

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

| | |
|----------------------|--|
| Course Name | Ethical and Legal Issues in School Psychology Practicum |
| Course Number | SPSY 510 |
| Term | Fall 2017 |
| Department | Counseling Psychology |
| Faculty Name | Elena Lilles Diamond, PhD, NCSP |

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 | |
|---|----------|
| <u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported. | X |
| <u>Disciplinary Knowledge</u> 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 |
| <u>Professional Practice</u> 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 |
| <u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region. | X |
| <u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being. | X |
| <u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities. | X |
| <u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal. | X |
| <u>Leadership and Collaboration</u> 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 well-being. | X |
| <u>Professional Life</u> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s). | X |

Authorization Levels (for TSPC-approved programs only):

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

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

Non-discrimination policy and special assistance:

Lewis & Clark College adheres to a nondiscriminatory policy. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible

Lewis and Clark College
Graduate School of Education and Counseling

SPSY 510 Course Syllabus
Ethical and Legal Issues in School Psychology Practicum
Fall 2017

Instructor:

Elena Lilles Diamond, PhD, NCSP
Phone: w) 503-768-6057
Email: ediamond@lclark.edu
Office: Rogers 335
Office Hours: by appointment

Course Calendar:

Class will meet Wednesday mornings from 9:00 to 12:00 in York Room 116. See page 6 of syllabus for schedule of classes and assignments/ readings.

Course Objectives:

Students will gain:

1. A basic understanding and knowledge of ethics and school psychology.
2. A historical perspective of U.S. and Oregon Laws and school psychology.
3. A working knowledge and understanding of confidentiality, privacy, and other requirements for therapeutic interventions, record keeping, consultation, assessment, and research in schools.
4. A basic understanding and knowledge of ethical and legal issues working under IDEIA, FERPA, ADA, Section 504 and other laws.
5. A basic understanding and knowledge of ethical sanctions and legal liability.
6. An understanding future directions in ethics, professional standards, and advocacy in school psychology.

Specific Outcomes

This course will help participants:

1. Develop a theoretical, working knowledge of the ethics and legal issues involved in school psychology.
2. Obtain information useful in their future career as a school psychologist regarding ethics, legal issues, and consultation.
3. Broaden their understanding of the relationship between a school psychologist and other populations within a school system.
4. Understand and explain to others the ethical and legal standards to which a school psychologist is expected to adhere.
5. Develop and practice practical skills regarding individual counseling through role play and problem solving selected dilemmas.

Textbook and Other Reading Materials:

Required Textbook:

Jacob, S., Decker, D.M., & Lugg, E.T. (2016). *Ethics and law for school psychologists* (7th ed.). New York: John Wiley & Sons.

Supplemental Required Readings (provided by the instructor via moodle):

- Armistead, L.D. (2014). Ethical and professional best practices in the digital age. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*, p. 459-474. Bethesda, MD: National Association of School Psychologists.
- Bahr, M.W., Brish, B., & Croteau, J.M. (2000). Addressing sexual orientation and professional ethics in the training of school psychologists in school and university settings. *School Psychology Review*, 29(2), 217-230.

- Burns, M.K., Jacob, S., & Wagner, A.R. (2008). Ethical and legal issues associated with using response-to-intervention to assess learning disabilities. *Journal of School Psychology, 46*, 263-279.
- Crepeau-Hobson, F. (2013). An exploratory study of suicide risk assessment practices in the school setting. *Psychology in the Schools, 50*(8), 810-822.
- Crespi, T.D. (2009). Group counseling in the schools: Legal, ethical, and treatment issues in school practice. *Psychology in the Schools, 46*(3), 273-280.
- Dailor, A.N., & Jacob, S. (2011). Ethically challenging situations reported by school psychologists: Implications for training. *Psychology in the Schools, 48*(6), 619-631.
- Demers, J.A., & Sullivan, A.L. (2016). Confronting the ubiquity of electronic communication and social media: Ethical and legal considerations for psychoeducational practice. *Psychology in the Schools, 53*(5), 517-532.
- Fisher, E.S. (2014). Best practices in supporting students who are lesbian, gay, bisexual, transgender, and questioning. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*, p. 191-204. Bethesda, MD: National Association of School Psychologists.
- Griffiths, A.J., Sharkey, J. D., & Furlong, M.J. (2008). Targeted threat assessment: Ethical considerations for school psychologists. *School Psychology Forum: Research in Practice, 2*(2), 30-48.
- Knauss, L. K. (2001). Ethical issues in psychological assessment in school settings. *Journal of Personality Assessment, 77*(2), 231-241.
- Klose, L.M., & Lasser, J. (2014). Best practices in the application of professional ethics. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*, p. 449-458. Bethesda, MD: National Association of School Psychologists.
- Mayworm, A.M., & Sharkey, J.D. (2014). Ethical considerations in a three-tiered approach to school discipline policy and practice. *Psychology in the Schools, 51*(7), 693-704.
- Ortiz, S.O. (2014). Best practices in nondiscriminatory assessment. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*, p. 61-74. Bethesda, MD: National Association of School Psychologists.
- Scheuermann, B., Peterson, R., Ryan, J.B., & Billingsley, G. (2016). Professional practice and ethical issues related to physical restraint and seclusion in schools. *Journal of Disability Policy Studies, 27*(2), 86-95.
- Smith, R.D., Riva, M.T., & Cornish, J.A.E. (2012). The ethical practice of group supervision: A national survey. *Training and Education in Professional Psychology, 6*(4), 238-248.
- Stein, R., & Sharkey, J. (2015). Your hands are (not) tied: School-based ethics when parents revoke special education consent. *Psychology in the Schools, 52*(2), 168-180.

Ethical codes and guidelines:

- APA Ethical Principles of Psychologists and Code of Conduct:
<http://www.apa.org/ethics/code/index.aspx>
- NASP Principles for Professional Ethics:
http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf

Oregon Law:

- Oregon Board of Psychologist Examiners
<http://www.oregon.gov/OBPE/pages/index.aspx>
- Oregon Teacher Standards and Practices Commission
<http://www.oregon.gov/TSPC/Pages/index.aspx>
- The Laws of Psychology Practice [Oregon]
http://www.oregon.gov/obpe/Pages/laws_rules.aspx
- Oregon Administrative Rules, Division 15 (Special Education)
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_015.html

Course Requirements:

Students are expected to be in each class, on time, and to participate in class discussions. If one class is missed, the student will read, summarize, and comment on an article from an academic journal relevant to the topic(s) covered in the missed class time. The student will also interview and copy class notes from another student in the class and outline the text chapters that were missed. If two classes are missed, the student will be at risk of not passing the class.

Assignments:

Class participation (50 points)

Active participation is essential to the success of this class, and the impact the course will have on students. To earn full points for participation, students are expected to attend class (except in emergency or illness situations, in which they should notify the instructor prior to class), complete all assigned readings, and discuss the weekly readings and related assignments in an informed and articulate manner.

Reading Reactions (80 points)

Students will be given a writing prompt to accompany the assigned readings each week. After completing the assigned readings, write a one-page (single space) reading reaction paper in response to the writing prompt. Reading reaction papers should be thorough, free of grammar and spelling errors, and address appropriate legal and ethical considerations. Reading reactions are due at the beginning of class each week.

Case Presentation (50 points)

Students will sign up for a historic or current relevant legal case and present on the assigned date in class. Presentations will be approximately 10 minutes long and outline essential details of the case and/or subject area, beyond information that may be covered in the assigned readings for the course. **In addition to the presentation, students will prepare a 1-page handout that classmates can use as a reference tool in the future.**

Ethics Autobiography (30 points)

Students will write a 2-4 page paper in which they describe their current personal values and describe their thoughts about developing professional ethics. Students should reflect on their own state of moral and ethical development as they answer the following questions within their paper: (1) What personal values do you hold, (2) Where did these values come from, (3) Which (if any) of your personal values do you see as potentially problematic as you develop your professional ethics and begin integrating personal and professional ethics, and (4) Do you foresee any potential conflicts with specific professional ethics that might not align with your current personal values?

Topical Presentation (100 points)

Students will work in small groups to develop and deliver a 30-40 minute class presentation on an ethical topic. Students will collaboratively review current literature on the topic (e.g., book chapters, journal articles, case law, etc.). The class presentation should summarize current literature on the topic, deepening classmates' knowledge by incorporating information that supplements (i.e., goes beyond) coverage of the topic in the assigned course readings. The presentation should incorporate discussion of two or more examples (e.g., vignettes, court cases, historic examples) of how the issue may arise in professional practice. Throughout the presentation, students are expected to reference relevant ethical codes and principles, laws, and professional guidelines relevant to the fields of school psychology and behavior analysis. Presentations should be provided using PowerPoint and a copy of the final presentation will be posted to moodle. **Email the instructor the presentation no later than the evening prior to class.** All group members are expected to contribute equally, and will receive the same grade on the project.

Problem-Solving Model + Peer Review (x2) (100 points each)

This is a two part assignment. Part one: Students will be given a vignette outlining an ethical dilemma. Students will use the problem-solving model adapted from Koocher and Keith-Spiegel (2008; See required text Jacobs et al., 2016 pp. 25 for model) to outline legal and ethical issues. The write up should be thorough, free of grammar and spelling errors, and address appropriate legal and ethical considerations. Part two: Students will provide feedback to a peer's problem-solving write up. Feedback should highlight ethical and/or legal considerations not included in the problem-solving analysis as well as writing errors. This feedback can be completed via track changes and comments features in Word.

Problem-Solving Model # 1 An electronic copy is due on September 27, 2017 at the beginning of class.

Peer Review #1 An electronic copy with feedback is due October 4, 2017 prior to class.

Problem-Solving Model #2 An electronic copy is due on October 18, 2017 at the beginning of class.

Peer Review #2 An electronic copy with feedback is due October 25, 2017 prior to class.

Final (100 points)

A take-home final will be handed out in class. Students will have one week to independently complete the exam. **An electronic copy is due on November 8, 2017** prior to class.

Grading:

Each of the assignments or grading areas has been given a maximum point value and some general evaluation criteria. Your grade for the course will be based on the total number of points you earn, in connection with the following breakdown of 100% of possible points:

| | | |
|----------|----|-------------|
| 99-100: | A+ | 79-82.9: B- |
| 94-98.9: | A | 76-78.9: C+ |
| 91-93.9: | A- | 73-75.9: C |
| 87-90.9: | B+ | 70-72.9: C- |
| 83-86.9: | B | < 70: F |

Regarding timeliness of assignments, it is expected that all work will be completed and turned in on the assigned due dates. Points will be deducted for late work (-10% per calendar day late), unless negotiated with the instructor in advance of the due date. As instructor of this course, I reserve the right to establish absolute dates beyond which late work will not be accepted. I will be reasonable in these matters in the event of illness or related significant personal matters that may require submitting work late. Incompletes will be given only under special circumstances, in accordance with Lewis & Clark policy.

SPSY 510 Fall 2017 Course Schedule

This syllabus and schedule are subject to change at the instructor’s discretion, in response to student learning or extenuating circumstances. If you are absent from class, it is your responsibility to ask about announcements and assignments given while you were absent.

| Date | Topics | Reading *JD&L = Jacob, Decker & Lugg textbook *BP = Best Practices Series | Assignments Due |
|--------------------|---|--|---|
| Week 1 9/6/17 | <ul style="list-style-type: none"> • Course overview • Introduction to ethics and law in school psychology | Principles & Codes: NASP (2010), APA (2010) | <ul style="list-style-type: none"> • Sign up for topical presentation |
| Week 2 9/13/17 | <ul style="list-style-type: none"> • Introduction to an ethical decision-making model • History of legal and ethical issues in School Psychology | *JD&L Chapter 1-2 | <ul style="list-style-type: none"> • Ethics Autobiography • Reading Reaction |
| Week 3 9/20/17 | <ul style="list-style-type: none"> • Ethical and legal issues related to privacy, informed consent, confidentiality, and record keeping | *JD&L Chapter 3 Dailor & Jacob (2011) Klose & Lasser (2014 BP) | <ul style="list-style-type: none"> • Reading Reaction |
| Week 4 9/27/17 | <ul style="list-style-type: none"> • Ethical and legal issues in education of students with disabilities under IDEA • Topical presentation: Legal and ethical issues regarding disciplinary practices for students with disabilities | *JD&L Chapter 4 Scheuermann, et al. (2016) Mayworm & Sharkey (2014) | <ul style="list-style-type: none"> • Reading Reaction • Problem Solving Model #1 |
| Week 5 10/4/17 | <ul style="list-style-type: none"> • Ethical and legal issues in education of students with disabilities under Section 504 and the ADA • Topical presentation: Addressing bullying in schools | *JD&L Chapter 5 Stein & Sharkey (2015) Procedural Safeguards Handout | <ul style="list-style-type: none"> • Reading Reaction • Problem Solving Model #1 • Peer Review |
| Week 6 10/11/17 | <ul style="list-style-type: none"> • Ethical and legal issues in psychoeducational assessment • Topical presentation: Supporting CLD students in schools | *JD&L Chapter 6 Ortiz (2014 BP) Knauss (2001) Burns et al. (2008) | <ul style="list-style-type: none"> • Reading Reaction |
| Week 7 10/18/17 | <ul style="list-style-type: none"> • Ethical and legal issues in school-based interventions • Topical Presentation: Promoting social justice in schools | * JD&L Chapter 7 Griffiths, et al. (2008) Crepeau-Hobson (2013) Crespi (2009) | <ul style="list-style-type: none"> • Reaction to Podcast • Problem Solving Model #2 |
| Week 8 10/25/17 | <ul style="list-style-type: none"> • Ethical and legal issues in school-based consultation • Topical Presentation: Supporting LGBT students in public schools | *JD&L Chapter 8-9 Fisher (2014 BP) Bahr (2000) | <ul style="list-style-type: none"> • Reading Reaction • Problem Solving Model #2 • Peer Review |
| Week 9 11/1/17 | <ul style="list-style-type: none"> • Ethical and legal issues research and supervision • Topical Presentation: Legal and ethical considerations of evidence based practices | *JD&L Chapter 10-11 | <ul style="list-style-type: none"> • Reading Reaction |
| FRIDAY 11/3/17 | CCE Law and Ethics Presentations | | |
| Week 10 11/8/17 | <ul style="list-style-type: none"> • Ethical and legal issues in technology and social media • Topical presentation: Legal and ethical issues regarding social media use | Smith, et al. (2012) Demers & Sullivan (2016) Armistead (2014 BP) | <ul style="list-style-type: none"> • Final Due |

