca/laws/statute/92s30>

The Child and Family Services Act (2017) <https://www.ontario.ca/laws/statute/17c14>

Record keeping

Information and Privacy Commissioner (September 2015). Frequently Asked Questions: Personal Health Information Protection Act (PHIPA).

<https://www.ipc.on.ca/wp-content/uploads/2015/11/phipa-faq.pdf>

Information and Privacy Commissioner (August 2015). Circle of care: Sharing personal health information for health-care purposes.

<https://www.ipc.on.ca/wp-content/uploads/Resources/circle-of-care.pdf>

Legal consult letter, parental access to information (Word doc on OWL).

Government of Ontario, Ministry of Children, Community and Social Services (2018). Reporting child abuse and neglect: It's your duty.

[http://www.children.gov.on.ca/htdocs/English/documents/childrensaidd/reportingchildabuseandneglect\\_EN.pdf](http://www.children.gov.on.ca/htdocs/English/documents/childrensaidd/reportingchildabuseandneglect_EN.pdf)

Privacy Breaches – IPC (see Word doc on OWL).

Fisher, M.A. (2008). Protecting Confidentiality Rights: The Need for an Ethical Practice Model. *American Psychologist*, 63 (1), 1-13. DOI: 10.1037/0003-066X.63.1.1  
(on OWL – be prepared to discuss Table 1 and 2 in class)

Lustgarten, S.D., Garrison, Y.L., Sinnard, M.T., & Flynn, A.W. (2020). Digital privacy in mental healthcare: Current issues and recommendations for technology use. *Current Opinion in Psychology*, 36, 25–31.  
<https://doi.org/10.1016/j.copsyc.2020.03.012> (open access online)

#### Week 4

##### Assessment

Meyer et al (2001). Psychological Testing and Psychological Assessment: A Review of Evidence and Issues. *American Psychologist*, 56 (2), 128-165. DOI: 10.1037//0003-066X.56.2.128 (on OWL)

Blanton, H., & Jaccard, J. (2006). Arbitrary metrics in psychology. *American Psychologist*, 61(1), 27-41.  
DOI: 10.1037/0003-066X.61.1.27 (on OWL)

CPO Standards of Professional Conduct (2017) Section 10

[https://cpo.on.ca/cpo\\_resources/standards-of-professional-conduct/](https://cpo.on.ca/cpo_resources/standards-of-professional-conduct/)

American Psychological Association, APA Task Force on Psychological Assessment and Evaluation Guidelines. (2020). *APA Guidelines for Psychological Assessment and Evaluation*.  
<https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf>

- please read the 17 Guidelines found in **bold blue print**

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. American Educational Research Association. Retrieved from <https://www.testingstandards.net/open-access-files.html>

- please browse the Glossary, which is an excellent primer to the science of psychometrics
- please read the Table of Contents
- please look at the numbered Standards (**bold print**) in Chapter 6, 8, 9, 10

#### Week 5

Canadian Psychological Association (2012). Report of the CPA Task Force on Evidence-Based Practice of Psychological Treatments. (lead author is Professor Dozois). In class we will discuss the Cognitive Therapy for Dysthymia Vignette (p. 29).

[https://cpa.ca/docs/File/Practice/Report\\_of\\_the\\_EBP\\_Task\\_Force\\_FINAL\\_Board\\_Approved\\_2012.pdf](https://cpa.ca/docs/File/Practice/Report_of_the_EBP_Task_Force_FINAL_Board_Approved_2012.pdf)

Throughout your career you will maintain a list of EBA and EBT protocols to offer informed consent to your clients. However, the EBP movement has generated heated ethical debate that we will review in



class. For a dip into the Nomothetic knowledge vs Idiographic practice controversy, we will discuss Dr. Beutler's letter, where he pokes a stick in the side of the APA president (on OWL):

Beutler, L. E. (2004). The empirically supported treatments movement: A scientist-practitioner's response: Science and practice. *Clinical Psychology*, 11(3), 225-229.

<https://doi.org/10.1093/clipsy.bph076> (on OWL).

Lest you think Dr. Beutler a crank, peruse (and keep for your future ethical practice!) his very helpful Appendix A citing "**Reasonable, Basic and Optimal Principles for Systematic Treatment Selection**" in: Beutler, L. E. (2000). Empirically based decision making in clinical practice. *Prevention & Treatment*, 3(1), 27a. (on OWL).

## Week 6

### Cultural Issues

CPO Quality Assurance Program pages 12-13, Equity Diversity Inclusion

<https://cpo.on.ca/wp-content/uploads/SAGPDP-2023.pdf>

Calvez, S., & Cummings, J. A. (2022). Getting on the path to indigenization: Embracing (re)conciliation in Canadian psychology. *Canadian Psychology / Psychologie canadienne*, 63(4), 569-575.

<https://doi.org/10.1037/cap0000344>

### Telepractice

CPA Interim Ethical Guidelines for Psychologists providing psychological services via electronic media (March 2020 – new final guidelines coming soon). <https://cpa.ca/docs/File/Ethics/CPAe-therapyGuidelinesUpdate2020.pdf>

Please browse through - PSYNOPSIS (2023). Telepsychology Issue, 45 (2).

[https://cpa.ca/docs/File/Psynopsis/2023/Psynopsis\\_Vol45-2.pdf](https://cpa.ca/docs/File/Psynopsis/2023/Psynopsis_Vol45-2.pdf)

[https://cpa.ca/docs/File/Psynopsis/2023/References\\_Vol45-2.pdf](https://cpa.ca/docs/File/Psynopsis/2023/References_Vol45-2.pdf)

## Week 7

CPO professional boundaries in health-care relationships.

[https://cpo.on.ca/cpo\\_resources/professional-boundaries-in-health-care-relationships/](https://cpo.on.ca/cpo_resources/professional-boundaries-in-health-care-relationships/)

CPO Preventing and addressing sexual abuse and boundary violations.

<https://cpo.on.ca/members/professional-practice/preventing-and-addressing-sexual-abuse-and-boundary-violations/>

Pick one scenario from the discussion guide of 20 options depicting potential boundary crossings – and be ready to discuss Reflection questions A through E for that case.

Go to any issue of the CPO Newsletter <https://cpo.on.ca/resources/headlines/>, and note in the public report from the Inquiries, Complaints and Resolutions Committee the types of ethical concerns for which the College has received complaints.

## Advocacy and Freedom of Expression

Anti-COVID vaccine professor rips Western policy, addresses People's Party rally. The London Free Press, Sept. 8, 2021. <https://lfpres.com/news/local-news/anti-covid-vaccine-professor-rips-western-university-ahead-of-peoples-party-rally>

Here is what one advocacy group has to say in defence of an infamous UofT psychologist:

Christine Van Geyn: College of Psychologists attacks Jordan Peterson in court; But the clinical psychologist is fighting back. National Post, June 26, 2023. <https://nationalpost.com/opinion/christine-van-geyn-college-of-psychologists-attacks-jordan-peterson-in-court>

## Week 8 – No class.

Please review PPT Week 8, watch videos, and **complete Assigned Homework for November 6<sup>th</sup>** .

## Week 9

The Barbara Wand half-day 2023 Seminar is not mandatory for this course, but I strongly encourage you to watch it before your next practicum, as it will greatly improve your ability to benefit from supervision: CPO Barbara Wand Seminars. The Ethics of Professional Supervision. June 2023.

<https://cpo.on.ca/members/professional-practice/barbara-wand-seminar/barbara-wand-seminar-archives/>

## Supervisor Resources

CPA Ethical Guidelines for Supervision in Psychology: Teaching, Research, Practice, and Administration.

[https://cpa.ca/docs/File/Publications/CoEGuidelines\\_Supervision2017\\_final.pdf](https://cpa.ca/docs/File/Publications/CoEGuidelines_Supervision2017_final.pdf)

## Supervision Expectations within the College of Psychologists of Ontario

CPO Supervisor Resources.

<https://cpo.on.ca/resources/reference-library/?rsc=supervisor-resources>

CPO Supervision Resource Manual (study this when you are thinking about applying to the CPO).

[https://cpo.on.ca/cpo\\_resources/supervision-resource-manual/](https://cpo.on.ca/cpo_resources/supervision-resource-manual/)

CPO Registration Guidelines – Authorized Supervised Practice

[https://cpo.on.ca/cpo\\_resources/psychologist-f-authorized-supervised-practice/](https://cpo.on.ca/cpo_resources/psychologist-f-authorized-supervised-practice/)

CPO Standards of Professional Conduct (2017) Section 4 Supervision.

[https://cpo.on.ca/cpo\\_resources/standards-of-professional-conduct/](https://cpo.on.ca/cpo_resources/standards-of-professional-conduct/)

A brief checklist version of which is in the CPO Self-Assessment Guide pages 15-17

<https://cpo.on.ca/wp-content/uploads/SAGPDP-2023.pdf>

Individual Supervision Agreement with a Psychometrist, CPRI (on OWL).

## Research

CPO Quality Assurance Program page 14 Research Activities <https://cpo.on.ca/wp-content/uploads/SAGPDP-2023.pdf>

Tri-Council Policy Training: Ethical Conduct for Research Involving Humans – TCPS 2 (2022)  
<https://tcps2core.ca/welcome> - you do NOT have to complete this training program for this course, however you MUST complete it before you engage in any human research in clinical psychology. Highly recommended.

Distinguishing Between Quality Assurance/Improvement, Program Evaluation & Research, Western HSREB Guidance memo  
[https://www.uwo.ca/research/docs/ethics/hsreb\\_guidelines/Distinguishing\\_Between\\_QA\\_QI\\_PE\\_Research-9Mar2021\\_Updated.pdf](https://www.uwo.ca/research/docs/ethics/hsreb_guidelines/Distinguishing_Between_QA_QI_PE_Research-9Mar2021_Updated.pdf)

CPRI Authorship Guidelines (Word doc on OWL).

### Teaching

CPO Quality Assurance Program page 13 Teaching and Training <https://cpo.on.ca/wp-content/uploads/SAGPDP-2023.pdf>

### Week 13

#### UWO Practica Planning

[https://www.psychology.uwo.ca/research/clinical/practicum\\_planning\\_procedures.html](https://www.psychology.uwo.ca/research/clinical/practicum_planning_procedures.html)  
<https://www.psychology.uwo.ca/research/clinical/pdfs/supervision-contract.pdf> (CPO Standard 4.1.1.5)  
Western Psychology memo dated June 23, 2023 from Professor Swartzman to all clinical adjunct faculty and all clinical grad students (on OWL).

### C.Psych. in Ontario

Psychology and Applied Behaviour Analysis Act, 2021  
<https://cpo.on.ca/regulations-for-applied-behaviour-analysis-receive-approval-proclamation-date-announced/>  
<https://www.ontario.ca/laws/statute/21p27>

### Registration Guidelines

[https://cpo.on.ca/cpo\\_resources/psychologist-g-examinations/](https://cpo.on.ca/cpo_resources/psychologist-g-examinations/)  
- note the many helpful URL links in preparing for the 3 examinations for Ontario licensure.

CPO Continuing Professional Development [https://cpo.on.ca/cpo\\_resources/a-guide-to-self-reflection/](https://cpo.on.ca/cpo_resources/a-guide-to-self-reflection/)

CPO Self-care plan [https://cpo.on.ca/cpo\\_resources/self-care-plan/](https://cpo.on.ca/cpo_resources/self-care-plan/)

Nicholson, I. R. (2022). Canadian models of professional training: Past and future. *Canadian Psychology/Psychologie canadienne*, 63(2), 261. <https://doi.org/10.1037/cap0000325> (on OWL)

Nicholson, I. R. (2011). New technology, old issues: Demonstrating the relevance of the Canadian Code of Ethics for Psychologists to the ever-sharper cutting edge of technology. *Canadian Psychology/Psychologie canadienne*, 52(3), 215. <https://doi.org/10.1037/a0024548> (on OWL)

Haley, J. (1980). How to be a Marriage Therapist without knowing practically anything. *Journal of Marital and Family Therapy*. (on OWL)

Maranzan, K. A., Kowatch, K. R., Mascioli, B. A., McGeown, L., Popowich, A. D., & Spiroiu, F. (2018). Self-care and the Canadian Code of Ethics: Implications for training in professional psychology. *Canadian Psychology*, 59(4), 361 -368. <https://doi.org/10.1037/cap0000153> (on OWL)

### In general

In teaching this course, I have relied on many readings. The following will guide you throughout your career:

Evans, D.R. & Dobson, K.S. (2021). *The law, standards of practice, and ethics in the practice of psychology* (4th ed.). Thomson Reuters. (\***the definitive guide** to Psychology Regulation in each Canadian Province - in the UWO Clinical Grad Test Library)

Koocher, G.P. & Keith-Spiegel, P. (2016)., *Ethics in psychology and the mental health professions: Standards and cases*. (4<sup>th</sup> ed.). Oxford University Press. (the definitive USA resource in Weldon Library)

Check this list in the future for updates:

<https://cpa.ca/aboutcpa/committees/ethics/resources/>

How do I know what the Ontario College of Psychologists has announced? Two ways to catch up:

**The CPO FAQ is an incredible resource that is updated:**

<https://cpo.on.ca/resources/faqs/>

You can look at the index of the Bulletin for any year you like – here is the summary of the past decade.

<https://cpo.on.ca/wp-content/uploads/Index-of-Articles-eBulletin.pdf>

Steinecke Maciura LeBlanc (SML) Ontario law firm assists in all areas of professional regulation. Updated legal precedents are reviewed here in a searchable database, or you can subscribe to their newsletter.

<https://sml-law.com/resources/grey-areas/>

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

## **Health/Wellness Services**

Students who are in emotional/mental distress should refer to Mental Health@Western

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

## **Accessible Education Western (AEW)**

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

## **Land Acknowledgement**

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation, as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.