EPSY 760 Ethics, Law, and Professional Issues in School Psychology
3 Credit Course
Spring 2016

Department: Educational Psychology
Instructor: Patricia Lowe, Ph.D.
Office: 634 Joseph R. Pearson (JRP) Hall
Telephone Numbers: 864-9710 (W), 749-5835 (H)
E-mail: tlowe@ku.edu
Fax: (785) 864-3820
Office Hours: W and Th 12:30-1:00 and 3:30-4:30 or by appointment
Class Time: Th 9:30-12:20
Class Location: 620 JRP Hall

School of Education Conceptual Framework

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code

Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

Preparing Individuals to be Leaders and Practitioners

The Ethics, Law, and Professional Issues in School Psychology course is one of a series of core courses in the school psychology curriculum designed to introduce students to the field of school psychology and to train students to become competent practitioners and leaders in the mental health profession in school and non-school settings.

Addressing the Three Themes of the Conceptual Framework

The components that frame our mission for our initial and advanced programs are: (1) Research and Best Practice; (2) Content Knowledge; and (3) Professionalism. These three themes build our conceptual framework.

In the Ethics, Law, and Professional Issues in School Psychology course, students acquire knowledge about the profession, become consumers of research, become familiar with best practices in the field, and learn about the roles and functions of a school psychologist in school and non-school settings. Students also acquire knowledge about ethical principles, professional standards, and legal issues involved in the practice of school psychology and learn to use best practices (e.g., a problem-solving approach) to resolve ethical and legal issues in the field.

Technology

Students will (a) complete assignments requiring the use of the internet and (b) use Blackboard.

Diversity
Students will (a) learn about the importance of the cultural context in their work with children, adolescents, school personnel, and families, (b) become more familiar with diversity (e.g., race/ethnicity, disability, gender, sexual orientation) issues in relation to ethics, law, and the profession, and (c) learn about guidelines to assist them in their future professional work with diverse populations.

Course Purpose

This course is intended to introduce students to (a) the field of school psychology and the roles and functions of school psychologists, (b) ethical standards and issues in the profession of psychology, (c) legal issues involved in the practice of school psychology, and (d) current topics and trends in the field of school psychology.

Course Objectives

1. Students will become familiar with the history of the field of school psychology.
2. Students will become familiar with the different roles and functions of school psychologists.
3. Students will become familiar with the current topics and trends in the field of school psychology.
4. Students will become familiar with and understand the ethical principles and standards in the profession of psychology and school psychology.
5. Students will become familiar with and understand the legal standards that impact the practice of school psychology.
6. Students will become more familiar with diversity issues (e.g., race/ethnicity, disability, gender, sexual orientation) in relation to professional ethics codes, legal standards, and the field of school psychology.
7. Students will be given opportunities to discuss ethical and legal issues impacting the field of school psychology.
8. Students will learn to use a problem-solving model to solve ethical and ethical-legal case dilemmas.

Textbook


Course Requirements

Examinations

Two in-class exams will be given over the course of the semester and the exams will be in an essay format. The exams will be closed book and students will not be able to use their notes. Students will be asked to respond to questions that will require them to have knowledge about the history of the profession of school psychology, ethics codes, professional issues and standards, and laws impacting the profession of school psychology, to integrate materials from the readings, lectures, and discussions, and to apply their knowledge to practical situations (e.g., ethical and ethical-legal case dilemmas). Each exam will be worth 70 points for a total of 140 points.

Field Experiences

Students will participate in two field experiences, including shadowing and interviewing a school psychologist in a school setting and shadowing/observing a school psychologist/psychologist and other clinical staff members at a medical facility. Students will be required to write a 2-3 page double-spaced paper on each of their field experiences. Each field experience and paper will be worth 10 points for a total of 20 points.

Internal Review Board Exercise
Each student will complete the online HSC-L tutorial for Human Subjects Protection and be ready to discuss the content of the tutorial and provide the instructor with documentation of the completion of the tutorial on 5/5/16. The HSC-L tutorial can be found at [http://research.ku.edu/human_subjects_compliance_training](http://research.ku.edu/human_subjects_compliance_training) *The HSC-L exercise will be worth 5 points.*

**Class Participation**

Students are expected to attend class, to participate in class discussions and activities, and to facilitate discussions on group assigned readings. Students are expected to read the assignments prior to class so that they can contribute to the classroom discussions and fully participate in the classroom activities. Furthermore, students in groups of two will select one current topic/trend and articles for the class and will facilitate a discussion of those articles in class. *Class participation will be worth 20 points.*

**KSDE/NCATE**

"This required course, as approved by School of Education faculty, meets one or more of the standards for accreditation (NCATE) and program approval (KSDE) as stated on the course syllabus. Students successfully completing this course will be prepared to meet the competencies associated with the licensure standards addressed in this course."

**KSDE Certification/Endorsement**

(School Psychologist Standards)

**Standard #10** – The school psychologist has knowledge of the history and foundations of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

**National Association of School Psychologists (NASP) Standards**

**Standard VIII (Element 8.2) [Legal, Ethical, and Professional Practice]** – The school psychologist has knowledge of the history and foundations of school psychology; multiple models and methods; ethical, legal, and professional standards. The school psychologist demonstrates skills to provide services consistent with ethical, legal, and professional standards; engages in responsive ethical and professional decision-making; collaborates with other professionals; and applies professional work characteristics needed for effective practice as a school psychologist, including respect for human diversity and social injustice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

**Americans with Disabilities Act and Section 504 of the Rehabilitation Act**

“The Academic Achievement & Access Center (AAAC) coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-4064 (V/TTY).”

Information about the AAAC services can be found at [http://disability.ku.edu](http://disability.ku.edu). Please contact me privately to discuss your needs in this course.

**Professional and Ethical Behavior**
“As a student in this course, you will be expected to complete projects/or assignments that will require you to interact with and/or collect data from other people – from students in schools or agencies, from teachers or administrators, or perhaps from your colleagues in this class. Whenever we gather data from the lives and experiences of other human beings, we must be especially sensitive to the professional and ethical implications of what we are pursuing. Keep in mind that the information you do collect – whether it is collected orally, in writing, through observation, or through existing records or artifacts – is research data. We must adhere to the highest level of professionalism and make every effort to handle data in an ethical manner. Any specific additional details will be provided in class.

Academic Misconduct

“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals of forging of signatures; falsification of research results; plagiarizing of another’s work...” (University Senate Rules and Regulations 2.61). If a student has questions regarding academic misconduct, the student should review KU’s University Senate Rules and Regulations 2.61, 2.64, and 2.65.

Grading Policy

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Points</th>
<th>Approximate % of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2 @ 70 points each)</td>
<td>140</td>
<td>75.7%</td>
</tr>
<tr>
<td>Field Experiences (2@10 points each)</td>
<td>20</td>
<td>10.8%</td>
</tr>
<tr>
<td>Internal Review Board Exercise</td>
<td>5</td>
<td>2.7%</td>
</tr>
<tr>
<td>Classroom Participation</td>
<td>20</td>
<td>10.8%</td>
</tr>
<tr>
<td>Total Points</td>
<td>185</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Grades

<table>
<thead>
<tr>
<th>Grades</th>
<th>Letter Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>174-185</td>
<td>A</td>
</tr>
<tr>
<td>167-173</td>
<td>A-</td>
</tr>
<tr>
<td>161-166</td>
<td>B+</td>
</tr>
<tr>
<td>155-160</td>
<td>B</td>
</tr>
<tr>
<td>148-154</td>
<td>B-</td>
</tr>
<tr>
<td>142-147</td>
<td>C+</td>
</tr>
<tr>
<td>137-141</td>
<td>C</td>
</tr>
<tr>
<td>130-136</td>
<td>C-</td>
</tr>
<tr>
<td>124-129</td>
<td>D+</td>
</tr>
<tr>
<td>118-123</td>
<td>D</td>
</tr>
<tr>
<td>111-117</td>
<td>D-</td>
</tr>
<tr>
<td>110 &amp; Below</td>
<td>F</td>
</tr>
</tbody>
</table>

Late Work
All assignments should be turned in on time and presentations should be made on assigned days. One point will be deducted each day for a late assignment up to two days. The points will be deducted before the assignment is graded. After two days, the late assignment will not be accepted and the student will not receive any credit for the assignment. Exceptions to the late work policy are an illness, injury, or an emergency situation. Please contact the instructor about these exceptions.