EDCP 640/641 School Psychology Seminar:
Overview of the Specialty, Ethics and Legal Issues

Fall 2015

Instructor: Bill Strein   Mon. 9:00 – 11:45
Office: 1244 Benjamin; Hours by appt.   2101 Benjamin Bldg.

The primary purposes of the School Psychology Seminar are to: (a) provide an introductory survey of school psychology as a specialty of professional psychology, and (b) introduce students to the ethics and laws that govern the science and profession of psychology.

Relationship to College Conceptual Framework. This course addresses, in part, elements of the College's Conceptual Framework: EC 6 *Responsible and Ethical Action*.

Relationship to APA Standards of Accreditation. This course addresses, in part, APA Standards of Accreditation, Profession-Wide Competencies: (ii) *Ethical and Legal Standards*, (iii) *Individual and Cultural Diversity*, and (iv) *Professional Values, Attitudes, and Behaviors*.

Relationship to CAEP SPA (NASP) Standards. This course addresses, in part, NASP Standards 2.5 *School-Wide Practices to Promote Learning*, 2.7 *Family–School Collaboration Services*, 2.*8 Diversity in Development and Learning*, and 2.10 *Legal, Ethical, and Professional Practice*.

Relationship to Program Goals. This course supports the program's Goal 4: *Students will develop identities as professional school psychologists, and practice in accord with professional practice standards*, and Objective 4d: S*tudents will demonstrate knowledge of, and adherence to, ethical and legal guidelines in all aspects of their professional work*.

Seminar Objectives: At the completion of the Fall 2015 semester, students will be able to:

1. Identify and discuss the various conceptual models of service underlying school psychology practice, and discuss the diversity of functions that flow from these models.
2. Demonstrate understanding of the historical context of the development of school psychology.
3. Articulate issues surrounding home/school/community collaboration.
4. Evidence knowledge of cultural and diversity issues as they apply to providing psychological services in the schools.
5. Demonstrate initial understanding of the organizational structure and context of the school setting.
6. Understand basic ethical principles that guide professional practice.
7. Evidence clear understanding of professional ethical standards as defined by APA and NASP.
8. Understand legal regulations relevant to school psychologists, particularly with regard to IDEA and concomitant state regulations.

Seminar Organization: A seminar format will predominate for the most part, with lectures and/or presentations by the instructor and by class members. Readings are listed to aid you in your preparation for participation in the weekly sessions. Please be prepared to engage in a lively discussion of the week's topic based on the readings and your own thoughts and experience. Evidence of preparation will be included in your grade for the seminar.

Shadowing: Each student will spend a day "shadowing" each of two practicing school psychologists (2 days total). Students will then write a brief (5 pages maximum) paper summarizing and integrating their experiences. Experiences will be shared with the class as a group.

Student Products: (All page lengths assume double-space, standard 1" margins, and fonts of at least 11 points.)

1. *Shadowing Report* – see above – **due 12/14/**. (20% of grade)

2. *Topic Leadership* – Each student will take responsibility for leading one of the "overview of the specialty" topics (Week 3 or later) and one "ethics/legal issues" topic (Week 9 or later). Leadership will include: (a) careful reading of all assigned materials; (b) additional background reading, as required; (c) preparation one week in advance of possible "discussion points/questions", and distribution to seminar participants; and (d) knowledgeable discussion leadership during the seminar. Note: there are typically two "topics" per week, one of which you would lead (20% of grade).

3. *Summarization Papers* – Students will prepare a 3 - 4 page paper corresponding to each of the major course objectives listed above. Each paper will: (a) *summarize* the student's understanding of the topic and the assigned readings; (b) access one additional source from psychology or related literature not among the required readings related to the topic, and *synthesize* the information with that presented in the required readings; and (c) draw one or more *conclusions* about the topic, offering some original analysis or evaluation based on the student's own thinking. Papers are due according to the following schedule: Historical Context – **9/28**; Service Delivery Models – **10/12**; Home/School/Community Collaboration – **10/19**; Diversity Issues – **10/26**; Organization and Context of Schools – **11/9** General Ethical Principles – **11/16**; APA Ethics Code Ethics Code with 2010 Amendments – **11/23**; NASP 2010 Ethical Principles – **11/30**; Legal Regulations (IDEA, 504) – **12/7**; (40% of grade).

4. *Ethical Dilemma*. Each student will identify a real-world, ethical dilemma faced by a school psychologist. Your task is this: (a) identify and understand the dilemma; (b) decide how you would handle this dilemma; (c) find out what the school psychologist actually did; (d) compare and reconcile any differences between your thinking and the school psychologist's actions; and (e) identify the ethical principles (from ethics codes) that apply here (5 pages <u>maximum</u>). Due: **12/14** (20% of grade).

Required Material:

Jacob, S., Decker, D. M., & Hartshorne, T. S. (2011). *Ethics and Law for School Psychologists. (6th ed.)*. New York: Wiley

Individual Readings are available in full text on the ELMS (Canvass) website (https://elms.umd.edu/).

Academic Integrity: In all class work and assignments, we expect the highest personal and professional standards that reflect both the objectives of the University and our professional ethics. Proper citations, paraphrasing and proper quotations are essential in all your work. We expect that each student's work will be consistent with the affirmation included in the University's *Code of Academic Integrity* (www.inform.umd.edu/CampusInfo/Departments/JPO/).

Accommodations: If you have a documented disability and wish to discuss academic accommodations, please see the course instructor as soon as possible.

Course Evaluation: Your participation in the evaluation of courses is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University. Because this course enrolls fewer than five students, the campus-wide CourseEvalUM system is unavailable. However, the CHSE Dept. will make available a web-based Small Course Evaluation tool in early December.

Topics and Readings - Fall 2015

Date	Topics	Readings
8/31 Week 1	Course Overview & Introduction; Early Questions about Program; Identification of Students' Interests;	
	School Psychology: Science or Pseudoscience?	Lilienfeld et al. (2012)
	Professional Organizations of Interest to SP's	
9/14 Week 2	History of School Psychology	D'Amato et al. (2011); Fagan (2014); Strein Handout (on Fagan, 2005)
	Shared and Divergent Views of the Specialty	Bardon (1983); CRSPPP (2012); NASP (2010b); Ysseldyke et al. (2006);
9/21 Week 3	Diagnostic Assessment: School Psychologists' Historic Role	Dowdy et al. (2009); Flanagan et al. (2008); Naglieri (2013)
	Curriculum-Based Assessment Strategies: An Emerging Assessment Role	Reschly & Bergstrom (2009); Eckert et al. (2013) (Recommend reading in this order)
9/28 Week 4	Direct Services Model: Direct Interventions with Children and Adolescents	Splett et al. (2013);Teglasi et al. (2007)
	Indirect Services Model: Psychologist as Consultant	Dowdy et al. (2015); Gutkin & Curtis (2009)
	DUE: Historical Context	

Date	Topics	Readings
10/5 Week 5	Prevention as a Role for School Psychologists;	APA (2014); Doll & Cummings (2008); Strein, Kuhn-McKearin, & Finney (2014)
	School Psychologists as Researchers	Keith (2008); Lekwa & Ysseldyke (2010);
10/12 Week 6	Diversity Issues in the Delivery of School Psychological Services	Castillo et al. (2013); Miranda (2014)
	Home/School/Community Collaboration; Working with Families	Eagle & Dowd-Eagle (2014); Sheridan, Clarke, & Christenson (2014)
	DUE: Service Delivery Models	
10/19 Week 7	School Psychologists and Crisis Intervention	Brock, Reeves, & Nickerson (2014); Sandoval & Brock (2009)
	Schools as Organizations;	
	DUE: Home/School/Community Collaboration	Lunenberg & Ornstein (2012), Chapter 2
10/26 Week 8	General Ethical Principles; General Legal Principles	J, D & H Chap. 1, 2; APA *Preamble & General Principles* and *Standard 1*; NASP *Section I*
	Special Topic: APA and National Security Controversy	Hoffman et al. (2015) [scan Executive Summary]
	Boundaries of Competence	APA *Standard 2*; NASP *Principles II.1, II.2, III.1*; Wise et al. (2010)
	DUE: Diversity Issues	
11/2 Week 9	Confidentiality/Informed Consent/Record-Keeping	J, D & H Chap.3; APA and NASP – relevant sections, incl. APA *Standard 6*; APA *Records Keeping Guidelines*; Fisher (2014)
	Ethical Decision-Making Models	Fisher (2008); Fuhrmann (2013)
11/9 Week 10	Ethical Issues in Assessment	J, D & H Chap 6; APA *Standard 9*; NASP relevant sections
	Ethical Issues in Counseling/Therapy and Other Direct Interventions	J, D & H Chap 7; APA *Standard 10*; NASP relevant sections
	DUE: Organization and Context of Schools	
11/16 Week 11	Ethical Issues in Indirect Services	J, D & H Chaps.8 & 9; APA & NASP relevant sections; Mayworm & Sharkey (2014)
	Child Abuse and Neglect Issues	Brassard & Rivelis (2006); Maryland pamphlet
	DUE: General Ethical Principles	
11/23 Week 12	IDEA 2004	J, D & H Chap 4; Review IDEA Power Point slides
	Legal Issues – 504 and ADA	J, D & H Chap 5
	DUE: APA Ethics Code with 2010 Amendments	
11/30 Week 13	Special Education Placement Process in Maryland IDEA/Maryland Eligibility Criteria	COMAR 13A.05.01 (peruse this, and use as a reference – not intended to be read verbatim)
	DUE: NASP 2010 Ethical Principles	COMAR Disability Definitions; COMAR vs. DSM
12/7 Week 14	Student presentations of • Shadowings • Ethical Dilemmas	
	DUE: Legal Regulations (IDEA, 504)	
12/14	**DUE**: Ethical Dilemma and Shadowing Reports	

Reading List

APA (2002, with 2010 Amendments). *Ethics Code*. Appendix B in textbook – and full text version online in ELMS.

APA (2007).Guidelines for Record Keeping. *American Psychologist, 62,* 993-1004.

APA (2014) Guidelines for Prevention in Psychology. *American Psychologist*, *69*, 285-296. doi:10.1037/a0034569

Bardon, J. I. (1983). Psychology applied to education: A specialty in search of an identity. *American Psychologist*, *38*, 185-196. doi:10.1037/0003-066X.38.2.185

Brassard, M. R., & Rivelis, E. (2006). Psychological and physical abuse. In G. G. Bear & K. M. Minke (Eds.), *Children's Needs III: Development, Prevention, and Intervention*. Bethesda, MD: NASP.

Brock, S. E., Louvar Reeves, M. A., & Nickerson, A. B. (2014). Best practices in school crisis intervention. In A. Thomas & P. Harrison (Eds.), *Best practices in school psychology: Systems-Level Services* (pp. 211-230)*.* Bethesda, MD: NASP.

CRSPPP (2012). *Archival Description of School Psychology*. Washington, DC: APA.

Castillo, J. M., Curtis, M. J., & Gelley, C. (2013). Gender and race in school psychology. *School Psychology Review, 42,* 262-279.

D'Amato, R., Zafiris, C., McConnell, E., & Dean, R. S. (2011). The history of school psychology: Understanding the past to not repeat it. In M. A. Bray, T. J. Kehle (Eds.), *The Oxford handbook of school psychology* (pp. 9-46). New York, NY US: Oxford University Press.

Doll, B, & Cummings, J. A. (2008). Why population-bases services are essential for school mental health, and how to make them happen in your school. In B. Doll and J. A. Cummings (Eds.). *Transforming School Mental Health Services: Population-Based Approaches to Promoting the Competency and Wellness of Children*. Thousand Oaks, CA: Corwin Press.

Dowdy, E., Mays, K. L., Kamphaus, R. W., & Reynolds, C. R. (2009). Roles of diagnosis and classification in school psychology. In C. R. Reynolds and T. B. Gutkin (Eds.), *Handbook of School Psychology, 4th Ed.* (191-209)*.* New York: John Wiley.

Eagle, J. W., & Dowd-Eagle, S. E. (2014). Best practices in school-community partnerships. In A. Thomas & P. Harrison (Eds.), *Best practices in school psychology: Systems level services* (197 – 210). Bethesda, MD: NASP.

Eckert, T. L., Truckenmiller, A. J., Rymanowski, J. L., Koehler, J. L., Koenig, E. A., & Hier, B. O. (2013). Curricular assessment. In K. F. Geisinger, B. A. Bracken, J. F. Carlson, J. C. Hansen, N. R. Kuncel, S. P. Reise, M. C. Rodriguez (Eds.) , *APA handbook of testing and assessment in psychology, Vol. 3: Testing and assessment in school psychology and education* (pp. 169-181). Washington, DC US: American Psychological Association. doi:10.1037/14049-008

Fagan, T. K. (2014). Trends in the history of school psychology in the United States. In A. Thomas & P. Harrison (Eds.), *Best practices in school psychology: Foundations* (pp. 383-400)*.* Bethesda, MD: NASP.

Fisher, M. A. (2008). Protecting confidentiality rights: The need for an ethical practice model. *American Psychologist, 63,* 1-13.

Fisher, M. A. (2014). Why "Who is the Client?" is the Wrong Ethical Question. *Journal of Applied School Psychology*, *30*, 183–208.

Flanagan, D. P., & Oritz, S. O., Alfonso, V., & Dynda, A. M. (2008). Best practices in cognitive assessment. In A. Thomas and J. Grimes (Eds.), *Best Practices in School Psychology V* (p. 633-659). Bethesda, MD: NASP.

Furhmann, A. (2013). *Psychologists as teachers and researchers: Ethical guidelines for integrity, science, and care.* Class presentation, University of Maryland.

Dowdy, E., Furlong, M., Raines, T. C., Bovery, B., Kauffman, B., Kamphaus, R. W., & … Murdock, J. (2015). Enhancing school-based mental health services with a preventive and promotive approach to universal screening for complete mental health. *Journal of Educational & Psychological Consultation*, *25*, 178-197. doi:10.1080/10474412.2014.929951

Gutkin, T. B., & Curtis, M. J. (2009). School-based consultation: The science and practice of indirect service delivery. In C. R. Reynolds and T. B. Gutkin (Eds.), *Handbook of School Psychology, 4th Ed.* (p. 591-635). New York: John Wiley.

Hoffman, D. H., Carter, D. J., Viglucci Lopez, C. R., Benzmiller, H. L., Guo, A. X., Latifi, S. Y., & Craig, D. C. (2015). *Report to the special committee of the board of directors of the American Psychological Association: independent review relating to APA ethics guidelines, national security interrogations, and torture.* Retrieved from www.apa.org/independent-review/APA-FINAL-Report-7.2.15.pdf .

Keith, T. Z. (2008). Best practices in using and conducting research in applied settings. In A. Thomas and J. Grimes (Eds.), *Best Practices in School Psychology V* (pp. 2165-2175). Bethesda, MD: NASP.

Lekwa, A. & Ysseldyke, J. (2010) Dissertation research in school psychology: Changes in topics and methodology over the past 25 years. *Journal of Applied School Psychology, 26,* 17-37, DOI: 10.1080/15377900903386047 .

Lilienfeld, S. O., Ammirati, R., & David, M. (2012). Distinguishing science from pseudoscience in school psychology: Science and scientific thinking as safeguards against human error. *Journal of School Psychology*, *50*, 7-36. doi:10.1016/j.jsp.2011.09.006

Lunenberg, F. C., & Ornstein, A. C. (2012) Educational administration: Concepts and Practices (Chapter 2: Organizational structure). Belmont, CA: Wadsworth.

Mayworm, A. M., & Sharkey, J. D. (2014). Ethical considerations in a three-tiered approach to school discipline policy and practice. *Psychology in the Schools*, *51,* 693-704. doi:10.1002/pits.21782

Miranda, A. H. (2014). Best practices in increasing cross-cultural competence. In A. Thomas and P. Harrison (Eds.), *Best* Practices in School Psychology*: Foundations* (pp. 9 -20) . Bethesda, MD: NASP.

Naglieri, J. A. (2013). Psychological assessment by school psychologists: Opportunities and challenges of a changing landscape. In K. F. Geisinger, B. A. Bracken, J. F. Carlson, J. C. Hansen, N. R. Kuncel, S. P. Reise, M. C. Rodriguez (Eds.) , *APA handbook of testing and assessment in psychology, Vol. 3: Testing and assessment in school psychology and education* (pp. 3-19). Washington, DC US: APA doi:10.1037/14049-001 .

NASP (2010a) Ethical Principles. Appendix A in textbook – and full text version online in ELMS.

NASP (2010b). *Model for Comprehensive and Integrated School Psychological Services*. Website: www.nasponline.org/standards/practice-model/ . Bethesda, MD: Author.

Reschly, D. J., & Bergstrom, M. K. (2009). Response to intervention. In C. R. Reynolds and T. B. Gutkin (Eds.), *Handbook of School Psychology, 4th Ed.* (434-460)*.* New York: John Wiley.

Sandoval, J., & Brock, S. E. (2009). Managing crisis: Prevention, intervention, and treatment. . In C. R. Reynolds and T. B. Gutkin (Eds.), *Handbook of School Psychology, 4th Ed.* (886-904)*.* New York: John Wiley.

Sheridan, S.M., Clarke, B.L., & Christenson, S. L. (2014). Best practices in promoting family engagement in education. In A. Thomas and P. Harrison (Eds.), *Best practices in school psychology: Systems-level services* (pp. 439 – 454). Bethesda, MD: NASP.

Splett, J., Fowler, J., Weist, M. D., McDaniel, H., & Dvorsky, M. (2013). The critical role of school psychology in the school mental health movement. *Psychology in the Schools*, 50, 245-258.

Strein Handout on: Fagan, T. K. (2005) - The 50th anniversary of the Thayer Conference: Historical perspectives and accomplishments.

Strein, W., Kuhn-McKearin, M., & Finney, M. (2014). Best practices in developing prevention strategies for school psychology practice. In A. Thomas and P. Harrison (Eds.). *Best practices in school psychology: Systems-level services* (pp. 137 - 148). Bethesda, MD: National Association of School Psychologists.

Teglasi, H., Rahill, S.; & Rothman, L. (2007). A story-guided peer group intervention for reducing bullying and victimization in schools. In J. E. Zins, M. J. Elias and C. A. Maher (Eds.). *Bullying, victimization, and peer harassment: A handbook of prevention and intervention*. (pp. 219-237). New York: Haworth Press.

Wise, E. H., Sturm, C. A., Nutt, R. L., Rodolfa, E., Schaffer, J. B., & Webb, C. (2010). Life-long learning for psychologists: Current status and a vision for the future. *Professional Psychology: Research and Practice*, *41*, 288-297. doi:10.1037/a0020424.

Ysseldyke, J., Burns, M., Dawson, P., Kelley, B., Morrison, D., Ortiz, S., Rosenfield, S., & Telzrow, C. (2006). *School Psychology: A Blueprint for Training and Practice III*. Bethesda, MD: NASP.

Rubrics for Grading Student Products

Shadowing	Below Expectations	Meets Expectations	Exceeds Expectations
Shadowing 1 –Description of Experience and Observations	1-3	4	5
Shadowing 2 –Description of Experience and Observations	1-3	4	5
Overall – Impressions and Learnings	1-3	4	5
Total Points (3 – 15; A minimum of 12 points is required to pass this activity):			

Topic Leadership	Below Expectations	Meets Expectations	Exceeds Expectations
Evidence of careful reading of assigned materials	1	2	N/A
Evidence of additional background reading	1 - 2	3 - 4	5
Advance preparation and quality of discussion questions	1 - 2	3 - 4	5
Knowledgeable discussion leadership	1 - 5	6 - 7	8 - 10
Total Points (4 – 20; A minimum of 14 points is required to pass this activity):			

Summarization Papers (- - 45 point total; A minimum of 2 points is required to pass each activity)

Conceptual Models	Below Expectations	Meets Expectations	Exceeds Expectations
Evidence of knowledge of various service models and methods extant in school psychology .	0	1 - 2	3
Evidence of the understanding of the applications of these models and the diversity of functions that flow from them.	0	1	2
Total points: Conceptual Models			

History of School Psychology	Below Expectations	Meets Expectations	Exceeds Expectations
Knowledge of the historical trends in school psychology	0	1	2
Knowledge of the historical foundations of the field.	0	1 - 2	3
Total points: History of School Psychology			

Home/School/Community Collaboration	Below Expectations	Meets Expectations	Exceeds Expectations
Understanding of methods to involve families in education and service delivery.	0	1	2
Understanding of best practices in school/community collaboration to support student learning and achievement.	0	1 - 2	3
Total points: Home/School/Community Collaboration			

Organization and Context of Schools	Below Expectations	Meets Expectations	Exceeds Expectations
Understanding of general education and special education in the organizational context of schools.	0	1 - 2	3
Understanding of schools as systems	0	1	2
Total points: Organization and Context of Schools			

Cultural Diversity Issues	Below Expectations	Meets Expectations	Exceeds Expectations
Initial understanding of the potential influence of cultural and personal diversity on development and learning.	0	1 - 2	3
Initial understanding of culturally competent practice.	0	1	2
Total points:			

Basic Ethical Principles	Below Expectations	Meets Expectations	Exceeds Expectations
Demonstrates understanding of basic ethical principles	0	1 - 2	3
Develops conclusions about basic ethical principles	0	1	2
Total Points: basic ethical principles			

NASP Ethical Principles	Below Expectations	Meets Expectations	Exceeds Expectations
Demonstrates understanding of NASP Ethical Principles	0	1 - 2	3
Develops initial conclusions about NASP Ethical Principles	0	1	2
Total Points: NASP Ethical Principles			

APA 2002 Ethics Code	Below Expectations	Meets Expectations	Exceeds Expectations
Demonstrates understanding of APA 2002 Ethics Code	0	1 - 2	3
Develops initial conclusions about APA 2002 Ethics Code	0	1	2
Total Points: APA 2002 Ethics Code			

Legal Regulations	Below Expectations	Meets Expectations	Exceeds Expectations
Demonstrates understanding of legal regulations that impact school psychology	0	1 - 2	3
Develops initial conclusions about legal regulations	0	1	2
Total Points: legal regulations			

Determination of Course Grade. Course grade will be based on total points as follows - A+: 98 – 100; A: 94 – 97; A-: 90 – 93; B+: 86 – 89; B: 80 – 85; C: 70 – 79; D: 60 – 69; F: < 60. To earn a "B" students must attain the passing score for each of the graded activities.