



## CPSE 605

### School Psychology - Ethics, Professional Roles, and Standards Syllabus Fall 2016

Thursday 3:15 – 5:45 p.m.

Room 355 MCKB

Instructor: Nancy Y. Miramontes, Ed.S., NCSP

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(626) 393-2344 (cell – texts preferred)

#### **Office hours:**

By appointment

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

#### **Texts & Required Reading:**

- Merrell, K.W., Ervin, R. A., & Peacock-Gimpel, G.A. (2012). *School psychology for the 21st century* (2<sup>nd</sup> ed.). New York: Guilford.
- Jacob, S., Decker, D. M., & Hartshorne, T. S. (2011). *Ethics and the law for school psychologists* (6<sup>th</sup> 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 students learn about the developing profession of school psychology while identifying associated functions and responsibilities of the profession. 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)
15%	Midterm
15%	Final
15%	Lead Chapter Presentation
10%	Field-Based Interview
10%	Ethical Dilemma
5%	Discussion Leader
10%	Class Attendance and Participation (1 point per class)

## Class Assignments

**Mid-Term and Final Examinations** – Each worth 15% of your grade (25 points per exam), collectively account for 30% of the final grade.

**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).

**Lead Chapter Discussion** – Each student will lead out on one chapter presentation during the semester (including a 2-pg handout to summarize major points). This 30-minute presentation, which counts for **15%** towards the final grade, will be scored according to the criteria found in the syllabus Appendix B.

*Tip: Please consider including both conventional and non-conventional means of engaging the audience (i.e. PowerPoint, group activities, interactive media, etc.).*

**Field-Based Interview** - (a) Design a series of interview questions geared toward discovering a practicing school psychologist’s perceptions of the roles and functions of the profession and/or ethical/legal issues, then complete one individual face to face interview (preferable on location at the SP’s school). Write up the questions, responses, and your perceptions. Include information about whom you interviewed and a summary statement regarding what you learned from the process, (b) Present your findings in a 20 minute class presentation, summarizing your interview with the SP - worth 10% of final grade.

How to contact a School Psychologist: Peruse district websites for districts you may one day be interested in working in. Under “special education” department pages you should be able to access a main list of SPs. You may also directly contact any school in the district you are interested in and request the contact information for their SP. *Tip: Contact them early on in the semester to ensure you are able to meet with someone by your assigned due date.* You may also contact out of state SPs if that is what your future plan is. **½ credit will be awarded if you fail to meet with your SP in person.**

**Ethical Dilemma** – contact a School Psychologist, 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 for ethical dilemmas in the field. Then use Appendix A to problem solve through your dilemma. Prepare a 15-minute presentation for the class to discuss your dilemma. *Tip: You may use your Field Interview SP and get two assignments done in one shot!*

**Case Law Discussion Leader** – one person per class period will be assigned as “case law discussion leader” and will be responsible for taking notes during group discussion. We will review a recent case law from NASP communiqué (instructor will provide cases) and the class will split into two groups to read and discuss cases. We will then meet as a class again and discuss the cases. Each leader will be responsible for a one page write up that includes: a summary of the case(s), the group’s thoughts regarding the case(s), lessons learned and any pertinent ideas or comments made in the class. Leaders will then share their write up with the rest of the class via email and upload their notes to Learning Suite for credit.

**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 10% 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.

#### **Preventing 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. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact BYU's Equal Opportunity Manager at 801-422-5895 or email [sue\_demartini@byu.edu]; or contact BYU's Honor Code Office at 801-422-2847. The Honor Code Office is located in 4440 WSC.

## Preventing Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of “Sexual Misconduct” prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at [titleix.byu.edu](https://titleix.byu.edu).

### Students with Disabilities:

Brigham Young University and I are personally committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact me at the beginning of the semester, as early as possible, to ensure adequate prevention and intervention efforts to ensure a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). They have an Internet site describing their services and contact information [<https://uac.byu.edu/>]. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC Office. 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. You may contact the Equal Employment Office in the ASB. They can be reached phone at 801-422-6878 or you can visit their offices in the ASB: D-282, D-292, D-240C.

## **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](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](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
1 Sep	Overview of class Intro to and Ethics in SP	Chapter 1 (MEG) Chapter 1 (JDH)	
8 Sept	History of SP Law & SP	Chapter 2 (MEG) * Chapter 2 (JDH)	#1 Reflection paper
15 Sept	Legal & Ethical Issues NASP Professional Conduct Manual	Chapter 6 (MEG) * Appendix B (MEG)	#2 Reflection paper
22 Sept	Confidentiality & Privacy APA Ethical Principles	Chapter 3 (JDH) * Appendix A (MEG)	#3 Reflection paper
29 Sept	Data-driven problem solving Systems change	Chapter 7 (MEG) Chapter 11 (MEG) *	#4 Reflection paper
6 Oct	Assessment	Chapter 8 (MEG) * Chapter 6 (JDH)	#5 Reflection paper
13 Oct	<b>Midterm exam</b>		MIDTERM
20 Oct	IDEA Section 504	Chapter 4 (JDH) * Chapter 5 (JDH)	#6 Reflection paper
27 Oct	Academic interventions Indirect services	Chapter 9 (MEG) * Chapter 8 (JDH)	#7 Reflection paper
3 Nov	Consultation Supervision	Chapter 9 (JDH) * Chapter 11 (JDH) *	#8 Reflection paper
10 Nov	School-based mental health Ethical & Legal Issues in School-Based Interventions	Chapter 10 (MEG) * Chapter 7 (JDH)	#9 Reflection paper
17 Nov	Research in schools	Chapter 12 (MEG) * Chapter 10 (JDH)	#10 Reflection paper
1 Dec	Diversity (FLEX DAY) Training & credentialing	Chapter 3 (MEG) * Chapter 4 (MEG) *	#11 Reflection paper (extra credit)
8 Dec	Student Presentations on Assigned Chapters/Topics		15-20 minute presentation in class & 1-2 pg handout with key info Make copies or send electronic copy to all class members Grade Sheet (hard copy) DUE
* Denotes chapter to be presented by the student. I will present on the non-asterisk reading.			

# 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

<b>GRADING RUBRIC</b>						
<b>CLASS PRESENTATION &amp; PAPER</b>						
	<b>0</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>10</b>
<b>In-Class Presentation</b> (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
<b>Paper</b> (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 2015

NAME: \_\_\_\_\_

**CLASS ATTENDANCE & WEEKLY ACTIVITIES**

T=TARDY, A=ABSENT, P=PRESENT

<u>Attendance</u>		DATE	Reflection papers (10 due)	Points earned (Reflection 2 Attendance 1)
On time	Late			
		1 Sept	First day of class	3
		8 Sept		
		15 Sept		
		22 Sept		
		29 Sept		
		6 Oct		
		<b>13 Oct MIDTERM</b>	<b>MIDTERM</b>	
		20 Oct		
		27 Oct		
		3 Nov		
		10 Nov		
		17 Nov		
		1 Dec		
		8 Dec	Topic Presentations & 1-2 pg handouts	
Leading 30-minute discussion on assigned chapter & 1-2 pg handout				
Field Based Interview				
Ethical Dilemma				
Case Law Lead				
<b>TOTAL POINTS</b>				

TOTAL POINTS: \_\_\_\_\_ (100 possible)

## CLASS RESPONSIBILITIES

**Please sign up for:**

1 prayer; 1 Field-Based Interview; 1 leading chapter discussion; 1 Case Law Discussion; 1 Ethical Dilemma.

\* Denotes days where we will be doubling up on presentations. Same time requirements apply, we will just have two of each assignment that has a split column on that day.

Date	Prayer	Field Based Interview (15 min)	Lead Chapter Discussion (30 minutes)	Case Law Discussion Leader (30 min)	Ethical Dilemma (15 min)
1 Sept	Nancy		Nancy	Nancy	Nancy
8 Sept					
15 Sept					
22 Sept					
29 Sept					
6 Oct					
13 Oct	<b>Midterm (In Class)</b>				
20 Oct					
27 Oct					
5 Nov *					
10 Nov					
17 Nov *					
1 Dec *					
8 Dec	<b>Student Presentations on Assigned Topics</b>				