

THE UNIVERSITY OF TEXAS AT AUSTIN
Department of Educational Psychology

LAW, ETHICS, AND HISTORY OF SCHOOL PSYCHOLOGY
EDP 385C/Unique #10915
Fall 2016, Mondays 1-4 in SZB 444

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Office and Hours: SZB 254D, Monday 10-12 and by appointment

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 Goals: 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. (2016). *Ethics and law for school psychologists* (7th 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.

*Additional readings will be available with links to the library on CANVAS

General methodology used in teaching this course:

Lecture, discussion, analysis of case vignettes, job shadowing, analysis of case law, role play, activities

Course Organization: The following features on CANVAS will be used throughout the semester. If you have any difficulties with operating CANVAS please notify the instructor. For online tutorials about setting up and using CANVAS visit <https://utexas.instructure.com/courses/633028/pages/welcome-to-canvas>. You can also email or visit the Information Technology Office located in the Sanchez Building Room 536 <http://www.edb.utexas.edu/education/ito/helpdesk/help-desk-overview/>. The following topics will be found on the left hand side of your screen for the course.

Announcements

I will post announcements in Canvas with general course updates.

Home/Syllabus

The course syllabus is available to be reviewed and downloaded from the Home page on the course Canvas site. A list of important class events, including assignment and quiz due dates are listed in chronological order for your reference on the Syllabus Page.

Pages

The course is organized into modules of instruction that can be accessed by choosing Pages from the left panel of the course Canvas site. Materials delivered through Module include:

- Textbook and supplemental reading materials
- Recorded mini-lectures accompanied by PowerPoint documents
- Links to videos and websites
- Link to discussion instructions
- Link to assignment instructions
- Link to quiz

Discussions

The discussions tool will be used for students to post questions regarding class content or requirements. Students can post questions at any time for a response from the instructor or classmates.

Assignments

Unless indicated otherwise in assignment instructions, you will submit your assignments electronically in Canvas.) Description and handouts will be available under each Assignment link as well as due dates.

Conferences

In addition to the learning activities noted above, I will also use Canvas Conferences tool to host office hours when needed. Conferences is a tool that will allow us to communicate in a real-time, online environment. I recommend that you purchase a USB headset for use in the sessions. It will make communication easier during the sessions, but is not required.

Course Schedule:

WEEK/ DATE	CLASS TOPIC	ASSIGNED READING FOR THIS WEEK	ASSIGNMENTS DUE THIS WEEK
Week 1 August 29	Introductions & Course Overview Development/History of School Psychology		
Sept. 5	LABOR DAY – No Class		
Week 2 Sept. 12	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 	
Week 3 Sept. 19	Introduction to Professional Ethics 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) or on CANVAS 	
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			
Week 4 Sept. 26	Introduction to Law	Jacob, Decker, & Hartshorne Ch. 2	
Week 5 Oct 3	Privacy, Informed Consent, Confidentiality, Privilege, and Record Keeping	Jacob, Decker, & Hartshorne Ch. 3	
Week 6 Oct. 10	Privacy, Informed Consent, Confidentiality, Privilege, and Record Keeping	Jacob, Decker, & Hartshorne Ch. 3	Special Education Eligibility Project
Week 7 Oct. 17	Ethical-Legal Issues in Special Education PRESENTATIONS	Jacob, Decker, & Hartshorne Ch. 4 Scull & Winkler (2011)	Acronym Quiz (in class) Eligibility Peer Review
Week 8 Oct. 24	Ethical-Legal Issues in Special Education PRESENTATIONS	Becker et al. (2011) Theodore et al. (2004) Hart et al. (2009)	Practitioner Interview
Week 9 Oct. 31	Section 504 PRESENTATIONS	Jacob, Decker, & Hartshorne Ch. 5	ARD Video Meetings
Week 10	Ethical-Legal Issues in Psychoeducational Assessment	Jacob, Decker, & Hartshorne Ch. 6 Merrell Ch. 3, 8	Quiz 1 Ethics Autobiography

Nov. 7	Multicultural Issues**		
Week 11 Nov. 14	Ethical-Legal Issues in School-Based Interventions	Jacob, Decker, & Hartshorne Ch. 7 Merrell Ch. 7, 9, 10	Special Topics Special Topics Peer Review (11/10)
Week 12 Nov. 21	Ethical-Legal Issues in Working with Teachers and Parents Special Topics Gallery Walk	Jacob, Decker, & Hartshorne Ch. 8, 9 Merrell Ch. 11	
Week 13 Nov. 28	Ethical-Legal Issues in Research, Competence, and Avoiding Harm	Jacob, Decker, & Hartshorne Ch. 11 Merrell Ch. 12	Final Case Study Shadowing Papers*
Week 14 Dec. 5	Ethical-Legal Issues in Supervision Credentialing of School Psychologists	Jacob, Decker, & Hartshorne Ch. 10 Merrell Ch. 4 (pages 91-97) Merrell Chs. 5, 13	Quiz 2 – Ethical and Legal Issues

*Can be submitted at any time during semester

**We will have a focus on this issue this week, but it will be discussed throughout the semester

Student Evaluation:

The student's overall course grade will be based on the assignments listed below. Additional information, materials, and rubrics will be available on CANVAS under Assignments.

Class Participation & Between Class Activities: Each week students will be responsible for participating in class. Grades will be based on attendance, discussion, and completing activities. Throughout the semester their will readings and/or assignments to be completed to prepare for upcoming class activities (PRE TASK ACTIVITY) or reflect on an activity from the last class (POST TASK ACTIVITY). Everyone starts with 30 points, but 2 point deductions will be made when necessary to reflect inadequate participation. The instructor will give one warning regarding the type of concern (attendance, discussion, activities).

Chat Time: Students will be assigned a small group to participate in 15-20 minutes of online chat in between class meetings. In addition to coming to class prepared for discussion of assigned readings, each student should prepare questions about the readings for this chat time. The instructor will also provide some possible discussion questions to help guide the chat times, but students can choose what to discuss. Each chat session is worth 5 points, with the first session to occur prior to the 2nd class meeting. Students are required to determine a mutually convenient chat time to occur prior to 10pm Wednesdays before the class on Thursdays. Chat transcriptions will be archived and reviewed by the instructor prior to class. The instructor will provide details about each group's chats or answer any lingering questions during class time. Students will earn 30 points for participating in Chat Time. Students will lose 3 points for not logging on to the chat and 2 points for not participating during the 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.

Reflection Papers: Students will complete several reflection papers related to their shadowing experiences and professional development. The topics below will all be available on CANVAS as individual items under ASSIGNMENTS. Papers can be completed at any time during the semester, although suggestions for when to complete certain papers are provided under the assignment description provided in CANVAS. Moreover, papers on shadowing experiences can only be completed after the observation is completed. Also note that as these assignments are completed, discussions and sharing experiences with your classmates can occur in class; however, if everyone waits until the end of the semester to complete these papers then it will be difficult for the instructor to facilitate discussion on these experiences.

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 not due until the end of the semester, but students are encouraged to complete it 11/07/2014 and should be submitted through CANVAS.

School-Based Observations: Each student will be assigned a site to complete observations that will expose the student to the school system with access to instructional practices for both general education and special education populations. Students are expected to observe a general education classroom, a special education classroom (unit), and 3 ARD meetings. Students are also expected to review ARD paperwork. After each observation, students will complete a brief reflection paper exercise with questions provided on CANVAS.

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.

ARD video review: Students will review two videos of IEP meetings and respond to questions about each meeting. It is recommended that students complete this assignment before observing actual ARD meetings at their arranged site, but it is not necessary.

Special Topic Presentation: Students will be responsible for additional learning about a special topic related to School Consultation at the systems level. Students will become mini-experts on their chosen topic and provide relevant information to their classmates. Students will create an infographic or an "eBook" with the following information: summary of the issues using relevant research or sources, relevant case law and/or current events, relevant ethical issues for school psychologists. Topics include, but are not limited to: school discipline, instructional grouping, harassment/discrimination/bullying, grade retention, disproportionality, testing accommodations, early childhood education, school violence prevention, charter schools, homework policy, English Language Learners, Graduation/Transition

Services, state exams, or common core. Again, students will complete a peer review on these infographics using a CANVAS rubric.

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. The Final Case Study 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 the ethical decision-making model (adapted from Koocher and Keight-Speigel, 1998, p.12-15). Students should clearly address each step of the process. Prior to the assignment at the end of the semester, time in class will be used to review this model, review examples, and practice using the model.

Exams: Students will complete two open-book exams during the semester. The first exam will cover material from the Special Education Eligibility Projects (see below). The second exam 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.

Grading:

Exam I – Special Education Eligibility	25 Points	
Exam II – Ethical and Legal Issues	50 Points	
Ethics Case Study	75 Points	
Practitioner Interview Paper	40 Points	can complete at any time
Shadowing Write Ups (8 total)	40 Points	can complete at any time
Chat Participation (2 points per session)	30 Points	weekly
Acronym Quiz:	30 Points	
Special Topics Poster	75 points	can complete at any time
ARD Video Review	30 points	can complete at any time
Class Participation	50 points	weekly

Total Possible 445 Points (A – 400, B – 356)

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 a 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).

- 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.
- 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 or assigned activities.

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