

Law, Ethics, and History of School Psychology
EDP 389H/Unique # 10670
Fall 2013, Wednesdays 1-4pm

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This course is designed to provide information about the roles of school psychologists/psychologists and the legal and ethical issues that affect their roles.

Course objectives: After completing this course, the student will be able to

The student will (items/corresponding NASP domains):

1. Discuss the history of school psychology and describe its emergence as a major discipline.
2. Describe the roles and functions of school psychologists and the scientist-practitioner model of service delivery.
3. Understand the legal foundations of school-based practice.
4. Discuss ethical principles, codes of ethics, and law pertinent to the delivery of school psychological services (e.g., NASP and APA codes of ethics, IDEA, FERPA, Section 504, and major court cases).
5. Identify and discuss the ethical and legal aspects of situations that arise in professional practice, use ethical reasoning skills to anticipate and prevent problems from arising; and use a problem-solving model to make informed, well-reasoned choices in resolving problems when they do occur.
6. Understand and value practice based on respect for the dignity of persons; responsible caring; integrity in professional relationships; and acceptance of responsibility to school, community, and society.
7. Understand ways in which legislation and public policy can hinder or promote student learning and well being.

Textbooks and other required materials to be furnished by the student:

Jacob, S., Decker, D. M., & Hartshorne, T. S. (2011). *Ethics and law for school psychologists* (6th ed.). Hoboken, NJ: Wiley.

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

Recommended Resources:

Fagan, T. K., & Wise, P. S. (2007). *School psychology: Past, present, and future* (3rd ed.) New York: Longman.

Thomas, A., & Grimes, J. (Eds.). (2008). *Best practices in school psychology-V*. Bethesda, MD: National Association of School Psychologists.

General methodology used in teaching this course: Lecture, discussion, analysis of case vignettes, role play, job shadowing, analysis of case law

Attendance/Professional Behavior: Class attendance and prompt arrival to class is expected as professional behavior in a training program unless prior arrangements or special circumstances arise on a limited basis (such as for ARD or professional conference presentation). A cumulative number of absences would likely affect your performance and your grade. Please alert Dr. Sander to discuss the situation as soon as possible any time you are absent. If you are too ill to concentrate or participate, or are ill with something that is likely contagious, please take precautions to restore your own health and keep from spreading the illness to others (stay home or wear mask to avoid spreading germs, for example). Active, regular participation in class activities, discussions and role-plays is required. Please be considerate and limit cell phone use for emergencies and computer use to notes. Please limit side conversations. It is considered essential for building skills in this course. Regular use of class Blackboard site for readings, handouts, announcements, and general information is expected. This course will have a lot of discussion time, so please be respectful of your peers and help me create a safe and positive learning environment.

Discussion Journal: Students will post responses to questions in an online journal posted on Blackboard. Questions will be related to that week's class topics and may be discussed during class when time allows. When discussed in class, students can volunteer to share their responses. Journal questions will often be opinion-based or unique to the student's experience, thus points will be awarded for participation and posting responses on time, rather than a "correct answer". Journal questions can be viewed in a table in this syllabus document.

Website Review: Each week students will be responsible for reviewing websites related to the class topics. Students must explore the assigned website and post their review on blackboard. This exercise is meant to assist students in finding helpful online resources related to the field of school psychology. For each website the student should (a) describe the information provided on the website, (b) rate the website based on a score of 1 to 10 (10 being the highest) for user-friendliness and given reason for rating, (c) rate the website based on score of 1 to 10 on content and give reason for rating, (d) pick a link of the website, read it, and share what you learned. An example of this exercise can be found on blackboard.

Case Study: Students are required to read and analyze a case vignette using the problem-solving model used in class and readings. While addressing the problem solving model, students will specifically discuss the three types of challenges: ethical dilemmas, ethical transgressions, and legal quandaries. Throughout the semester the class will practice this type of analysis prior to the assignment.

Job Shadowing Paper: Students are required to interview a school psychologist or school psychologist intern. The professor will assist you in arranging this experience. After completing your job-shadowing experience, write a short paper summarizing your interview experience. Discuss "what you learned" about school psychology as a result of your experience as well as your interviewee's responses.

Exams: There will be two open-book exams during the semester. These exams will cover school psychology law and ethical concepts.

Evaluation:

Exam I	50 Points
Exam II	50 Points
Ethics Case Study	50 Points
Job Shadow Paper	50 Points
Attendance/Participation	: 70 Points (5 points per class)
Discussion Journal:	70 Points (5 points per entry)
Website Reviews:	65 (5 points per review)

Total Possible 405 Points (A – 365, B – 324, C – 304)

Additional Information:

- ❖ Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>. Upon request, according to standard policies at The University of Texas, I will provide appropriate accommodations for qualified students with disabilities.
- ❖ All students should abide by the UT Honor Code (or statement of ethics): <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>). "The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community."
- ❖ By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment,

or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

- ❖ Lectures may be recorded with instructor's permission, but students do not have the instructor's permission to release any sections of lecture on social media.
- ❖ The following are recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/> :
 - Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
 - Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
 - Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
 - In the event of an evacuation, follow the instruction of faculty or class instructors.
 - Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
 - Behavior Concerns Advice Line (BCAL): 512-232-5050
 - Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

WEEK/DATE	CLASS TOPIC	ASSIGNED READING & ASSIGNMENTS
Week 1 August 28	Introductions & Course Overview Development/History of School Psychology	Merrell Ch 1&2
Week 2 September 4	Professional Organizations (APA, NASP) Professional Identity: Roles, Function, Clientele	Merrell (2012) Ch. 4 (pages 62-90), Ch.5 NASP Blueprint
Week 3 September 11	Introduction to "What" and "Why" of Professional Ethics and Ethics Training A Model for Ethical-Legal Decision-Making	Jacob, Decker, & Hartshorne Ch. 1, Appendix A, Appendix B
Week 4 September 18	Introduction to Law and School Psychology: Law vs. Ethics	Jacob, Decker, & Hartshorne Ch. 2
Week 5 September 25	Privacy, Informed Consent, Confidentiality, Privilege, and Record Keeping	Jacob, Decker, & Hartshorne Ch. 3
Week 6 October 2	Privacy, Informed Consent, Confidentiality, Privilege, and Record Keeping FERPA HIPAA	Jacob, Decker, & Hartshorne Ch. 3
Week 7 October 9	Ethical-Legal Issues in Identification, Classification, Placement, and Educational Planning for Students with Disabilities (IDEA and Section 504/ADAA)	Jacob, Decker, & Hartshorne Ch. 4 Scull & Winkler (2011)
Week 8 October 16	Continued	Becker et al. (2011) Theodore et al. (2004)
Week 9 October 23	Continued & Section 504	Jacob, Decker, & Hartshorne Ch. 5 **EXAM I DUE
Week 10 October 30	Ethical-Legal Issues in Psychoeducational Assessment	Jacob, Decker, & Hartshorne Ch. 6 Merrell Ch. 3, 8
Week 11 November 6	Ethical-Legal Issues in School-Based Interventions	Jacob, Decker, & Hartshorne Ch. 7 Merrell Ch. 7, 9, 10
Week 12 November 13	Ethical-Legal Issues in Working with Teachers and Parents Special Topics in School Consultation	Jacob, Decker, & Hartshorne Ch. 8, 9 Merrell Ch. 11
Week 13 November 20	Ethical-Legal Issues in Research	Jacob, Decker, & Hartshorne Ch. 11 Rest if Ch 4 Merrell Merrell Ch. 12 Case Study Paper Due
Week 14 November 27	NO CLASS- Happy Thanksgiving	
Week 15 December 4	Ethical-Legal Issues in Supervision Credentialing of School Psychologists	Jacob, Decker, & Hartshorne Ch. 10 Rest if Ch 4 Merrell Merrell Ch. 13 Exam #2 Due

Journal Questions and Website Reviews

WEEK/DATE
<p>Week 1 August 28 – History of School Psychology Journal Question: Why did you pick school psychology? What part(s) of the school psychology field are you interested in learning more? (Will be completed in class) Website Review: none for this week</p>
<p>Week 2 September 4 – Roles of School Psychologist and Professional Organizations JOURNAL QUESTION: Go to website at www.cwu.edu/~warren/today.html and use the search engine to locate an important historical event based on your birthday (month/day). WEBSITE REVIEW: www.ipsaweb.org</p>
<p>Week 3 September 11 – Introduction to Ethics JOURNAL QUESTION: Discuss your reaction to reading the ethical codes for NASP and APA. Were you surprised by any of them? Which codes do you think will be more difficult to uphold? WEBSITE REVIEW: www.nasp.org http://www.apa.org/about/division/div16.aspx www.apa.org</p>
<p>Week 4 September 18 – Introduction to Law & School Psychology JOURNAL QUESTION: WEBSITE REVIEW: www.wrightslaw.com</p>
<p>Week 5 September 25 – Privacy Informed Consent, Confidentiality, Privilege and Record Keeping JOURNAL QUESTION: Describe a scenario illustrating a breach in confidentiality for either a child, employee, or spouse. Then discuss some of the negative results that could happen in your scenario. WEBSITE REVIEW: http://txasp.org/</p>
<p>Week 6 October 2 – Privacy Informed Consent, Confidentiality, Privilege and Record Keeping JOURNAL QUESTION: Discuss the emerging issues of the use of the internet and social media and possible ethical issues. WEBSITE REVIEW: http://www.texaspsyc.org/</p>
<p>Week 7 October 9 – IDEA, Students with LD JOURNAL QUESTION: What is your opinion about requiring students to be classified as having a certain disability to receive special education services? Would you prefer a noncategorical system? Why or why not? WEBSITE REVIEW: http://idea.ed.gov</p>
<p>Week 8 October 16 – IDEA, Students with ED, OHI JOURNAL QUESTION: Discuss the issues with disproportionality in special education. What do you think are the factors influencing this trend and what could be some possible solutions? WEBSITE REVIEW: http://www.tea.state.tx.us/index2.aspx?id=2147497444</p>
<p>Week 9 October 23 – IDEA Other categories and Section 504 JOURNAL QUESTION: How will you make sure parents of your clients understand their rights and understand the child's IEP? WEBSITE REVIEW: www.edweek.org</p>
<p>Week 10 October 30 – Psychoeducational Assessment JOURNAL QUESTION: Reflect on your own behaviors and determine which are consistent with mainstream American culture. Reflect on your own possible biases and/or assumptions. WEBSITE REVIEW: http://www.nasponline.org/resources/culturalcompetence/index.aspx</p>

<p>Week 11 November 6 – School Based Interventions</p> <p>JOURNAL QUESTION: Should school professionals be concerned with psychiatric diagnoses and diagnostic classifications such as the DSM? Why or Why not?</p> <p>WEBSITE REVIEW: http://www.interventioncentral.org http://www.rti4success.org http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model http://nichcy.org/schools-administrators/rti</p>
<p>Week 12 November 13 – Consultation</p> <p>JOURNAL QUESTION: What do you consider to be important things you can do to ensure culturally or linguistically diverse students and their families are comfortable in your office and with your services?</p> <p>WEBSITE REVIEW: http://www.dfps.state.tx.us/</p>
<p>Week 13 November 20 - Research</p> <p>JOURNAL QUESTION: Create a scenario addressing an ethical issue in the area of research.</p> <p>WEBSITE REVIEW: http://www.utexas.edu/research/rsc/humansubjects/</p>
<p>Week 14 November 27</p> <p>NO CLASS</p>
<p>Week 15 December 4 – Supervision and Credentialling</p> <p>JOURNAL QUESTION: Describe the characteristics and qualities you would want to have in a supervisor.</p> <p>WEBSITE REVIEW: http://www.tsbep.state.tx.us</p>

Periodicals, Newsletters, and Law Reporters that Address Ethical and Legal Issues

(Last updated March 2010)

APA Monitor

Official publication of the American Psychological Association. Includes an "Ethics Column" and articles on law and ethics in psychology. Order from <http://www.apa.org>.

Education Week

This weekly newspaper is published 40 weeks out of the year and contains up-to-date news related to education. Easy-to-read articles on changes in law affecting schools including legislative developments and emerging case law. Subscriptions may be ordered from <http://www.edweek.org>.

NASP Communique

This is the official newsletter of the National Association of School Psychologists. It includes articles on ethics and legal developments of importance to school psychologists. Contact NASP at <http://www.nasponline.org>.

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. Order from <http://www.apa.org>.

West's Education Law Reporter

A law reporter that includes education law court cases and articles on education law. Uses a topic and key number system that allows a researcher to locate cases by topic. Check the law collection at larger colleges and universities.

LEXIS NEXIS

An electronic data base for legal research that is available through many college and university libraries.

Internet Websites (Public School Law)

The links were tested and active as of March 2010.

Site	Information/Source
http://supct.law.cornell.edu/supct	Supreme Court collection
http://www.findlaw.com	Search by law topic
http://www.ed.gov	U.S. Dept of Education
http://www.asbj.com	American School Board Journal
http://www.aclu.org	American Civil Liberties Union
http://www.gpoaccess.gov	Link to Federal Register and Code of Federal Regulations.
http://www.searchgov.com	Search U.S. executive agencies and state and local governments.
http://www.aclj.org	American Center for Law and Justice
http://www.ed.sc.edu/spedlaw/lawpage.htm	The Law and Special Education