

SYLLABUS
CPSE 605 Fall 2018
Ethics and Professional Roles

Instructor: Melissa A. Heath, PhD

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Class hours: Thursday 4:00-6:50 p.m. Room 355 MCKB

340-K Office hours: Tuesday: 3:00-6:30

Wednesdays: 10:00-12:00; 3:00-6:00

Thursdays: 10:00-12:00 on the first & third Thursdays
2:00-5:00 every Thursday

Please call to set up an appointment outside of scheduled office hours. Email or call any time.

NOTE: Faculty meetings are held on the 2nd and 4th Thursdays of each month from 10:00-12:00. I will typically be in the office on Thursdays for meetings.

Text Books and Required Reading:

(1) Jacob, S., Decker, D. M., & Lugg, E. T. (2016). *Ethics and Law for School Psychologists* (7th ed.). Hoboken, NJ: Wiley. ISBN-13: 978-1119157069

(2) Merrell, K. W., Ervin, R. A., & Peacock, G. G. (2011). *School Psychology for the 21st Century: Foundations and Practices* (2nd ed.). New York, NY: Guilford Press.

ISBN-13: 978-1609187521

We will focus on the following ethical/professional guidelines:

- NASP Professional Conduct Manual (Appendix B in Merrell et al., text)
- APA Ethical Principles (Appendix A in Merrell et al., text)

NASP Domain 10:

This course primarily focuses on the competencies associated with Domain 10. The following information is taken from the NASP website:

<https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide/section-i-nasp-practice-model-overview/nasp-practice-model-10-domains>

Domain 10: Legal, Ethical, and Professional Practice-School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. Examples of professional practices include:

1. Remaining knowledgeable about ethical and professional standards, and legal regulations.
2. Assisting administrators, other school personnel, and parents in understanding regulations relevant to general and special education.
3. Engaging in professional development and life-long learning.
4. Using supervision and mentoring for effective practices.

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. 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:

- 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).
- Respect and protect student and family privacy and 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.

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 at or below a B- must re-take the class.

Grading: Point Distribution:

- 15% Midterm
- 15% Final
- 10% Field-based interview
write-up in-class presentation
- 20% Weekly study and reflection papers (10 papers, 2-points per paper))
- 10% Discussion leader for chapter presentation
- 20% Research paper & presentation
- 10% Class attendance and participation (1 point per class--on time, present, and prepared)

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 - (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: complete one individual interview, writing up the questions, responses, and perceptions – worth 10% of final grade. Include information about who you interviewed and a summary statement regarding what you learned from the process, (b) Present your findings in a **15 minute class presentation**, summarizing your interview with the school psychologist.

Weekly Study and Reflection Papers - Ten papers (1 page single typed, size 12 font, & 1" margins) are due during this semester. Email me an electronic copy of weekly reflection paper before 12:00 noon on Wednesdays. Collectively these ten papers are worth **20%** of your grade (2 points per paper).

Chapter Presentation – Each student will lead out on one chapter discussion during the semester. This **30-minute** discussion, which counts for **10%** towards the final grade, will be scored according to the criteria found in the syllabus Appendix B.

Research Paper & Presentation - Choose a topic relevant to ethics and the law, and/or to the roles and functions of a school psychologist. Write an **8 to 10 page research paper** (double spaced, 1" margins, APA-6th edition style, worth 20% of your grade. Paper must summarize a topic relevant to ethical issues or professional roles and/or ethics and law. Include key references and resources (minimum of 3 references, maximum of 10 original sources --books or journal articles) used in your paper. Summarize your topic in a **10 minute class presentation** (also worth 10% of final grade). Refer to grading rubric in Appendix of this syllabus. Evaluation of presentation will be based on: (a) organization and delivery of presentation, (b) quality of references used in the paper, (c) interest and utility of information presented.

Class Attendance and Participation – On time, prepared for class, 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 (1/2 credit) if accepted.

Grading: A letter grade consistent with the student's performance on assignments will be awarded upon completion of the requirements of this course. The expectation is that all work will be submitted on or before the date it is due.

Treating all Individuals with Respect:

Please review BYU's Honor Code on this website:

<https://policy.byu.edu/view/index.php?p=26>

All BYU students are expected to treat their peers, professors, school personnel, parents, and children/youth with respect, even when opinions may differ. Also information in classes should be discussed with language and attitude that demonstrate respect for all individuals involved.

Responding to and Reporting 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, you have several options of how to report or voice your concerns.

You could talk with your professor; contact BYU's Equal Opportunity Manager at 801-422-5895 or email [sue_demartini@byu.edu]; contact BYU's Honor Code Office at 801-422-2847.

Refer to the following website regarding additional information about sexual misconduct:

<https://policy.byu.edu/view/index.php?p=155>

Additionally, other options include calling or visiting with Tiffany Turley, who serves as the university's Title IX coordinator. Her office is in 1085 WSC. She can also be contacted by phone or email: 801-422-7256; tiffany_turley@byu.edu

NOTE: Another option, is to call or visit with Lisa Leavitt, BYU's full-time advocate for victims of sexual assault. If you wish to speak with someone confidentially about an incident of sexual assault or abuse, contact Lisa Leavitt: lisa_leavitt@byu.edu; advocate@byu.edu; or call 801-422-9071. Lisa's office is located in 1500 WSC on the BYU campus.

Understanding Available Services for 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 provide 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 by phone at 801-422-6878 or 801-422-5895. You can also visit their offices in the ASB: D-282, D-292, D-240C.

Periodicals, Newsletters, & Law Reports Addressing Ethical & Legal Issues

Utah State Board of Education Special Education Rules (October 2016)
<https://www.schools.utah.gov/file/bff61848-ae42-4265-a654-6dae5f398507>

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.

Utah State Board of Education: Policy, Law and Professional Practices <https://www.schools.utah.gov/policy>

Utah State Board of Education Special Education Laws, State Rules and Regulations
<https://www.schools.utah.gov/specialeducation/resources/lawsrulesregulations>

Other Resources (these are active Internet links)

- [Disability Law Center: Fostering Youth with Disabilities: Navigating the School System](#) [Spanish](#)
- [National Center for Homeless Education \(NCHE\): Navigating the Intersections of the McKinney-Vento Act and IDEA](#)
- [NCHE: Supporting Homeless Children and Youth with Disabilities: Legislative Provisions in the McKinney-Vento Act and the IDEA](#)

Sign up for 1 Spiritual Thought/Prayer; 1 Hot Topic; 1 chapter of reading (either one chapter of Ethics & Law **OR** one chapter of SP in the 21st Century); 1 Ethical Dilemma; and one interview with School Psychologist.

DATE	<u>5 to 10 minute</u> Spiritual Thought & Prayer	<u>15 minute</u> Hot Topic Discussion: Make topic relevant to ethics and professional roles	<u>30-minute presentation</u> Sign up for only 1 chapter ---either one of the Ethics chapters or one of the SP in the 21 st century chapters		<u>15 minute</u> <u>presentation</u> Interview with School Psychologist
			30 minutes READING Ethics and Law	30 minutes READING SP in 21st century	
9/6/2018	Melissa	Melissa			
9/13/2018					
9/20/2018					
9/27/2018					
10/4/2018					
10/11/2019					

10/18/2018					
10/25/2018					(1)
					(2)
11/1/2018					
11/8/2018					
11/15/2018 NO CLASS					
11/22/2018 THANKSGIVING					
11/29/2018					
12/6/2018					
12/13/2018 LAST DAY OF CLASS					

DATE	TOPIC	READINGS	Assignments
9/6/2018	Overview of course and introduction to 605		
9/13/2018	Intro to Ethics in SP	Chapter 1 (MEG) Chapter 1 (JH)	
9/20/2018	History of SP Law & SP	Chapter 2 (MEG) Chapter 2 (JH)	#1 Reflection paper
9/27/2018	Legal & Ethical Issues NASP Professional Conduct Manual	Chapter 6 (MEG) • Appendix B (MEG) • or Appendix A (JH)	#2 Reflection paper
10/4/2018	Confidentiality & Privacy APA Ethical Principles	Chapter 3 (JH) • Appendix A (MEG) • or Appendix B (JH)	#3 Reflection paper
10/11/2019	Data-driven problem solving Systems change	Chapter 7 (MEG) Chapter 11 (MEG)	#4 Reflection paper
10/18/2018	Assessment	Chapter 8 (MEG) Chapter 6 (JH)	#5 Reflection paper
10/25/2018	IDEA Section 504	Chapter 4 (JH) Chapter 5 (JH)	#6 Reflection paper
11/1/2018	Academic interventions Indirect services	Chapter 9 (MEG) Chapter 8 (JH)	#7 Reflection paper
11/8/2018	Consultation Supervision	Chapter 9 (JH) Chapter 11 (JH)	#8 Reflection paper
11/15/2018 NO CLASS			
11/22/2018 THANKSGIVING			
11/29/2018	School-based mental health & counseling	Chapter 10 (MEG) Chapter 7 (JH)	#9 Reflection paper
12/6/2018	Research in schools	Chapter 12 (MEG) Chapter 10 (JH)	#10 Reflection paper
12/13/2018 LAST DAY OF CLASS	Diversity Training & credentialing Obtaining a job as a SP	Chapter 3 (MEG) Chapter 4 (MEG) Chapter 5 (MEG)	**Make up reflection paper, if needed
Paper (8-10 pages in length) due and each student presents on 12/13/2018 --- 10 minutes per person			
FINAL EXAM Thursday Dec 20 7:00-10:00 p.m.	FINAL EXAM ---take home, closed book ---Plan on 2-hours (maximum) Email me your final exam on or before Thursday, December 20 10:00 p.m.		

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 & Handout						
	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
Handout (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

Name	Email
Atchley, Carly Parkinson	<u>carly@theparkinsonfamily.org</u>
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Mosqueda, Christopher Marcos Muhlestein, Sarah Jean Neth, Erin Larsen Pugh, Kari Lyn Vernon, Sheryl Ann Watson, Cortland L	<u>chrismos33@gmail.com</u> <u>sarahmalstrom@gmail.com</u> <u>erinneth@gmail.com</u> <u>kpugh@sjsd.org</u> <u>sheryl@mycues.org</u> <u>cortlandwatson10@gmail.com</u>
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