

EDCP 641: School Psychology Seminar - Ethics and Legal Issues

Winter Term 2015

Instructor: William Strein
Office Hours by appt.

Dates: Selected, see schedule
Room: EDU 1224

The primary purpose of the School Psychology Seminar series is to provide an introductory survey of critical issues in professional school psychology. The first semester (Fall 2013) focused on historical, present and anticipated roles and functions of school psychologists. The present one-credit seminar will introduce students to the ethics and laws that govern the practice of school 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 NCATE SPA (NASP) Standards. This course addresses, in part, NASP Standard 2.10 *School Psychology Practice and Development*.

Relationship to Program Goals. This course supports the program's Objective 4d: *Students will demonstrate knowledge of, and adherence to, ethical and legal guidelines in all aspects of their professional work.*

Second Semester Seminar Objectives

By the end of the course, students will:

1. Understand broad ethical principles that guide professional practice;
2. Evidence clear understanding of professional ethical standards as defined by APA and NASP;
3. Understand legal regulations relevant to school psychologists, particularly with regard to IDEA and concomitant state regulations.

Student Products (all papers **due – Fri. 1/23/15**; papers accepted anytime):

1. *Summarization Papers* (60% of grade) – Students will prepare a 4 – 5 page paper corresponding to each of the three 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 will cover, respectively: Broad Basic Ethical Principles; APA 2010 Ethics Code; NASP 2010 Ethical Principles; Legal Regulations (IDEA, 504).
2. *Ethical Dilemma* (40% of grade) – Choose one of the following two options:
 - a. *Option 1:* Identify a real-world, ethical dilemma faced by a practicing school psychologist. You could, for example, communicate with a school psychologist that you worked with last year or in the Fall 2014 semester. 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.
 - b. *Option 2:* As above, except that you will identify the "real world" dilemma from the literature on ethical challenges for school psychologists from one of the assigned readings or other published literature, and part (c), above, would be recommendation(s) from the literature.

Scoring rubrics are appended at the end of this syllabus.

Text:

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

Readings: All readings other than textbook chapters are stored in the Documents section for this course online in ELMS. Listing of readings is on the next page.

Non-Text Readings:

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.

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.

COMAR materials

IDEA materials

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

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

Mahoney, E. B., & Morris, R. J. (2012). Practicing School Psychology while Impaired: Ethical, Professional, and Legal Issues. *Journal Of Applied School Psychology*, 28, 338-353.

Maryland pamphlet on child abuse

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

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.

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 contact 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.

Seminar Dates and Topics – Winter 2015

Date	Topic(s)	Readings
1/5/15 1:00 – 4:00 Session 1	<p>Overview of Course General Ethical Principles; General Legal Principles</p> <p>Boundaries of Competence</p>	<p>J, D & H Chap. 1, 2; APA <i>Preamble & General Principles and Standard 1</i>; NASP <i>Section I</i></p> <p>APA <i>Standard 2</i>; NASP <i>Principles II.1, II.2, III.1</i>; Wise et al. (2010)</p>
1/7/15 1:15 – 4:15 Session 2	<p>Confidentiality/Informed Consent/Record-Keeping</p> <p>Ethical Practice Models</p> <p>Child Abuse and Neglect Issues</p>	<p>J, D & H Chap.3; APA and NASP – relevant sections, incl. APA <i>Standard 6</i>; APA <i>Records Keeping Guidelines</i>;</p> <p>Fisher (2008); Fuhrmann (2013)</p> <p>Brassard & Rivelis (2006); Maryland pamphlet</p>
1/9/15 9:00 – 12:00 Session 3	<p>IDEA 2004</p> <p>Special Education Placement <u>Process</u> in Maryland</p>	<p>J, D & H Chap 4; Review IDEA Power Point slides</p> <p>COMAR 13A.05.01 (peruse this, and use as a reference – not intended to be read verbatim)</p>
1/12/15 1:15 – 4:15 Session 4	<p>IDEA/Maryland Eligibility Criteria</p> <p>Legal Issues – 504 and ADA</p> <p>Special Topic: Ethical Issues Regarding Impaired Psychologists</p>	<p>COMAR Disability Definitions; COMAR vs. DSM</p> <p>J, D & H Chap 5</p> <p>Mahoney & Morris (2012)</p>
1/14/15 9:00 – 12:00 Session 5	<p>Ethical Issues in Assessment</p> <p>Ethical Issues in Counseling/Therapy and Other Direct Interventions</p> <p>Ethical Issues in Indirect Services</p>	<p>J, D & H Chap 6; APA <i>Standard 9</i>; NASP relevant sections</p> <p>J, D & H Chap 7; APA <i>Standard 10</i>; NASP relevant sections</p> <p>J, D & H Chaps.8 & 9; APA & NASP relevant sections</p>
1/16/15 9:00 – 12:00 Session 6	<p>Wrap up and General Ethics/Legal Topics</p>	<p>No additional readings</p>

Rubrics for Grading Student Products

Summarization Papers (A minimum of 45 points is required to pass this activity):

Basic Ethical Principles	Below Expectations	Meets Expectations	Exceeds Expectations
Demonstrates understanding of basic ethical principles	1 – 3	4 – 6	7 – 8
Develops conclusions about basic ethical principles	1 – 3	4 – 5	6 – 7
Total Points: basic ethical principles			

NASP Ethical Principles	Below Expectations	Meets Expectations	Exceeds Expectations
Demonstrates understanding of NASP Ethical Principles	1 – 3	4 – 6	7 – 8
Develops initial conclusions about NASP Ethical Principles	1 – 3	4 – 5	6 – 7
Total Points: NASP Ethical Principles			

APA 2002 Ethics Code	Below Expectations	Meets Expectations	Exceeds Expectations
Demonstrates understanding of APA 2002 Ethics Code	1 – 3	4 – 6	7 – 8
Develops initial conclusions about APA 2002 Ethics Code	1 – 3	4 – 5	6 – 7
Total Points: APA 2002 Ethics Code			

Legal Regulations	Below Expectations	Meets Expectations	Exceeds Expectations
Demonstrates understanding of legal regulations that impact school psychology	1 – 3	4 – 6	7 – 8
Develops initial conclusions about legal regulations	1 – 3	4 – 5	6 – 7
Total Points: legal regulations			

Ethical Dilemma

	Below Expectations	Meets Expectations	Exceeds Expectations
Identification and understanding of relevant dilemma	1 – 5	6 - 7	8
Students' proposed decision for resolution	1 – 5	6 - 7	8
Identification of applicable NASP Ethical Principles	1 – 5	6 - 7	8
Identification of applicable APA Ethics Code	1 – 5	6 - 7	8
Comparison of student's and school psychologist's (or published literature) thinking	1 – 5	6 - 7	8
Total Points (A minimum of 30 points is required to pass this activity):			

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.