

# LEWIS & CLARK COLLEGE

## COURSE OUTLINE

**DEPARTMENT:** Counseling Psychology

**COURSE NUMBER:** CPSY 581, Summer 2009

**CREDITS:** 2

**COURSE TITLE:** Ethical & Legal Issues for School Psychology Practicum

**INSTRUCTOR:** Zip Krummel, EdD, NCC, NCSC, CTS

**ROOM:** Rogers Hall, Rm 218, 9:00 am – 3:00 pm

**PREREQUISITE:** CPSY 504, 506, 507-508, 512, 523, & advisor consent

**TO SCHEDULE AN APPOINTMENT:** call or e-mail

**OFFICE PHONE:** (541) 490-0587 (cell)

**E-MAIL:** krummelz@nwasco.k12.or.us; krummel@lclark.edu

**FAX:** (541)

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*Students needing an accommodation should immediately inform the course instructor. Students are referred to Disability Services to document their disability and to provide support services when appropriate.*

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**COURSE OBJECTIVES - To provide a foundation for graduate work and consideration of the applicable ethical and legal issues for mental health and school settings. Students will develop skills in report writing, assessments, and treatment planning.**

### **Specific Objectives**

1. To provide a basic understanding and knowledge of ethics and components of quality control in school psychology.
2. To provide a historical perspective of U.S. Law and school psychology.
3. To provide a working knowledge and understanding of confidentiality, privacy, and the requirements for record keeping in schools.
4. To provide a basic understanding and knowledge of the ethical and legal issues surrounding psychoeducational assessment.
5. To provide a basic understanding and knowledge of ethical and legal issues

working under IDEA.

6. To provide a basic understanding and knowledge of ethical and legal issues working under ADA and Section 504.
7. To provide a working understanding and knowledge of the ethical and legal issues in counseling and other therapeutic interventions in schools.
8. To provide a working understanding and knowledge of the ethical issues in consultation.
9. To provide a basic understanding and knowledge of the ethical and legal issues of doing research in the schools.
10. To provide for discussion and understanding some of the current special topics found in school consultation.
11. To provide a basic understanding and knowledge of ethical sanctions and legal liability.
12. To provide for discussion and understanding future directions in ethics, professional standards, and advocacy in school psychology.
13. To provide information regarding Oregon Licensure and TSPC so informed and timely decisions can be made to aide in their future employment.
14. To develop a practical, working knowledge of skills needed in individual counseling, and the self-assessment for improvement following counseling sessions.

## **OUTCOMES**

This course will help participants:

1. Dispel misconceptions about the field of school psychology.
2. Develop a theoretical, working knowledge of the ethics and legal issues involved in school psychology.
3. Obtain information useful in their future career as a school psychologist regarding ethics, legal issues, and consultation.

4. Broaden their understanding of the relationship between a school psychologist and other populations within a school system.
5. Understand and explain to others the ethical and legal standards to which a school psychologist is expected to adhere.
6. Develop and practice practical skills regarding individual counseling through role play and problem solving selected dilemmas.

## **REQUIRED TEXT**

Jacob, S. & Hartshorne, T. (2007). *Ethics and law for school psychologists*. (5th Ed.) New York, NY: John Wiley & Sons, Inc.

## **REQUIREMENTS**

Attendance (10% of grade added at the end if perfect attendance)

Note: If you miss more than 1/2 day it will directly affect your grade

In-class participation (15% of grade)

Chapter Quizzes (35% of grade)

Role Plays (40% of grade)

## **REFERENCES**

Class text

Selected handouts

## CLASS SCHEDULE - SUMMER 2008

<u>Date</u>	<u>Chapter</u>	<u>Topic</u>
May 16	1- 3	Class Intro/Ethics Intro/Law Intro
May 23	4 - 6	Quiz Chapt. 1 - 3 Practicum/Role Plays
June 27	7 - 9	Quiz Chapt. 4 - 6 IDEA/504 Practicum/Role Plays
July 11	10 - 11	Quiz Chapt. 7 - 9 Practicum/Role Plays TSPC Licensure
July 25	Remaining	Practicum/Role Plays Closure

## **PRACTICUM**

The practicum part of this course will be primarily through role play with classmates. Using a variety of scenarios, each student will do two-session role plays as the school psychologist, the client, and the observer/supervisor. You will be observed by the instructor and receive immediate feedback.

This should be looked on as an opportunity to try ideas and techniques in the safe environment of the classroom with supportive peers and feedback from an experienced practitioner.

**School Psychologist:** Your role will be to approach the client as the school psych and use appropriate rapport building and information-seeking techniques. For the second session you will have developed a tentative treatment plan and goal(s) for the client. You will receive feedback after each of the sessions from the instructor, the observer, and the client, as well as self-evaluate.

**Client:** Your role will to develop and act out, to the best of your ability, the scenario provided at the child's age level stated in the scenario. The better you play your role the more realistic the scenario will be and the truer a measure of the school psychologist's plan for treatment. At the end of each session you will be asked to give feedback to the school psychologist regarding how his/her approach and counseling techniques felt to you as a client.

**Observer:** Your role is a passive role during the actual role play but of extreme importance for post-scenario evaluation. You are responsible for noting ethical and/or legal issues that might come up, as well as noting body language and other communications between the school psychologist and the client. You will be the overall evaluator of the two sessions and your input will help both the school psychologist and future clients.

**Other Roles:** You may also be asked to play a Special Education Teacher, School Counselor, Parent, Regular Ed Teacher, or Principal. All of these are part of the same team that you are a part of and all are important to the success of that child.

**COURSE SYLLABUS COVER SHEET**  
**Lewis & Clark College**  
**Graduate School of Education and Counseling**

*Please attach completed cover sheet to course syllabus.*

Ethical and Legal Issues for School Psychology  
 Practicum

**Course Name**

Course Number	CPSY 581
Term	Summer 2009
Department	Counseling Psychology
Faculty Name	Zip Krummel

Catalogue Description: **Consideration of the applicable ethical and legal issues for school psychologists in mental health and school settings. Students develop skills in counseling, consultation, assessment, and intervention planning.**

Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards	X
<b>Learning and Living Environments</b> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<b>Disciplinary Knowledge</b> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
<b>Professional Practice</b> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<b>Connection to Community</b> Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.	X
<b>Professional and Technological Resources</b> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.	X
<b>Assessment</b> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X

<b>Research and Reflection</b> <b>Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.</b>	X
<b>Leadership and Collaboration</b> <b>Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community wellbeing.</b>	X
<b>Professional Life</b> <b>Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).</b>	X

Authorization Levels:

**This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).**

Early Childhood	<b>Pre-Kindergarten-4<sup>th</sup> Grade in a preprimary school, a primary school, or an elementary school.</b>	
Elementary	<b>3<sup>rd</sup>-8<sup>th</sup> Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.</b>	
Middle Level	<b>5<sup>th</sup>-9<sup>th</sup> Grades in an elementary, middle, or junior high school, or high school.</b>	
High School	<b>9<sup>th</sup>-12<sup>th</sup> Grades in Subject/Dept. Assign. in a High School.</b>	

**\*R = Readings and In-class Discussions      \*P = Practicum**

Student Performance:

**Student performance criteria appear on page(s) \_\_\_\_\_ of this syllabus (student performance includes goals, evidence, and levels of performance).**