

THE UNIVERSITY OF TEXAS AT AUSTIN
Department of Educational Psychology

LAW, ETHICS, AND HISTORY OF SCHOOL PSYCHOLOGY
EDP 385C/Unique #10835
Fall 2017, Mondays 1-4 in SZB 444

Instructor: Jennifer L. Carter, Ph.D., LSSP

Office Phone: 471-0279

Email: jcarter@austin.utexas.edu (email preferred)

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

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>

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 or to review information discussed in class.

Home/Syllabus

The word document for 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 due dates are listed in chronological order for your reference on the Syllabus Page in Canvas.

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

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. Most assignments have rubrics and/or example products.

Student Evaluation/Assignments:

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). *This assignment is ongoing throughout the semester.*

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 Sundays before the class on Mondays. 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. *This assignment is ongoing throughout the semester.*

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. *This assignment will occur during class on November 9.*

ARD (IEP) 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. *This assignment can be completed at any time but is DUE October 23.*

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. When completing this assignment, students should consider their audience to be a group of LSSPs. Information about how to create an infographic or eBook is available on CANVAS. Students will turn in topics for instructor review September 25, 2017. A graphic organizer is provided to assist the student in developing this product and time will be provided in class for students to review with instructor. Please keep in mind that it will take time to gather information and then to create the document. Students are strongly encouraged to not wait until the week before assignment is due. Students will complete a peer review on these infographics using a CANVAS rubric. Students will have one week to make any changes after peer/instructor review and the following week will present their product in class during a "gallery walk". *This assignment should be developed over the course and is due November 20. Topic ideas will be submitted in class to instructor September 25.*

Reflection Papers: Students will complete several brief 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. *These assignments can be completed at any time, but are due December 4 (extensions available with instructor permission).*

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. Essentially you can choose any LSSP or LP you want to interview, from your past or current life experiences. Questions will be provided in CANVAS. Students should write down responses during the interview. After completing your interview, type responses and then write 1-2 paragraphs summarizing your interview experience. Discuss "what you learned" about school psychology as a result of your interview experience as well as your interviewee's responses and finally 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 earlier 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) for at least 30 minutes, and 3 ARD (IEP) meetings. Students are also expected to review ARD (IEP) paperwork. After each observation, students will complete a brief reflection paper exercise with questions provided on CANVAS.

If available and possible, observations of a Response to Intervention or Problem Solving meeting should also be completed. If available and possible, a LSSP staff meeting or a special education staff meeting should also be attended. These two observations are recommended, but due to scheduling and site system, they may not be available and thus waived from the grade. Students are encouraged to seek these experiences out as they can be very informative and a unique opportunity to examine a system.

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-Spiegel, 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.

Exam: Students will complete one open-book exam at the end of the semester. The 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 actual paper. Exams will be posted one week before they are due.

Grading:

Exam – Ethical and Legal Issues	50 Points	<i>end of semester</i>
Ethics Case Study	50 Points	<i>end of semester</i>
Practitioner Interview Paper	40 Points	<i>can complete at any time</i>
Shadowing Write Ups (8 total)	40 Points	<i>can complete at any time</i>
Chat Participation (2 points per session)	30 Points	<i>weekly</i>
Acronym Quiz	30 Points	<i>in class</i>
Special Topics Poster	65 points	<i>can complete at any time</i>
ARD Video Review	30 points	<i>can complete at any time</i>
Class Participation	50 points	<i>weekly</i>

Total Possible 385 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

WEEK/ DATE	CLASS TOPIC	ASSIGNED READING FOR THIS WEEK	ASSIGNMENTS DUE THIS WEEK
Week 1 Sept 11	Introductions & Course Overview Development/History of School Psychology		
Week 2 Sept 18	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 25	Introduction to Professional Ethics Model for Ethical-Legal Decision-Making	<ul style="list-style-type: none"> Ethics and Law text Ch. 1, Appendix A, Appendix B (also found below via links) or on CANVAS 	
Week 4 Oct 2	Introduction to Law	<ul style="list-style-type: none"> Ethics and Law text Ch. 2 Assigned case law 	
Week 5 Oct 9	Privacy, Informed Consent, Confidentiality, Privilege, and Record Keeping	Ethics and Law text Ch. 3	
Week 6 Oct 16	Privacy, Informed Consent, Confidentiality, Privilege, and Record Keeping	Ethics and Law text Ch. 3	
Week 7 Oct 23	Ethical-Legal Issues in Special Education	Ethics and Law text Ch. 4 Scull & Winkler (2011)	ARD Video Review
Week 8 Oct 30	Ethical-Legal Issues in Special Education	Becker et al. (2011) Theodore et al. (2004) Hart et al. (2009) Cloth et al. (2014)	
Week 9 Nov 6	Section 504	Ethics and Law text Ch. 5	Acronym Quiz (in class)
Week 10 Nov. 13	Ethical-Legal Issues in Psychoeducational Assessment Multicultural Issues**	Ethics and Law text Ch. 6 Merrell Ch. 3, 8	
Week 11 Nov. 20	Ethical-Legal Issues in School-Based Interventions	Ethics and Law text Ch. 7 Merrell Ch. 7, 9, 10	<ul style="list-style-type: none"> Special Topics Special Topics Peer Review (11/23)
Week 12 Nov. 27	Ethical-Legal Issues in Working with Teachers and Parents Special Topics Gallery Walk	Ethics and Law text Ch. 8, 9 Merrell Ch. 11	
Week 13 Dec 4	Ethical-Legal Issues in Research, Competence, and Avoiding Harm	Ethics and Law text Ch. 10 Merrell Ch. 12	<ul style="list-style-type: none"> Final Case Study (12/5) Shadowing Observation Papers* Practitioner Interview*
Week 14 Dec 11	Ethical-Legal Issues in Supervision Credentialing of School Psychologists	Ethics and Law text Ch. 11 Merrell Ch. 4 (pages 91-97) Merrell Chs. 5, 13	Exam

*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