



LOYOLA
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ETHICS & PROFESSIONAL SCHOOL PSYCHOLOGY CIEP 462 - Fall 2019

Instructor Information

Professor: Pamela A. Fenning, PhD, ABPP
Email: pfennin@luc.edu

Campus Office: Lewis Towers, Room 1136
Office Hours: By appointment

Classroom: Corboy Law Center L08

Time: Tuesdays 1:00-3:30 pm

Course Description

This course provides students with an introduction and overview of the profession of school psychology, with an emphasis on ethical school psychology practice. The course is organized around three sections. First, the course provides a broad overall introduction to the field of school psychology, prominent national professional associations in the field, and training standards emanating from these groups. The next section provides an overview of the state of the field with respect to school psychology functions, roles and competencies and best practices in service delivery. The third section focuses on ethical guidelines/standards driving the field, the ethical context in which school psychology practice takes place, with consideration of pertinent professional, legal, and societal regulations and realities.

Course Objectives

At the completion of this course, students will be able to:

- Demonstrate an understanding of the basic history of the field of school psychology.
- Articulate the various roles and functions of school psychologists, including the cultural and societal context of school psychology practice.
- Identify ethical issues related to the practice of school psychology and apply an ethical problem-solving model to address specific ethical issues that may arise in practice.
- Describe the role of school psychologists' in promoting equity, diversity and cultural competence within their schools/professional organizations and the field.
- Develop an emerging professional identity within the field of school psychology, including understanding the major professional organizations and licensure/certification processes within the field.
- Select, read, and summarize research and theoretical publications related to the practice of school psychology and integrate that knowledge into their professional roles and responsibilities.
- Demonstrate knowledge of:
 - The relationship between school psychology and special education within a multi-tiered system of support
 - Organization and operation of the schools
 - Emerging service roles and reform: early intervention, consultation, prevention, multi-tiered systems of support, alternative assessment models, etc.
 - Legal influences and professional standards
 - Relationships with other professionals – educational, mental health professionals, etc.

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Primary APA Competencies Covered in this Course

- I. Professionalism
 1. Professional Values and Attitudes
 2. Individual and Cultural Diversity
 3. Ethical Legal Standards and Policy
 4. Reflective Practice/Self-Assessment/Self-Care
- VI. Systems
 14. Interdisciplinary Systems
 16. Advocacy

Primary NASP Covered in this Course

- Standard 2.1 Data-Based Decision Making
- Standard 2.2 Consultation and Collaboration
- Standard 2.3 Interventions and Instructional Support to Develop Academic Skills
- Standard 2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- Standard 2.5 School-wide Practices to Promote Learning
- Standard 2.6 Preventive and Responsive Services
- Standard 2.7 Family-School Collaboration Services
- **Standard 2.8 Diversity in Learning and Development**
- Standard 2.9 Research and Program Evaluation
- **Standard 2.10 Legal, Ethical, and Professional Practice**

Conceptual Framework

Our School of Education Conceptual Framework *Social Action through Education* and conceptual framework standards are available at: <http://www.luc.edu/education/mission/>. This course seeks to embody the tenets of the SOE Conceptual framework through its focus on providing 1st year graduate students in School Psychology (Ed.S. and PhD) with an introduction to the state of the field, best practices, and ethical decision-making in the field. The course addresses diversity and social justice through a focus on how school psychology service delivery can be adapted to meet the needs of a diverse school population with respect to race/ethnicity, gender, gender identity, sexual orientation, language, disability and socio-economic status. Social justice undergirds the course with a focus on how institutional biases impact school psychology service delivery in schools and how ethics and best practices in school psychology equates with those in the field serving as advocates to help mitigate biases and discrimination of all kinds, whether at the individual, school, community or societal level. The course integrates content on social justice and diversity by analyzing the sociocultural systemic and institutional barriers that prevent students from culturally and

linguistically diverse backgrounds having access to appropriate educational and mental health supports to meet their needs and how school psychology service delivery models can be implemented with the realities of where schools function today.

Dispositions

All students are assessed on one or more dispositional areas of growth across our school psychology programs: **Professionalism, Inquiry, and Social Justice**. You will be assessed on all three areas of growth within the course. In this course, we focus on your **professionalism** in your initial understanding of the state of the field with respect to school psychology service delivery at the local, state and national level. We begin an exploration about the roles and functions of school psychologists through a **social justice** and equity lens, with a particular focus on the degree to which groups historically disenfranchised in schools can be supported in applied school psychology practice by individual school psychologists and as a field. The **inquiry** is focused on how school psychologists in a range of settings, including schools, clinics and hospitals, engage in best practices through assessment, counseling, intervention, consultation, system change work and other professional activities in addressing a wide range of behavior, social-emotional and academic needs of students in schools today. Disposition data are reviewed by school psychology program faculty on a regular basis and this review informs the annual review of progress. Every student in the school psychology PhD and Ed.S. training programs are assessed on all dispositions in every school psychology course. You can find the rubric used by all school psychology faculty to assess your dispositions in the Ed.S. and PhD School Psychology handbooks and posted on LiveText at www.livetext.com (login with your Loyola student ID and then click on the course “CIEP 462”, where the School Psychology disposition rubric will populate).

Required Texts

1. Burns, M.K. (Ed.). (2019). *Introduction to school psychology: Controversies and current practice*. Cary, NC: Oxford University Press.
2. Additional assigned readings will be available through the Sakai course page or the Loyola Water Tower Library course reserves

Course Assignments

Assignments must be completed on time and submitted by the deadline noted in the syllabus and on Sakai. Late assignments will not be graded, unless an extension is requested and approved by the instructor ahead of time. All written assignments (unless otherwise specified) must be typewritten and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6th edition. **Note:** More detailed instructions and grading rubrics will be provided on Sakai and/or in class for major course assignments listed below.

Class Participation: 5%

Successful learning in this course depends greatly on student participation and preparation. You are expected to attend class; complete readings prior to class; and participate in class activities and discussions. Participation will be evaluated by student engagement in class discussions and completion of in-class activities/assignments. Participation is more than talking in class; participation means allowing oneself to become engaged in the learning process. Good examples of participation include contributing comments and examples from your experiences, as well as building on the comments of others, raising questions, and listening and responding to others' comments and contributions. **For this course, students are expected to bring 3-5 questions/comments on the readings to each class session to help facilitate engaging and useful class discussions.**

Interviews: 40%

Throughout the semester you will conduct 4 different interviews, two in groups of 2-3 and two individually. Interviews will be conducted with: (1) a practicing school psychologist in the Loyola EdD program, (2) a leader in the field of school psychology, (3) a parent of a school-age child, and (4) a school administrator. For all interviews, you and/or your group members will create an interview protocol with questions to ask during the interview. Following completion of the interview, your group will submit one typed document that contains your interview questions and the interviewee responses. **Each individual student** will submit a 1-2 page analysis of key take home messages from the interview and additional information you would like to learn in future training experiences. The interview analysis component should be done on an **individual** basis and submitted to the instructor on Sakai.

1. **School Psychologist:** Group assignment. You will interview a practicing school psychologist assigned to you by the instructor who has agreed to be interviewed. The practicing school psychologist is also a student in the Loyola University Chicago EdD program. **If you are a student in the Urban Fellows program, you will be assigned a school psychologist practicing in an urban setting.** In your groups of 2-3, write an interview protocol that contains questions that you are interested in learning about with respect to practice in the field, the degree to which it aligns to what you are learning about in classes and your readings, as well as how the local context your interviewee works in impacts school psychology service delivery (e.g., student/community/family demographics, teacher/administration demographics, student expenditures, history of school psychology service delivery in the building, student-psychologist ratios, professional development opportunities, etc.). You should also provide an opportunity for your interviewee to provide you with any information about school psychology practice that would be important for those early in training to know. If you are an Urban Fellow student, your interview questions and analysis should also address how the context of the urban setting impacts school psychology practice and service delivery.
2. **School Psychology Leader:** Individual assignment. Please select a school psychologist who you envision as a leader in the field. Possible interview subjects include but are not limited to chapter authors in the Burns (2019) book for the course, persons in major state, national or international leadership roles for school psychology organizations (e.g., NASP, Division 16 of APA, International School Psychology Association, Illinois School Psychologists Association); school psychology journal editors; and individuals who are doing research, advocacy or practice in an area of school psychology that is of particular interest to you (e.g., bilingual school psychology, MTSS, autism, early childhood, mental health, etc.). The purpose of this assignment is for you to have contact with a leader in the field who has done work in an area of interest to you. You have the freedom to pose any questions to your subject that he or she is willing to respond to. Among the questions I would like all of you to pose to your interviewees are: 1) why did he/she choose school psychology as a profession?, 2) what were his or her career goals when he or she was a first year graduate student in school psychology?, 3) what twists and turns have their careers taken since graduate school?, 4) what do they know now that they wish they knew when they were at your stage in graduate school?, and 5) what changes do they anticipate taking place in the field of school psychology in the future?
3. **Parent/Caregiver:** Individual assignment. For this assignment, you are to identify a parent/primary caregiver of a current school-age child or children to interview. Family members are excluded from consideration as interviewees. Your primary goal with this assignment is to get this

parent/caregiver's perspective on what he/she views as the role of families and of schools in facilitating the education of children. Does he/she view educators as being the "experts" and his/her role as more secondary when it comes to education? Does he/she think that families and schools should be actively collaborating? If so, in what way? What types of contacts has he/she received from schools about his/her children and were these contacts helpful? What I would like you to get at in your interview is this parent/caregiver's view of the ideal relationship between home and school. I would also like for you to ask specific questions relating to their own experiences interacting with their child or children's schools and their reaction to these experiences. In your analysis, you should be sure to describe the implications for your own training and how school psychology as a field can advocate on behalf of parents and families.

4. **Administrator: Group assignment.** You and 2-3 group members will interview a building/district administrator (e.g., principal, assistant superintendent, director of special education, director of school psychological services) to gain his/her perspective about the role of the school psychologist, the ideal role of the school psychologist and future directions and aspirations for the field. Your goal is to gain an understanding of how the administrator views the school psychologist in their school and how this aligns with what you are learning in class. It is recommended that you select an administrator within your 1st year fieldwork site, though this is not a requirement.

Annotated Bibliographies on the 10 NASP Domains: 30%

Aligned with the M.Ed. Portfolio for the annotated bibliography (<https://www.livetext.com>), over the course of the semester, you will submit three annotated bibliographies per NASP Domain (1-10). By the completion of the course you will have completed the 30 annotations required for your portfolio assignment due in the spring. For each assignment:

- Write the NASP domain being covered
- Select three quality articles or book chapters that address the NASP domain (not those used as readings in class)
- Provide a clear and concise originally-written summary of each article
- Follow APA formatting rules

Note: Review the Med Portfolio Rubric for the annotated bibliography in its entirety so that you adhere to the requirements for your portfolio. The rubric is available at the end of this syllabus.

Ethical Dilemma Presentation and Paper: 25%

A major component of this course is an analysis of ethical guidelines and legal mandates that drive school psychology training and practice (e.g., NASP Standards, 2010; APA, 2010). You will likely face many ethical decisions as you prepare to become a school psychologist and ultimately enter practice. Having a problem-solving model (such as that espoused by NASP) as you approach an ethical dilemma will be helpful for you as you enter practice. To practice ethical problem solving, you will complete a partner project that involves the solution of an ethical dilemma that will be assigned to you by the instructor and drawn from vignettes presented in local, state and national workshops. You will be divided into pairs and will use professional ethics codes to solve your ethical dilemma. **If you are a student in the PhD school psychology program, your response must incorporate the APA ethical principles as part of your solution.**

Aligned with the M.Ed. Portfolio for the Ethical Dilemma Presentation (<https://www.livetext.com>), your group will review the ethical dilemma and employ a problem-solving model to determine a response to the dilemma. Your group will prepare a presentation and you will **individually** write a 3-4 page paper

that aligns with the content of your presentation. You will share your ethical dilemma and solution with the class via a 15 minute in-class group presentation. Both the presentation and paper will have the following components:

1. A summary of the ethical dilemma and the major ethical and legal issues related to it. In this step, you should outline the major ethical concerns and a description of the parties(s) impacted by it and the impact of any decisions your team would make.
2. A description of the major ethical guidelines (e.g., APA Ethical Principles of Psychologists, NASP Ethical Principles) and applicable federal and state legislation that would be relevant to the dilemma.
3. Application of a problem-solving model (e.g., NASP ethical problem solving model; McNamara, 2008) which considers all sides of the dilemma and leads to the team-determined most optimal solution.
4. Description of ultimate solution and rationale for it, based on an incorporation of ethical, legal guidelines and best practices in the field.

Note: Please review the MEd Portfolio rubric for this assignment to ensure you complete all requirements appropriately. This is attached at the end of this syllabus.

Grade Breakdown

Participation:	5 points
Interviews:	40 points (10 points each)
Bibliography:	30 points
Ethics Project:	25 points

Points	%	Letter Grade
93.0-100	93-100	A
90.0-92.9	90-92	A-
87.0-89.9	87-89	B+
83.0-86.9	83-86	B
80.0-82.9	80-82	B-
77.0-79.9	77-79	C+
73.0-76.9	73-76	C
70.0-72.9	70-72	C-
67.0-69.9	67-69	D+
63.0-66.9	63-66	D
60.0-62.9	60-62	D-
<60.0	<60	F

Course Policies

Communication Protocol: Email is the best way to reach me. I will make every effort to get back to you within 24 hours on week days. I cannot guarantee email responses on weekends, but I will get back to you by Monday afternoon. I am happy to set up an individual appointment to speak with you about any questions, concerns, suggestions, or challenges that may arise during the course. Any technology issues should go to Loyola’s HelpDesk.

Attendance: Students are expected to attend all classes and participate in class discussions and activities. As graduate students, I expect that all of you will engage deeply with the course readings and come to class ready to contribute. If you need to miss a class, please email me as soon as possible. I will work with

students on a one-on-one basis to determine if the absence is excused, and what (if any) additional assignments will need to be completed to make-up for the lost instruction time.

Class Conduct: One important aspect of professional development as a school psychologist is learning to respect the rights and opinions of others, as well as how to disagree effectively and respectfully. Please respect others by: (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Plagiarism: It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all students.

Definition: Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one's own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others... (I) wish to make clear that there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so.
4. Submitting as your own someone else's unpublished work, either with or without permission.

If you have additional questions, I highly recommend the following interactive tutorial about what is and what is not plagiarism at <https://www.indiana.edu/~academy/firstPrinciples/index.html>. In addition, I reserve the right to use the TurnItIn program (<http://turnitin.com/static/index.html>) for any written assignment without prior notice to the class.

Special Circumstances

Receiving Assistance: Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (<http://www.luc.edu/sswd/>).

Students with Disabilities: Loyola University provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with Services for Students with Disabilities (SSWD), located in Sullivan Center, Suite 117. Students will provide professors with an accommodation notification from SSWD, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. For more information or further assistance, please call 773.508.3700.

Title IX Notification: Loyola University Chicago seeks to provide an educational environment based on mutual respect that is free from discrimination and harassment. In order to meet our commitments to equity and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, faculty and staff members are required to report disclosures of sexual violence made to them by students.

Student Support Resources:

- ITS HelpDesk: helpdesk@luc.edu or 773-508-4487
- Library - Subject Specialists: <http://libraries.luc.edu/specialists>
- Services for Students with Disabilities: <http://www.luc.edu/sswd/>
- Writing Center: <http://www.luc.edu/writing/>
- Ethics Hotline: <http://luc.edu/sglc/aboutus/> or 855.603.6988

Statement of Intent:

By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.

COURSE OUTLINE AND CALENDAR

Week	Date	Class Topic	Readings Due	Assignments Due
1	8/27	Introductions & Course Overview	<ul style="list-style-type: none"> Syllabus 	Read syllabus and acquire books
2	9/3	The Past, Present, and Future of School Psychology	<ul style="list-style-type: none"> Burns: (Chapter 1) p. 1-12 (Burns), (Chapter 5) p. 73-79 (DiPerna), (Chapter 6) p. 80-88 (Savage & Paige), (Chapter 7) p. 89-97 (Clark, Overstreet, Volpe, Stoiber, & Semrud-Clikeman), (Chapter 8), p. 98-105 (Katsiyannis, Ennis, & Leary), (Chapter 9) p. 106-113, (Hulac), (Chapter 17) p. 242-257. The National Association of School Psychologists (2010) <i>Model for comprehensive and integrated school psychological services</i>. Bethesda, MD: Author (p. 1-12) (posted on Sakai) The National Association of School Psychologists (2018). Necessary use of the title “School Psychologist” [Position Statement]. Bethesda, MD Author. Swanlund, L., Satchwell, M., & Pesce, R. (2017). School psychology practice in Illinois Revised (Part I). School Psychology in Illinois. Illinois School Psychologists Association (ISPA): Author (posted on Sakai). Swanlund, L., Satchwell, M., Lawrence, E., & Pesce, R. (2017). School psychology practice in Illinois Revised (Part II). Forthcoming in School Psychology in Illinois. Illinois School Psychologists Association (ISPA): Author. (posted on Sakai) 	
3	9/10	Foundations in Ethical School Psychology Practice	<ul style="list-style-type: none"> Burns: (Chapter 2) p. 15-36 (Decker) Jacob, S., Decker, D.M., & Lugg, E.T. (2016) Chapter 1: Ethics in school psychology: An introduction. In <i>Ethics & Law for School Psychologists</i> (7th Edition). John Wiley & Sons: Hoboken, N.J. (posted on Sakai) APA (2012). Ethical principles of psychologists and code of conduct. American Psychological Association. Washington, DC: Author. (posted on Sakai) National Association of School Psychologists (2010). <i>Principles for Professional Ethics</i>. Bethesda, MD: National Association of School Psychologists. (posted on Sakai) McNamara, K. & Jacobs, S. (2008). Making ethical decisions in challenging situations. (posted on Sakai) 	
4	9/17	Domain 1: Data-Based Decision Making and Accountability	<ul style="list-style-type: none"> Skalski, A. K., Minke, K., Rossen, E., Cowan, K. C., Kelly, J., Armistead, R., & Smith, A. (2015). NASP Practice Model Implementation Guide. Bethesda, MD: National Association of School Psychologists. Author. p. 1-88 (posted on Sakai) 	Biblio Domain 1 Biblio Domain 9

		Domain 9: Research and Program Evaluation	<ul style="list-style-type: none"> • <u>BP Data-Based and Collaborative Decision-Making:</u> (Chapter 3) p. 41-70 (Stoiber). A comprehensive framework for multitiered systems of support in school psychology. Bethesda, MD: Author. (Posted on Sakai) • <u>BP Best Practices Foundations</u> (Chapter 24) p. 315-328. (Nagle and Glover Gagnon). Best practices in designing and conducting a needs assessment. Bethesda, MD: Author. (posted on Sakai) • National Association of School Psychologists (2016). Integrated model of academic and behavioral supports [Position Statement]. Bethesda, MD: Author. (posted on Sakai) 	
5	9/24	Domain 2: Consultation & Collaboration	<ul style="list-style-type: none"> • <u>Burns</u> (Chapter 4). (Newman & Morrison) p. 52-70 • <u>BP Data-Based and Collaborative Decision-Making:</u> (Chapter 29) p. 449-460 (Erchul & Young). Best practices in school consultation. (posted on Sakai) • <u>BP Data-Based and Collaborative Decision-Making:</u> (Chapter 30) p. 461-482. (Kratochwill, Altschaeffl and Bice-Urbach). Best practices in school-based problem solving consultation: Applications in prevention and intervention systems.(posted on Sakai) • <u>BP Data-Based and Collaborative Decision-Making:</u> (Chapter 33) p.509-524 (Rosenfield). Best practices in instructional consultation and instructional consultation teams. (posted on Sakai) • Jacob S., Decker, D.M., & Lugg, E.T. (2016). Chapter 8: Indirect services I: Ethical-legal issues in working with teachers and parents (pp. 247-252 only). In <i>Ethics & Law for School Psychologists</i> (7th Edition). John Wiley & Sons: Hoboken, N.J. (posted on Sakai) 	Biblio Domain 2 Interview with School Psych
6	10/1	No Class	<ul style="list-style-type: none"> • Rosh Hashanah 	
7	10/8	No Class	<ul style="list-style-type: none"> • Fall Break 	
8	10/15	Domain 3: Interventions & Instructional Support to Develop Academic Skills	<ul style="list-style-type: none"> • <u>Burns</u> (Chapter 22). (Miciak & Fletcher) p. 336-359, (Chapter 25). (Floyd & Kranzler) p. 413-434. • <u>BP in Student Level Services</u> (Chapter 1) p. 9-18 (Martinez) Best practices in instructional strategies for reading in general education. (posted on Sakai) • <u>BP in Data Based and Collaborative Decision Making:</u> (Chapter 10) p.159-170 (Howell & Hosp). Best practices in curriculum-based evaluation (posted on Sakai) 	Biblio Domain 3
9	10/22	Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills	<ul style="list-style-type: none"> • <u>Burns</u> (Chapter 19). (Shaw & Edwards) p. 274-292, (Chapter 21). (Gresham, Olinger Steeves, & Metallo) p. 318-335, (Chapter 23). (Skaar & Maas) p. 360-389 • <u>BP System Level Services:</u> (Chapter 11) p. 149-164. (Doll, Cummings, & Chapla). Best practices in population-based school mental health services.(posted on Sakai) • <u>BP System Level Services:</u> (Chapter 12) p. 165-180 (McKevitt & Braaksma, Fynaardt). Best practices in developing a positive behavior support system at the school level. (posted on Sakai) 	Biblio Domain 4 Interview with a Leader

			<ul style="list-style-type: none"> • Jacob S., Decker, D.M., & Lugg, E.T. (2016). Chapter 7: Ethical and legal issues in school-based interventions. In <i>Ethics & Law for School Psychologists</i> (7th Edition). John Wiley & Sons: Hoboken, N.J. (posted on Sakai) • National Association of School Psychologists. (2015). <i>School psychologists: Qualified health professionals providing child and adolescent mental and behavioral health services</i> [White paper]. Bethesda, MD: Author. (posted on Sakai) 	
10	10/29	<p>Domain 5: Schoolwide Practices to Support Learning</p> <p>Domain 6: Preventive and Responsive Services</p> <p>School psychology delivery contexts and settings</p>	<ul style="list-style-type: none"> • <u>Burns</u> (Chapter 10). (Burns, Benton, Erhardt, Farnsworth, Hunter, Kwong, & Myers) p. 117-133, (Chapter 15). (Herman, Reinke, & Thompson) p. 195-216, (Chapter 18). (Mautone, Booster, & Ridgard) p. 258-273, (Chapter 26) (Adamowski), p. 435-448, (Chapter 27) (Oyen), p. 448-462 • <u>BP System Level Services</u>: (Chapter 1) (Castillo & Curtis). p. 11-28. Best Practices in systems-level change. (posted on Sakai) • <u>BP System Level Services</u>: (Chapter 2) (Knoff) p 29-42. Best practices in strategic planning, organizational development, and school effectiveness.(posted on Sakai) • Jacob S., Decker, D.M., & Lugg, E.T. (2016). Chapter 9: Indirect services II: Special Topics in Systems Level Consultation. In <i>Ethics & Law for School Psychologists</i> (7th Edition). John Wiley & Sons: Hoboken, N.J. (posted on Sakai) 	<p>Biblio Domain 5 Biblio Domain 6</p>
11	11/5	<p>Domain 7: Family-School Collaboration Services</p>	<ul style="list-style-type: none"> • <u>BP System Level Services</u>: (Chapter 33) (Miller & Kraft) p. 479-490. Best Practices in Partnering with Parent in School-Based Services (posted on Sakai) • <u>BP System Level Services</u>: (Chapter 34) (Miller, Lines, & Fleming) p. 491-504. Best Practices in Family-School Collaboration for Multi-Tiered Service Delivery (posted on Sakai) • <u>BP System Level Services</u>: (Chapter 35) (Minke & Jensen) p. 505-518. Best practices in facilitating family-school meetings. (posted on Sakai) • Jacob S., Decker, D.M., & Lugg, E.T. (2016). Chapter 8: Indirect services I: Ethical-legal issues in working with teachers and parents (pp. 252-260 only). In <i>Ethics & Law for School Psychologists</i> (7th Edition). John Wiley & Sons: Hoboken, N.J. (posted on Sakai) • National Association of School Psychologists. (2014). <i>Effective Parenting: Positive Support for Families</i> [Position statement]. Bethesda, MD: Author. (posted on Sakai) 	<p>Biblio Domain 7</p> <p>Interview with a Parent</p>
12	11/12	<p>Domain 8: Diversity in Development & Learning</p>	<ul style="list-style-type: none"> • <u>Burns</u> (Chapter 3). (Graves) p. 37-51, • Alexander, M. (2013) The New Jim Crow: 2013 George E. Kent Lecture: https://www.youtube.com/watch?v=Gln1JwDUI64 (video posted on Sakai to review prior to class) • Staats, C. (2015) Understanding implicit bias: What 	<p>Biblio Domain 8</p>

			<p>educators should know. <i>American Educator</i>, 29-35. (posted on Sakai)</p> <ul style="list-style-type: none"> • <u>BP Foundations:</u> (Chapter 1) (Miranda) p 9-20. Best practices in increasing cultural competency (posted on Sakai) • National Association of School Psychologists. (2019). <i>Prejudice, discrimination, and racism</i>. [Position Statement]. Bethesda, MD: Author. 	
13	11/19	<p>Domain 8: Diversity in Development & Learning</p> <p>Culturally Responsive Practice and Advocacy</p>	<ul style="list-style-type: none"> • <u>BP Foundations:</u> (Chapter 2) (Shriberg & Moy) p. 21-32. Best practices in school psychologists acting as agents of social justice. (posted on Sakai) • <u>BP Foundations:</u> (Chapter 3) (Proctor & Meyers) p. 33-48. Best practices in primary prevention in diverse schools and communities. (posted on Sakai) • <u>BP Foundations:</u> (Chapter 4) (Jones) p. 49-60. Best practices in providing culturally responsive interventions. (posted on Sakai) • Jacob S., Decker, D.M., & Lugg, E.T. (2016). Epilogue: Ethics, law, and advocacy. In <i>Ethics & Law for School Psychologists</i> (7th Edition). John Wiley & Sons: Hoboken, N.J. (posted on Sakai) 	Administrator Interview
14	11/26	<p>Domain 10: Legal, Ethical & Professional Practice</p>	<ul style="list-style-type: none"> • Jacob S., Decker, D.M., & Lugg, E.T. (2016). Chapter 2: Law and school psychology: An introduction. In <i>Ethics & Law for School Psychologists</i> (7th Edition). John Wiley & Sons: Hoboken, N.J. (posted on Sakai) • <u>BP Foundations:</u> (Chapter 31) (McBride, Willis & Dumont) p. 421-436. Best practices in applying legal standards for students with disabilities.(posted on Sakai) • <u>BP Foundations:</u> (Chapter 32) (Jacob) p. 437-448. Best practices in ethical school psychological practice.(posted on Sakai) • <u>BP Foundations:</u> (Chapter 33) (Klose & Lasser) p. 449-458. Best Practices in the Application of Professional Ethics.(posted on Sakai) 	Biblio Domain 10
15	12/3	<p>Domain 10: Legal, Ethical & Professional Practice</p> <p>Future Directions for the Field</p>	<ul style="list-style-type: none"> • <u>Burns</u> (Chapter 28). (Cummings, Florell, Pfohl, Jarmuz-Smith) p. 463-484, (Chapter 29). (Song, Harrison, Cummings, & Jarmuz-Smith) p. 485-493, (Chapter 30). (VanDerHeyden, Briesch, Suldo, Roach, Sullivan, Hoffman, Garbacz, Hagermoser Sanetti, & Coddling) p. 494-522. • <u>BP Foundations:</u> (Chapter 41) (Silva, Newman, & Guiney) p. 553 -566. Best Practices in Early Career School Psychology Transitions.(posted on Sakai) • Boccio, D., Weisz, G., & Lefkowitz, R. (2016). Administrative pressure to practice unethically and burnout within the profession of school psychology. <i>Psychology in the Schools</i>, 53, 659-672 (posted on Sakai). • <u>BP Foundations:</u> (Chapter 45) (Armistead) p. 611 - 626. Best Practices in Continuing Professional Development for School Psychologists.(posted on Sakai) 	Ethics Presentations Part I (#1-8)

			<ul style="list-style-type: none"> • <u>BP Foundations:</u> (Chapter 47) (Leung & Jackson) p. 641 – 650. Best Practices in Maintaining Professional Effectiveness, Enthusiasm, and Confidence (posted on Sakai) 	
16	12/10	Finals Week	<ul style="list-style-type: none"> • Final presentations, class wrap-up, class reflections on knowledge about the field and burning questions about the field in moving forward 	Ethics Presentations Part II (#9-15) Final Copy of All Annotated Bibliographies Due

**Loyola University Chicago
School of Education
Syllabus Addendum**

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

ANNOTATED BIBLIOGRAPHY – MED PORTFOLIO RUBRIC

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
Annotated Bibliography	N/A	Annotated bibliography includes 30 annotations (three annotations for each NASP domain) and indicates which NASP domain each summary addresses.	Annotated bibliography includes 30 annotations. Not all annotations are aligned with the NASP domains.	Annotated bibliography includes fewer than 30 annotations.
Annotations	Annotations are very clear and concise summaries of each article, book, or book chapter. It is evident annotations are independently developed and that content of article	Annotations are generally clear and concise summaries of each article, book, or book chapter. It is evident annotations are independently developed.	Annotations are unclear and/or overly descriptive summaries of each article, book, or book chapter. It is evident annotations are independently developed.	Annotations are incoherent and/or it is evident annotations are not independently developed.
Journals/Scholarly Resources	All articles, books, or book chapters published within the last five years AND selected from appropriate journals and/or scholarly resources that cover the breadth and depth of each topic. Articles are important within the field of school psychology and/or reflect cutting edge	All articles, books, or book chapters published within the last five years AND selected from appropriate journals and/or scholarly resources that cover the breadth and depth of each topic.	Most articles, books, or book chapters selected from appropriate journals and/or scholarly resources that cover the breadth and depth of each topic with most published within the last five years.	Few articles, books, or book chapters are published within the last five years and/or are not selected from appropriate journals and/or scholarly resources that cover the breadth and depth of each topic.
Total Assessment	At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard, Meets Standard, or Partially Meets Standard. No section rated as Does Not Meet Standard.	Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.
Overall	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard

ETHICAL DILEMMA PRESENTATION/PAPER – MED PORTFOLIO RUBRIC

Ethical Dilemma Presentation Components	Exceeds Standard	Meets Standard	Partially Meets Standard	Does not Meet Standard
Summary of major ethical issues and a description of the potential impact on each party involved	Major ethical issues and potential impact on each party is described at an exceptional level	Major ethical issues adequately summarized and potential impact on each party clearly described	Either major ethical issues not adequately summarized or potential impact on each party not clearly described	Major ethical issues not adequately summarized and potential impact on each party not clearly described
Summary of relevant ethical and legal guidelines	Relevant ethical and legal guidelines are summarized at an exceptional level.	Relevant ethical and legal guidelines are summarized at an acceptable level	Relevant ethical and legal guidelines are marginally summarized	Relevant ethical and legal guidelines are not adequately summarized
Application of ethical problem solving model (McNamara & Jacobs, 2008) to arrive at the most optimal solution using pertinent ethical/legal issues and current best practices in the field and potential impact on each party involved	Ethical problem solving model is applied at an exemplary level	Ethical problem solving model is adequately applied	Ethical problem solving model is marginally applied	Ethical problem solving model is either not applied or not applied in an adequate manner
Description and rationale for final decision through incorporation of the ethical problem solving model (McNamara & Jacobs, 2008)	Exceptional rationale for final decision based on the ethical problem solving model	Acceptable rationale for final decision based on the ethical problem solving model	Marginal or weak rationale for final decision based on the ethical problem solving model	No or weak rationale for final decision based on the ethical problem solving model
Total Assessment	At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	Any Partially Meets Standard rating will result in an overall rating of Partially Meets Standards. No section rated as Does Not Meet Standard.	Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.
Overall	Exceeds Standard	Meets Standard	Partially Meets Standard	Does not Meet Standard