



CPSE 605

School Psychology - Ethics, Professional Roles, and Standards Syllabus Fall 2014

Thursday 3:15 – 5:45p

Room 319 MCKB

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Office hours:

MCKB 261 (by appointment only)

NOTE: Faculty meetings are held on the 2nd and 4th Thursdays of each month from 10:00-12:00.

Texts & Required Reading:

- Merrell, K.W., Ervin, R. A., & Gimpel, G.A. (2012). *School psychology for the 21st century* (2nd ed.). New York: Guilford.
- Jacob, S., & Hartshorne, T. S. (2011). *Ethics and the law for school psychologists* (6th ed.). Hoboken, NJ: Wiley.
- NASP Professional Conduct Manual (Appendix B in *Merrell et al.*, text)
- APA Ethical Principles (Appendix A in *Merrell et al.*, text)

Course Description and Goals:

This course is designed to provide an introduction to the profession of school psychology focusing on ethics, professional roles, and standards of practice in school-based settings. The goals of the course are designed to help learn about the developing profession of school psychology while identifying associated functions and responsibilities. Students will increase in knowledge of legal, regulatory, and ethical issues and how to incorporate this knowledge into practice. Establishing a context for current and future professional development, linking into supportive state and national professional organizations, will also be addressed. Prerequisite is admission to the CPSE graduate program in school psychology.

Course Objectives:

Upon completion of this course, the student should be able to:

- Discuss the history of school psychology and identify its emergence as a major discipline.
- Identify the roles and functions of a school psychologist within the school and community.
- Describe the scientist-practitioner model of service delivery and how it fits in a school setting.
- Discuss ethical codes, standards for practice, and law pertinent to the delivery of school psychological services (i.e. NASP, APA codes, IDEA, FERPA, Section 504, and major court cases that shaped school policy).
- Protect student and family privacy and respect confidentiality.
- Identify situations that merit warning and appropriately protecting others (duty to warn).
- Analyze ethical issues according to the principles of professional ethics.
- Complete a 9-step problem solving analysis of an ethical dilemma (see Appendix A).

- Consult with colleagues when confronted with ethical dilemmas.
- Maintain membership and relationships in professional organizations (e.g., NASP, UASP).
- Keep informed regarding changes in state and federal law and ethical standards related to professional practice.
- Engage in ethical practice that promotes the best interest of students, families, and schools.
- Identify building blocks of collaborative relationships with staff, parents and students, valuing each as an equal partner in the delivery of school psychology services.
- Identify practical ways to build positive supportive school communities, facilitating a sense of belonging within school organizations, identifying and breaking down barriers, and reaching out to include parents and caregivers.

Learning Activities:

Assigned readings, class lectures and discussions, role plays, homework, field-based interview, papers and presentations will be used to achieve the course objectives.

Grading:

94-100%	= A	73-76%	= C
90-93%	= A-	70-72%	= C-
87-89%	= B+	67-69%	= D+
83-86%	= B	63-67%	= D
80-82%	= B-	60-62%	= D-
77-79%	= C+	0-59%	= E

Note: per CPSE policy, students earning below a B- must re-take the class.

Grade Distribution:

- 20% Weekly Study and Discussion Questions/Reflection Papers (10 papers)
- 30% Lead Chapter Presentations
- 15% Midterm
- 15% Final
- 10% Field-Based Research Interview
- 5% Hot Topic & Ethical Dilemma
- 5% Class Attendance, Misc. Assignments and Participation

Class Assignments

Mid-Term and Final Examinations – Each worth 15% of your grade (15 points per exam), collectively account for 30% of the final grade (30 points total for both exams).

Field-Based Interview Report – 10% of grade. This is your opportunity to get out into the field! I want you to (1) design a series of interview questions (informative, unique, and fun) geared toward discovering a practicing school psychologist’s perceptions of the roles and functions of the profession, gathering information about the profession to form a “day in the life of” profile. (2) Contact a Utah based psychologist and request a face-to-face interview to help you learn more about the profession. Include information about who you interviewed, where they work, what their responses were in a 2 page write up. Include an ethical dilemma the professional has faced and what they did to solve it. (3) Present your findings in a 20-minute class presentation, summarizing your interview with the school psychologist and your thoughts on the profession. Turn in a completed, hard copy, write up to me on the day of your presentation. Be persistent in pursuing these face-to-face interviews. You may face some resistance, but show me that you can be creative and get that field experience for your own personal growth and learning.

Alternative email assignment: If, for reasons beyond your control, you are unable to reach a Utah-based School Psychologist for an interview, contact **two** out of state (or one in state & one out of state) School Psychologists and complete your interviews via email. Then complete a **30 minute** presentation on your findings.

Ethical Dilemma – Use the 9-steps to solving an ethical dilemma handout (found in Appendix A) and prepare a 15 minute presentation for the class discussing the details of an interesting dilemma. To find interesting dilemmas, contact a School Psychologist in a district that you think you might like to work in, and ask them to share with you a recent ethical dilemma that they have faced. They do not need to share any confidential information with you, just enough information for you to draw a scenario from. You may also peruse the news, Internet, or check out the Problem Solving Model Casebook from me for ideas. Turn in a completed, **hard copy handout** to me on the day of your presentation.

Weekly Study Reflection Papers/Discussion Questions - Ten written responses (1 page single typed, size 12 font, & 1” margins) are due during this semester. Either respond to one or more of the study and discussion questions at the end of each text book chapter **OR** in lieu of responding to questions, hand-in a weekly reflection paper on the week’s readings. Collectively these are worth **20%** of your grade (2 points per paper). **Due at the beginning of class, hard copy format only, please.**

Chapter Presentation – Each student will lead out on two chapter presentations during the semester (includes 2-pg handout to summarize major points). These 30-minute presentations, which collectively count for **30%** towards the final grade, will be scored according to the criteria found in the syllabus Appendix B. Please consider including both conventional and non-conventional means of engaging the audience (i.e. PowerPoint, group activities, interactive media, food, etc.). The more engaging and informative the presentation and handouts, the better the grade outcome.

Grade Sheet – Please complete the grade sheet found in Appendix C of this syllabus. Record your completed assignments and attendance. Turn in this grade sheet on the last day of class.

Class Attendance and Participation - Regular class attendance and active participation in activities-- Total 5% of final grade.

CLASS POLICIES

Plagiarism: Any student who represents the work of another person as his or her own on any of the papers or the presentations will receive zero (0) credit for that paper or presentation. Cheating, submitting work other than your own, or plagiarism may result in penalties ranging from an F in the course to expulsion from the university. All students are subject to the University Policy Statement on Academic Dishonesty in the current Catalog.

Attendance: It is the student's responsibility to keep up with discussion and assignments. Making up late work will be at the discretion of the instructor and will be penalized if accepted. **Please come to class on time. Lateness is considered unprofessional.**

Grading: A letter grade consistent with the student's performance on assignments will be awarded upon completion of the requirements of this course. A grade of incomplete (I) may be awarded, but only in extraordinary cases. The expectation is that all work will be submitted on or before the date it is due. Insufficient time, poor time management, or course/work overloads are NOT sufficient reason for awarding an incomplete (I).

Drop/Withdrawal: Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being considered absent without leave from the class and the student shall be considered responsible for all work missed.

Course changes: The instructor reserves the right to modify or change any part or all of the syllabus or the course requirements at any time during the quarter. Students shall be notified of any such changes.

Honor Code: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Harassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at [801-422-2130](tel:801-422-2130); the Honor Code Office at [801-422-2847](tel:801-422-2847); the Equal Employment Office at [801-422-5895](tel:801-422-5895); or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

Student Disability: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

PERIODICALS, NEWSLETTERS, & LAW REPORTS ADDRESSING ETHICAL & LEGAL ISSUES

APA Monitor

The official newsletter of the American Psychological Association. Includes an Ethics Column and articles on law and ethics.

Education Week

This weekly newspaper, contains up-to-date news related to education. Easy-to-read articles in law affecting schools, including legislative developments and emerging case law.

Individuals with Disabilities Education Law Report

The *I.D.E.L.R.* is a publication of a national special education law reporting service. It includes court rulings, administrative hearing decisions, U.S. Department of Education policy statements, and findings from Office of Civil Rights complaints investigations.

Journal of Law and Education

A quarterly journal to educational law

NASP Communiqué

The official newsletter of the National Association of School Psychologists

Professional Psychology: Research and Practice

This journal frequently publishes articles on ethics and law as they affect the practice of professional psychology, including school psychology.

SPAN Update

The official newsletter of the School Psychologists Action Network (SPAN) produced by the NASP government and Professional Relations Committee.

The Special Educator

A biweekly newsletter that provides a review and analysis of events of importance to special educators.

West's Education Law Reporter

A law reporter that includes educational law court cases and articles on education law.

REQUIRED READING

Students will be expected to become familiar with the following Internet based resources.

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

- (1) **NASP Model for Comprehensive and integrated School Psychological Services 2010**

http://www.nasponline.org/standards/2010standards/2_PracticeModel.pdf

- (2) **NASP Principles for Professional Ethics 2010**

http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf

American Psychological Association: <http://www.apa.org/>

- (3) **Ethical Principles of Psychologists and Code of Conduct (PDF file)**

<http://www.apa.org/ethics/code2002.pdf>

Class Schedule

DATE	TOPIC	READINGS	EXAMS & Due Dates
4 Sep	Overview of class Intro to and Ethics in SP	Chapter 1 (MEP) Chapter 1 (JDH)	
11 Sept	History of SP Law & SP	Chapter 2 (MEP) Chapter 2 (JDH)	#1 Reflection paper
18 Sept	CANCELLED		
25 Sept	Legal & Ethical Issues NASP Professional Conduct Manual	Chapter 6 (MEP) Appendix B (MEP)	#2 Reflection paper
2 Oct	Confidentiality & Privacy APA Ethical Principles	Chapter 3 (JDH) Appendix A (MEP)	#3 Reflection paper
9 Oct	Data-driven problem solving Systems change	Chapter 7 (MEP) Chapter 11 (MEP)	#4 Reflection paper
16 Oct	Assessment	Chapter 8 (MEP) Chapter 6 (JDH)	#5 Reflection paper
23 Oct	Midterm exam		MID-TERM
30 Oct	IDEA Section 504	Chapter 4 (JDH) Chapter 5 (JDH)	#6 Reflection paper
6 Nov	Academic interventions Indirect services	Chapter 9 (MEP) Chapter 8 (JDH)	#7 Reflection paper
13 Nov	Consultation Supervision	Chapter 9 (JDH) Chapter 11 (JDH)	#8 Reflection paper
20 Nov	School-based mental health Ethical & Legal Issues in School-Based Interventions	Chapter 10 (MEP) Chapter 7 (JDH)	#9 Reflection paper
4 Dec	Research in schools	Chapter 12 (MEP) Chapter 10 (JDH)	#10 Reflection paper
11 Dec	Student Presentations on assigned final topic		15-20 minute presentation in class & 1-2 pg handout with key info Make copies or send electronic copy to all class members
FINAL EXAM THURSDAY, DEC 18 3:00 – 6:00 p.m. Room 319 MCKB			

APPENDIX A

Steps in Resolving an Ethical Dilemma

To be completed by Practicum & Intern students

Date: _____

- (1) Identify the problem or dilemma.

- (2) Identify the potential issues involved.

- (3) Review the relevant ethics codes.

- (4) Know the applicable laws and regulations.

- (5) Obtain consultation.

- (6) Consider possible and probable courses of action.

- (7) Enumerate the consequences of various decisions.

- (8) Decide on what appears to be the best course of action.

- (9) Document your actions.

APPENDIX B

GRADING RUBRIC						
CLASS PRESENTATION & PAPER						
	0	2	4	6	8	10
In-Class Presentation (half of total points)	Did not participate in presentation	minimal presentation skills, minimal evidence of understanding, includes misinformation, major points are not emphasized, disorganized; and not adequately communicated. Substandard preparation is evident.	superficial preparation; minimal organization; major points not identified not well developed; and reflects few basic presentation skills	adequate presentation skill; major/important points are identified; not well developed; needs more preparation	sufficient preparation; demonstrates average presentation skill; attends to important points but not sufficiently organized nor fully developed	professionally presented (dress and skill in presenting are appropriate); points are clearly communicated & presentation holds interest of audience; extensive preparation is evident
Paper (half of total points)	Did not prepare handout.	minimal writing skill; minimal evidence of understanding; major points are not emphasized; disorganized; numerous typos; poorly written & does not hold reader's interest	substandard organization; major points are not well developed; several typos; reflects basic writing skills	adequate writing skill –adequate development; major/important points are identified but not well organized nor developed	demonstrates above average writing skill; attends to important points; well organized	exceptional writing skill; well written; information is well organized; points are succinctly and accurately expressed; holds reader's interest; follows APA style

Feedback & Comments:

**APPENDIX C
GRADE-SHEET----CPSE 605**

Fall Semester 2013

NAME: _____

CLASS ATTENDANCE & WEEKLY ACTIVITIES

T=TARDY, A=ABSENT, P=PRESENT

***Please note "SKIP" on the two reflection papers you wish to skip and turn this completed sheet in on the last day of class.**

<u>Attendance</u>		DATE	Reflection papers (10 due)	Points earned
On time	Late			
		4 Sept	First day of class	-
		11 Sept		
		18 Sept		
		25 Sept		
		2 Oct		
		9 Oct		
		16 Oct		
		23 Oct MIDTERM	MIDTERM	
		30 Oct		
		6 Nov		
		13 Nov		
		20 Nov		
		27 Nov	Thanksgiving	
		4 Dec		
		11 Dec	15-20 minute Presentations & 1-2 pg handouts	
Leading 30-minute discussion on assigned chapter & 1-2 pg handout				
Field Based Interview (5 points write-up & 5points presentation = 10 pt possible)				
FINAL EXAM Dec 18 3:00-6:00 p.m.				
TOTAL POINTS				

TOTAL POINTS: _____ (100 possible)

CLASS RESPONSIBILITIES

Please sign up for:

1 spiritual thought and prayer; 1 leading JDH chapter discussion; 1 leading MEG Chapter discussion; 1 Field-Based Interview; 1 Hot topic in the profession; 1 Ethical Dilemma.

Date	Spiritual thought & prayer (5 min)	Hot Topic (10 min)	Ethical Dilemma (10 min)	Lead chapter discussion 1 st chapter (30 min) 2 nd chapter(30 min)		Field-Based Interview Report (20 min)	Real-World Cases & Chapter Recap (30 min)
4 Sept	Nancy	Nancy	Nancy	Nancy	Nancy	Nancy	Nancy
11 Sept							Nancy
18 Sept	CANCELLED						
25 Sept							Nancy
2 Oct							Nancy
9 Oct							Nancy
16 Oct							Nancy
	Oct 23rd MIDTERM						
30 Oct							Nancy
6 Nov							Nancy
13 Nov							Nancy
20 Nov							Nancy
27 Nov	THANKSGIVING – NO CLASS						
4 Dec							Nancy
11 Dec	Final Presentations						