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LOYOLA UNIVERSITY
School of Education
Ethics and Law for School Psychologists
CIEP 527
Spring 2018 – online

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“Office hours”: I typically respond to emails within 24 hours. I am also available to speak via phone or participate in a virtual session. Please do not hesitate to email or call with any questions or concerns. I value open communication and want you to feel comfortable reaching out at any time.

COURSE OUTCOMES

As a result of this course, the student will...

- Identify and resolve ethical dilemmas and ethical violations in the practice of school psychology
- Demonstrate an ability to apply a systematic problem-solving approach to ethical dilemmas
- Explain four factors that can affect both ethical vulnerabilities and ethical resilience
- Explore the connection between psychologist’s vulnerabilities and ethical missteps
- Describe a plan for psychologists to develop ethical resilience

IDEA OUTCOMES & IDEA COURSE EVALUATION LINK

In addition to the specific goals for the course, the university-wide course assessment system (IDEA) requires that generic objectives be identified for each course. When you complete the on-line course evaluation (link included in the addendum), the following goals will be weighted more heavily in the evaluation process.

1. Gain Factual Knowledge in ethics and the law.
2. Develop specific skills and competencies and points of view needed by professionals in the field.
3. Learn to analyze and critically evaluate ideas, arguments and points of view.

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SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK
Social Action through Education

Our School of Education Conceptual Framework ***Social Action through Education*** is available at: <http://www.luc.edu/education/mission/>. The course seeks to embody the tenets of the SOE Conceptual framework through its focus on critically exploring the system reform and supervision literature in creating a needs assessment used to address a school-based problem. The school-based problem is based on the needs of a local context, either a school or district, and the focus is on how to better serve diverse students through a carefully-designed needs assessment and system reform plan. The course integrates content on diversity by attending to the system and institutional variables that often operate through historical discrimination and marginalize our culturally and linguistically diverse youth most in need of support and not privileged with a voice. We explore how school psychologists can serve as a key professional within a school or district through a supervision, leadership and system-reform style that includes all voices at the table, particularly youth, families and staff who are often underserved and excluded from the high stakes decisions that often promote school reform efforts and priorities within a building or district.

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.

DIVERSITY

In concert with the mission statement for the School of Education, faculty, academic activities and learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect. Diversity is addressed in this case through various case analyses, readings, and discussions. The impact of children's unique academic, behavioral, cognitive, and adaptive needs are considered. Multicultural and bilingual issues in special education are also dealt with as well as the effects of poverty on equal opportunities in education.

REQUIRED TEXTBOOKS & MATERIALS

Jacob, S., Decker, D. Hartshorne, T. (2016) Ethics and Law for School Psychologists, 7th Edition. New Hersey: Wiley and Sons.

Tien, T., Davis, A., Arnold, T., and Benjamin, G. (2012) Ethics for Psychologists: A Casebook Approach. Thousand Oaks, CA: Sage.

All other course readings can be accessed under the appropriate weekly tab within the Lesson section of Sakai.

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EXPECTED TIME COMMITMENT

It is important to understand that as an online learner you are replacing the weekly 2.5 hours of face-to-face class time with individual learning time. I believe the work expected of you in this class conforms to the time requirements expected in a standard classroom setting, which would generally be 6-8 hours per week.

COURSE MECHANICS

A week in our course will run Monday-Sunday. Each week you will be assigned readings that will be listed under the **Lesson tab** on Sakai. There will be a **folder for each week of our class**. Each weekly folder will list the relevant textbook chapter, case scenarios, supplemental articles, and discussion prompt for that week. The weekly discussion forum will vary between responding to a prompt related to the readings (i.e. Check for Understanding) and providing your reactions to the various case scenarios we will read throughout the course. These weekly discussions will take place under the Forum tab of Sakai. Over the course of our class, there will be 13 discussion forums. Your **initial discussion posts are due by midnight on Thursday** evenings. In addition to your initial post, you are expected **to respond to a minimum of two of your peers' posts each week** in a thoughtful manner. The responses made to your peers needs to be completed by **midnight on Sunday**. In addition to these weekly posts, you will be required to complete **3 papers** which are described in the next section.

ASSIGNMENTS & GRADES

Papers:

1. Pre-Assessment: 25 points, Due **Sunday, January 21st**

Write a 3-5 page essay that clearly describes what you consider to be the biggest challenges for you about ethical practice? Identify specific areas where you might expect to struggle because of value conflicts. What are the areas that you hoping to learn more about?

2. Ethical Vulnerability and Resilience: 25 points, **Due Sunday, February 4th**

In their article, *Avoiding Ethical Missteps*, Tjeltvelt and Gottlieb (2012) describe a four-step process for avoiding ethical pitfalls. Reflecting on the article and your observations of the field, present an in depth discussion (3-5 pages) that explores the connections between the psychologist's vulnerabilities and the potential to make ethical missteps. What are some strategies that psychologists can use to promote ethical resilience? What are the barriers to developing this kind of resilience?

3. Post Assessment: 25 points, Due **Friday, April 27th**

Write a 3-5 page essay that clearly describes what you consider to be the most important shifts in your thinking about ethical practice (clarification of your views and beliefs, modifications in your thinking on a given issue, gaining new insights, or acquiring a new perspective). What have you most learned about yourself and/or about what constitutes becoming an ethical practitioner? How has your thinking about ethics changed? Identify areas where you learning goals were met?

Discussion Forums:

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Over the course of the semester, there are 13 discussion forums worth 10 points each. **Your initial posts are due Weekly on Thursday and Responses to Peers are due by Sunday.** The specific prompts for each forum will be listed under the Lesson tab for the corresponding week, but in general there will be two types: Check for Understanding & Response to Case Scenarios. The Forum Rubric outlines how your responses will be assessed.

Check for Understanding

These forum entries are a chance for you to *summarize* your understandings of the materials for the unit. The prompts are found under each module. Integrating the course content and reflecting your insights will be the focus of your entry. The entry can also provide an opportunity for you to ask questions and seek clarification on the material presented in the unit. These summaries are brief in nature and highlight the most salient features of the module.

Response to Case Scenarios

These forum entries will correspond to an assigned case scenario in the Tien et. al book. This is an opportunity to have “class discussion” around the issues that are being raised through this class and showcased in the scenarios we read. Please remember that once you contribute to the forum, you are not finished. Visit the forum again and respond to your classmates!!

Grades will be issued as follows:

Total Points Earned	%	Grade
191-205	93-100	A
185-190	90-92	A-
179-184	87-89	B+
171-178	83-86	B
165-170	80-82	B-
158-164	77-79	C+
150-157	73-76	C
144-149	70-72	C-
138-143	67-69	D+
123-137	60-66	D
<123	<60	F

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COURSE SCHEDULE			
Week of	Topic	Readings	Assignment/s
1/15	Introduction, Course Overview, & Videos	Review NASP and APA Code of Ethics	Forum 1 Pre-Assessment
1/22	Introduction to Ethical Standards and Decision Making	Ethics and Law Chapter 1 & Supplemental Readings	Forum 2
1/29	Legal Implications	Ethics and Law Chapter 2 & Supplemental Readings	Forum 3 Ethical Vulnerability and Resilience Paper
2/5	Understanding Confidentiality & HIPPA	Ethics and Law Chapter 3 & Supplemental Readings	Forum 4
2/12	Record Keeping & Duty to Warn?	Supplemental Readings	Forum 5
2/19	IDEA and 504	Ethics and Law Chapters 4 & 5 & Supplemental Readings	Forum 6
2/26	Assessment	Ethics and Law Chapter 6 & Supplemental Readings	Forum 7
3/5	Spring Break.....Enjoy the week off!		
3/12	Interventions	Ethics and Law Chapter 7& Supplemental Readings	Forum 8
3/19	Navigating Multiple Relationships	Ethics and Law Chapter 8 & Supplemental Readings	Forum 9
3/26	Consultation	Ethics and Law Chapter 9 & Supplemental Readings	Forum 10
4/2	Research	Ethics and Law Chapter 10 & Supplemental Readings	Forum 11
4/9	Supervision	Ethics and Law Chapter 11 & Supplemental Readings	Forum 12
4/16	Technology	Supplemental Readings	Forum 13
4/23	Final Paper	This week is dedicated to the completion of the Post Assessment Paper	Post Assessment Paper Due 4/27

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

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

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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***.