

LAW, ETHICS, AND HISTORY OF SCHOOL PSYCHOLOGY
EDP 389H/Unique # 11015
Fall 2014, Wednesdays 1-4 in SZB 444

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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 (items/corresponding NASP 2.10 domain):

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.

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.

General methodology used in teaching this course: Lecture, discussion, analysis of case vignettes, 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. Carter 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 and discussions is required.
- 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. **Respect of other students' views, experiences, and questions is expected.** I expect everyone to contribute at least to some degree, and for everyone to be respectful of others' contributions, even if opinions widely differ. I also expect all of you to listen while others talk and for no one to dominate the talk or online discussion time.
- It is important to ensure that everyone has an equal opportunity to participate in class discussions. Everyone should understand that with the interpreters in class, there is a lag of about 5-10 seconds between the time a person speaks and the time the comment is signing. Since we want everyone to have the opportunity to participate equally in class discussions, students will need to be able to: 1.) Know who is speaking. 2.) Have sufficient time to process the interpreted information. As a result, the teacher will wait for approximately 10 seconds after asking a question, or inviting comments from the class, or calling on the next speaker.

Additionally, we will use a simple device that involves using a small paper ball (or other object), to guide turn-taking in class discussions. The rule is that in order to comment or respond to a question, you must have this paper ball in your possession. When you want to comment, raise your hand and wait until you are recognized by the teacher and the ball is passed to you. This may seem awkward at first, but we will get used to it and eventually it will become a habit. If someone, **including the teacher**, does not pause after asking questions or before calling on someone to respond, please remind them to do so. If another student fails to wait until he or she has the ball before commenting, please remind them to do so. Together we will ensure that everyone's opinions and ideas are shared in this course!

- *Group work in class:*
 1. Be certain that all individuals are positioned so that everyone is able to see each other. Maintaining a clear line of sight between speakers is vital for communication.
 2. Only one person should speak at a time. Be patient and take turns speaking.
 3. Clearly identify the current speaker. Have the current speaker use the designated speaking device and wait a few seconds before he/she begins to speak. The rule is that only the person in possession of the bag can speak.
- Please limit side conversations.
- Regular use of class CANVAS site for readings, handouts, announcements, and general information is expected.
- Please be considerate and limit cell phone use for emergencies and computer use to notes.

STUDENTS WILL BE EVALUATED USING THE FOLLOWING ASSIGNMENTS OR ACTIVITIES SUBMITTED THROUGH CANVAS:

Exams: Students will complete two open-book exams during the semester. These exams will cover school psychology law and ethical concepts and will be available on-line through CANVAS. Exams are generally multiple choice, short answer, and true/false. Students may request a hard copy of the exam to submit directly to the instructor if they prefer to not complete the exam online but on real paper. Exams will be posted one week before they are due. Exam windows will be: Exam I – 10/16/14 to 10/24/14 and Exam II – 11/21/14 to 12/04/2014. Each exam has a total of 25 questions worth 2 points each for a total of 50 points.

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. If time permit this assignment will occur in class, but it may be assigned as homework at the instructor's discretion. Documents will be submitted through CANVAS for grading.

Students will be provided several dilemmas. Students will be asked to reflect on this dilemma by following the eight steps of the ethical decision-making model (adapted from Koocher and Keight-Speigel, 1998, p.12-15). Students should clearly address each step of the process.

- 1.) Describe the problem situation. Briefly identify why the issue presents as an ethical dilemma (i.e., what's the conflict).
- 2.) Define the potential ethical or legal issues involved.
- 3.) Consult ethical/legal guidelines, if any, that might apply. Identify relevant parts from all four guidelines that apply to your dilemma:
 - o NASP Principles of Professional Ethics
 - o APA Ethical Principles of Psychologists and Codes of Conduct
 - o Texas State Board Examiners of Psychologists/Texas Administrative Code
- 4.) Evaluate rights, responsibilities, and welfare of all affected parties (e.g., students, teachers, classmates, parents, staff)
- 5.) Generate a list of alternative decisions possible for each issue.
- 6.) Identify the consequences of making each decision. Evaluate the short-term, ongoing, and long-term consequences of each possible decision. Consider the possible psychological, social, and economic costs to affected parties.
- 7.) Review any evidence that the various consequences or benefits resulting from each decision will actually occur. Discuss how you plan to respond to these challenges.
- 8.) Make the decision and accept responsibility for the decision. Describe why you chose this course of

Practitioner Interview Paper: Students are required to interview a school psychologist or licensed psychologist. The professor will assist you in arranging this experience. Students can interview their preceptor's site supervisor or make arrangements to interview another practitioner. Questions will be provided in CANVAS. Students should write down responses. After completing your interview, type response and write 1-2 paragraphs summarizing your interview experience. Discuss "what you learned" about school psychology as a result of your experience as well as your interviewee's responses and discuss something that surprised or interested you. This assignment is due 11/10/2014 and should be submitted through CANVAS.

Discussion Journal: Students will post responses to weekly questions posted on the Discussion board in CANVAS. Questions will be related to that week's class topics and may also be discussed during class when time allows. Discussion 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". Students will earn 3 points for posting a response and 2 more points for replying to someone else's post for a total of 5 points each week. Questions will be made available on CANVAS each week and responses are due by the Monday 5pm prior to class and replies are due Tuesday 5 pm prior to class. For example the first discussion question will be posted August 28 and closed Monday, Sept. 1 at 5pm. Replies can occur until Tuesday at 5pm. CANVAS will randomly assign you a person to review and post a reply. You may also post replies on additional posts if you desire but will not receive additional points for those posts. Similar to discussion and chat time in class, students should be respectful of other students' opinions, views, and questions. Students should report concerns about postings to the instructor immediately.

Website Review: Each week students will be responsible for reviewing websites related to the class topics. Students must explore the assigned website and turn in a completed document of all summaries twice during the semester (Part I -10/17/2014; Part II- 11/22/2014). Students can complete this assignment at their own pace, but it must be completed and submitted through CANVAS by the above due dates. 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 CANVAS.

Note taking: Each a week a different student will take on the task as being a notetaker. After class you will share your notes by posting them on the Discussion section of CANVAS (to find go to home page of course on CANVAS>look on left side of webpage and click on Discussion>find CLASS NOTES AND QUESTIONS ABOUT CLASS and click>. The idea here is that we will have a more lively discussion if all (but one) of us need not worry about taking notes. **This summary is due the week after class meeting.** While serving as note taker you are not responsible for taking a role in class discussions (with exception of Online Chat Time) but are welcome to still ask questions during class. Please ask for the instructor to slow down or repeat information when needed. Also be sure to reference in your notes when a video or graphic is used during instruction. While reviewing your notes prior to posting please feel free to contact the instructor for any clarifications via email.

STUDENTS WILL BE EVALUATED USING THE FOLLOWING ASSIGNMENTS OR ACTIVITIES COMPLETED DURING THE SCHEDULED CLASS TIME:

Class Chat Time: During each class session we will utilize the chat option in DRUPAL for 10-20 minutes. In addition to coming to class prepared for discussion of assigned readings, each student will be required to bring 2 questions to class about the readings. Students must submit the two questions typed and be sure to include your name and the date. These questions will be used in class during the Class Chat Time. Students will come with 2 questions to give variety in case someone poses another student's question. One student will be selected each week to moderate Class Chat Time. Students will earn 2 points for submitting questions typed and 3 points for participating during the Class Chat Time (must give at least one response that is beyond a basic response (e.g., yes/no/I agree would not count). Students are encouraged to read archived chats after each class and are required to choose 1 chat session to review and reflect in a written assignment. Details of this assignment are found on CANVAS assignments.

Acronym Quiz: Students will complete a quiz during class covering the various acronyms found in special education, school systems, and psychology. The quiz will require the students to write out the acronyms and for some items describe or define the acronym. A handout with all of the acronyms will be distributed with this syllabus on the first day of class, but is also available on CANVAS under FILES. The instructor will highlight acronyms being discussed for each class topic so students can continuously add information to their handout. The quiz will only cover material covered in class up to the date of the quiz administration.

Evaluation:

Exam I	50 Points
Exam II	50 Points
Ethics Case Study	50 Points
Practitioner Interview Paper	40 Points
Attendance/Chat Participation	70 Points (5 points per class)
Discussion Journal:	70 Points (5 points per entry)
Website Reviews:	56 Points (total for two parts)
Note taking:	20 Points
Acronym Quiz:	50 Points

Total Possible 456 Points (A – 410, B – 364)

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 27	Introductions & Course Overview Development/History of School Psychology		
Week 2 Sept. 3	Professional Organizations (APA, NASP) Professional Identity: Roles, Function, Clientele	<ul style="list-style-type: none"> Merrell (2012) Chs. 1, 2, 4 (pages 62-90), Ch.5 School Psychology: A Blueprint for Training and Practice III 	Note taker: Juliana Moderator: Abby
<p>School Psychology: A Blueprint for Training and Practice III http://www.nasponline.org/resources/blueprint/FinalBlueprintInteriors.pdf Resources discussed during class: NASP Model for Comprehensive and Integrated School Psychological Services http://www.nasponline.org/standards/2010standards/2_PracticeModel.pdf NASP Standards for Graduate Preparation of School Psychologists http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf</p>			
Week 3 Sept. 10	Introduction to "What" and "Why" of Professional Ethics and Ethics Training A Model for Ethical-Legal Decision- Making	<ul style="list-style-type: none"> Jacob, Decker, & Hartshorne Ch. 1, Appendix A, Appendix B (also found below via links)* 	Note taker: Abby Moderator: Joseph
<p>NASP Principles for Professional Ethics * http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf APA Ethical Principles and Code of Conduct http://www.apa.org/ethics/code/index.aspx</p>			
Week 4 Sept. 17	Introduction to Law and School Psychology: Law vs. Ethics	Jacob, Decker, & Hartshorne Ch. 2	Note taker: Joseph Moderator: Catherine
Week 5 Sept. 24	Privacy, Informed Consent, Confidentiality, Privilege, and Record Keeping	Jacob, Decker, & Hartshorne Ch. 3	Note taker: Catherine Moderator: Cecilia
Week 6 Oct. 1	Privacy, Informed Consent, Confidentiality, Privilege, and Record Keeping FERPA HIPAA	Jacob, Decker, & Hartshorne Ch. 3	Note taker: Cecilia Moderator: Yasmine

Week 7 Oct. 8	Ethical-Legal Issues in Identification, Classification, Placement, and Educational Planning for Students with Disabilities	Jacob, Decker, & Hartshorne Ch. 4 Scull & Winkler (2011)	Note taker: Yasmine Moderator: Paige
Week 8 Oct. 15	Continued	Becker et al. (2011) Theodore et al. (2004) Hart et al. (2009) Exam I Window OPEN WEBSITE REVIEW 1 Due 10/17	Note taker: Paige Moderator: Nathalie
Week 9 Oct. 22	Continued & Section 504	Jacob, Decker, & Hartshorne Ch. 5 **EXAM I DUE 10/24	Note taker: Nathalie Moderator: Anthony
Week 10 Oct. 29	Ethical-Legal Issues in Psychoeducational Assessment	Jacob, Decker, & Hartshorne Ch. 6 Merrell Ch. 3, 8	Note taker: Anthony Moderator: Kimberly
Week 11 Nov. 5	Ethical-Legal Issues in School-Based Interventions	Jacob, Decker, & Hartshorne Ch. 7 Merrell Ch. 7, 9, 10 PRACTITIONER INTERVIEW DUE 11/10	Note taker: Kimberly Moderator: Lauren
Week 12 Nov. 12	Ethical-Legal Issues in Working with Teachers and Parents Special Topics in School Consultation	Jacob, Decker, & Hartshorne Ch. 8, 9 Merrell Ch. 11 ACRONYM QUIZ IN CLASS	Note taker: Lauren Moderator: Patrick
Week 13 Nov. 19	Ethical-Legal Issues in Supervision Credentialing of School Psychologists	Jacob, Decker, & Hartshorne Ch. 10 Merrell Ch. 4 (pages 91-97) Merrell Chs. 5, 13 Exam #2 Window Open Time permitting – CASE STUDY ASSIGNMENT IN CLASS or ASSIGNED AS HOMEOWRK WEBSITE REVIEW 2 Due 11/22	Note taker: Patrick Moderator: Juliana
Week 14 Nov. 26	NO CLASS- Happy Thanksgiving		
Week 15 Dec. 3	Ethical-Legal Issues in Research Competence and Avoiding Harm	Jacob, Decker, & Hartshorne Ch. 11 Merrell Ch. 12 Exam #2 Due 12/4	

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>.

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>.

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>.

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.

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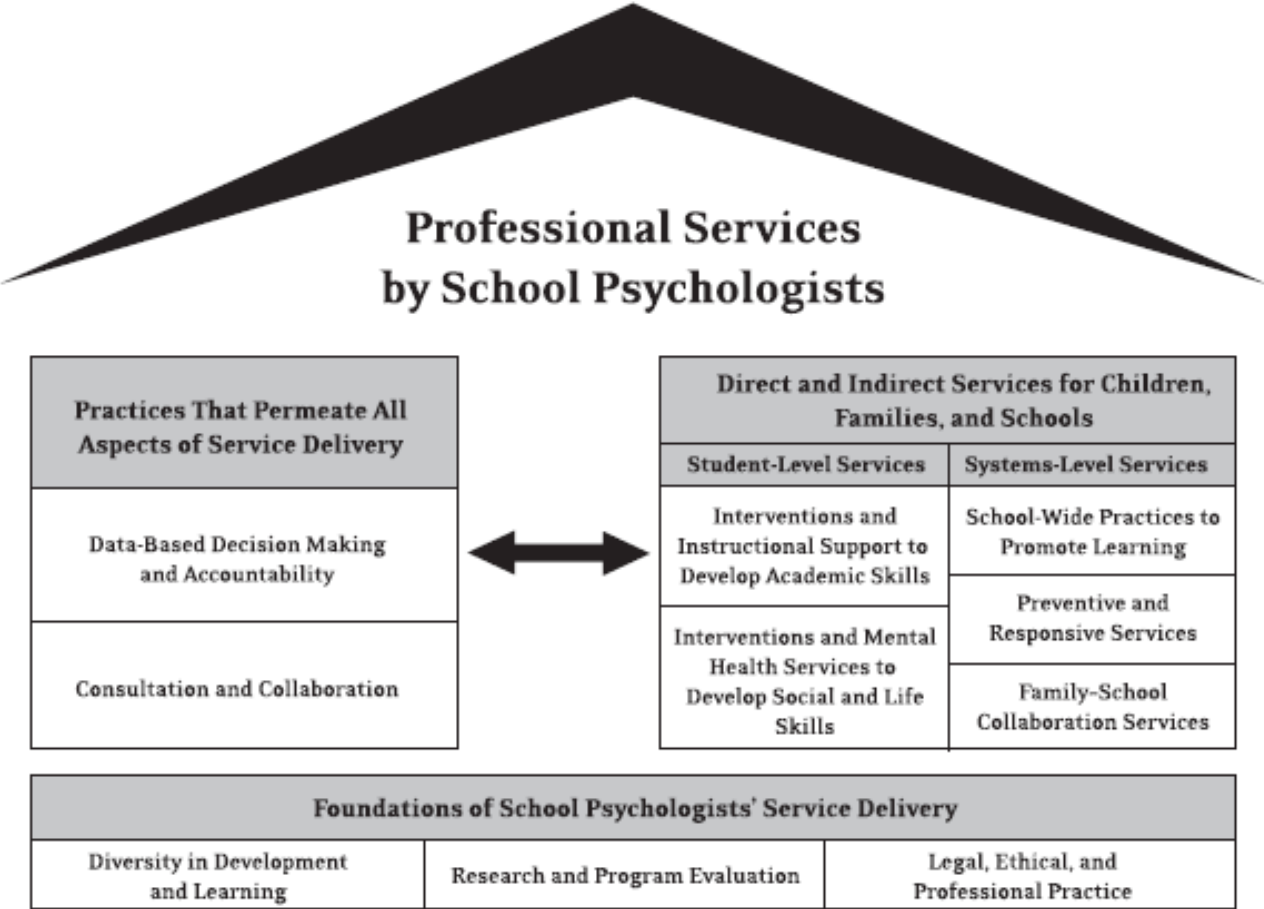
An electronic data base for legal research that is available through many college and university libraries.

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 govts.
http://www.aclj.org	American Center for Law and Justice
http://www.ed.sc.edu/spedlaw/lawpage.htm	The Law and Special Education

Figure 1. Model of comprehensive and integrated school psychological services.



Training and Practice in School Psychology

Contextual Issues and Challenges

