

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 2018
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 2018

Instructor:

Elena Lilles Diamond, PhD, NCSP
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Email: ediamond@lclark.edu
Office: Rogers 335
Office Hours: by appointment

Course Calendar:

Class will meet Thursday mornings from 9:00 to 12:00 in York Room 107. See page 7 for schedule and assignments.

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, 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.

- 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.
- Kelly, K., Diamond, E., Davis, S., & Whalen, A. (in press). Supervision in school settings: Maintaining a multicultural and ethical practice. *Training and Education in Professional Psychology*. DOI: 10.1037/tep0000220
- 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.
- 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.

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.

A three-tiered look at law and ethics—Assessment (50 points)

Students will identify and reflect upon relevant legal and ethical considerations regarding *assessment* and how these regulations are similar and different across levels of practice (i.e., District, School, Class, and Individual levels of service). This will be done in the following three steps:

Step 1. Students will identify the major legal considerations for *assessment* at the District, School, Class, and Individual levels. Students will cite relevant laws and codes (e.g., specific elements of IDEIA, FERPA, etc.). These can be compiled in a table or bulleted list, separated by level of service.

Step 2. Students will identify the major ethical considerations for *assessment* at the District, School, Class, and Individual level. Students will cite relevant ethical codes (e.g., specific NASP and APA standard/principle). These can be compiled in a table or bulleted list, separated by level of service.

Step 3. Students will write a 1-page (single space, 12-point Times New Roman font) reflection summarizing the similarities and differences across laws and ethics, and across level of practice.

A three-tier look at law and ethics—Intervention (50 points)

Students will identify and reflect upon relevant legal and ethical considerations regarding *intervention* and how these regulations are similar and different across levels of practice (i.e., District, School, Class, and Individual levels of service). This will be done in the following three steps:

Step 1. Students will identify the major legal considerations for *intervention* at the District, School, Class, and Individual levels. Students will cite relevant laws and codes (e.g., specific elements of IDEIA, FERPA, etc.). These can be compiled in a table or bulleted list, separated by level of service.

Step 2. Students will identify the major ethical considerations for *intervention* at the District, School, Class, and Individual level. Students will cite relevant ethical codes (e.g., specific NASP and APA standard/principle). These can be compiled in a table or bulleted list, separated by level of service.

Step 3. Students will write a 1-page (single space, 12-point Times New Roman font) reflection summarizing the similarities and differences across laws and ethics, and across level of practice.

A three-tier look at law and ethics—Consultation (50 points)

Students will identify and reflect upon relevant legal and ethical considerations regarding *consultation* and how these regulations are similar and different across levels of practice (i.e., District, School, Class, and Individual levels of service). This will be done in the following three steps:

Step 1. Students will identify the major legal considerations for *consultation* at the District, School, Class, and Individual levels. Students will cite relevant laws and codes (e.g., specific elements of IDEIA, FERPA, etc.). These can be compiled in a table or bulleted list, separated by level of service.

Step 2. Students will identify the major ethical considerations for *consultation* at the District, School, Class, and Individual level. Students will cite relevant ethical codes (e.g., specific NASP and APA standard/principle). These can be compiled in a table or bulleted list, separated by level of service.

Step 3. Students will write a 1-page (single space, 12-point Times New Roman font) reflection summarizing the similarities and differences across laws and ethics, and across level of practice.

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, 2018 at the beginning of class.

Peer Review #1 An electronic copy with feedback is due October 4, 2018 prior to class.

Problem-Solving Model #2 An electronic copy is due on November 1, 2017 at the beginning of class.

Peer Review #2 An electronic copy with feedback is due November 8, 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 15, 2018** prior to class.

Extra Credit—Professional Contribution

Create a professional development contribution for the Oregon School Psychologists Association (OSPA) by turning your group presentation into a 1-2 page article or resource guide for the OSPA bulletin, or a poster that could be presented at the next OSPA conference.

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 2018 Course Schedule

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 *BP = Best Practices Series	Assignments Due
Week 1 9/6/18	<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 presentations
Week 2 9/13/18	<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 Kelly et al (in press) Dailor & Jacob (2011)	<ul style="list-style-type: none"> • Ethics Autobiography
Week 3 9/20/18	<ul style="list-style-type: none"> • Ethical and legal issues related to privacy, informed consent, confidentiality, and record keeping 	*JD&L Chapter 3 Klose & Lasser (2014 BP)	[Work on your group presentations]
Week 4 9/27/18	<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"> • Problem Solving Model #1
Week 5 10/4/18	<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"> • Problem Solving Model #1 Peer Review
Week 6 10/11/18	NO CLASS—OSPA Conference		
Week 7 10/18/18	<ul style="list-style-type: none"> • Ethical and legal issues in psychoeducational assessment • Topical presentation: Legal and ethical considerations of school-wide screening 	*JD&L Chapter 6 Ortiz (2014 BP) Burns et al. (2008)	<ul style="list-style-type: none"> • Three-tier Assessment Assignment
Week 8 10/25/18	<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) Crespi (2009)	<ul style="list-style-type: none"> • Three-tier Interventions Assignment
Week 9 11/1/18	<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"> • Three-tier Consultation Assignment • Problem Solving Model #2
FRIDAY 11/2/18	SPSY Colloquium, Special Education Law		
Week 10 11/8/18	<ul style="list-style-type: none"> • Ethical and legal issues research and supervision • Topical Presentation: Supporting CLD students in schools 	*JD&L Chapter 10-11 Kelly et al (in press)	<ul style="list-style-type: none"> • Problem Solving Model #2 Peer Review
Week 11 11/15/18	<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 	Demers & Sullivan (2016) Armistead (2014 BP)	<ul style="list-style-type: none"> • Final Due • Extra Credit Due