

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**CIEP 527-001: Ethics and Law for School Psychologists
Spring 2019**

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COURSE DESCRIPTION

This course is intended to be an extension of previous course experience related to ethical and legal issues typically faced by school psychologists. The main focus of this course will be to unpack current models for problem-solving through ethical dilemmas as well as apply them within context to understand a variety of ethical and legal issues more deeply than previously explored. In this course, students will also explore factors that can affect both ethical vulnerabilities and ethical resilience and the connection between psychologist's vulnerabilities and ethical missteps. Throughout this course, students will be expected to reflect deeply on their own ethical and legal practice.

REQUIRED TEXTBOOKS

Armistead, L., Williams, B. B., & Jacob, S. (2011). Professional ethics for school psychologists: A problem-solving model casebook, second edition. National Association of School Psychologists: Bethesda, MD

Levinson, M. & Fay, J. (2016). Dilemmas of educational ethics: Cases and Commentaries. Harvard Education Press: Cambridge, MA.

Other articles and sources assigned will be made available via Sakai.

ESSENTIAL COURSE OBJECTIVES

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply knowledge and skills to benefit others or serve the public

NASP STANDARDS

The school psychology program at Loyola University Chicago is also a NASP accredited EdS program. This course is aligned with NASP Standards for Graduate Preparation of School Psychologists in Domain II to support the development of school psychologists who employ an integrated model of service delivery. Specifically, in this course, you will learn content aligned to the following standards:

- Data-based Decision-Making and Accountability (2.1)
- Legal, Ethical, and Professional Practice (2.10)

APA COMPETENCY BENCHMARKS

The school psychology program at Loyola University Chicago is an APA accredited PhD program. This course is aligned with the APA Benchmarks for Competency Development of Psychologists in the areas of:

- Professional Values and Attitudes (#1 Professionalism)
- Ethical Legal Standards and Policy (#1 Professionalism)

METHOD OF INSTRUCTION

Students should expect to dedicate 6-8 hours per week on average to completing work for this course. This course will be taught using an online platform via Sakai that includes some voice-narrated PowerPoint lectures, online discussions, readings, and assignments. The course is divided into three consecutive modules and each module is designed for students to complete at their own pace with respect to the due date for each module. Module two is dependent on the completion of module one and module three requires completion of modules one and two. Therefore, modules must be completed consecutively and cannot be released before another is completed.

Students are also expected to meet at three points in the semester via zoom in order to explore course content and connect with each other over new learning. The dates for class-wide meetings are:

Wednesday, January 16 from 7:30pm-8:30pm CST

Wednesday, March 13 from 7:30pm-9:30pm CST

Wednesday, April 24 from 7:30pm-9:30pm CST

CLASS COMMUNICATION

Email and Sakai will be the primary methods of communication with students enrolled in this course. Because Sakai uses your Loyola computer account, students are responsible for making

sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account. Emails will only be sent to Loyola email accounts.

DISPOSITIONS

Students enrolled in the school psychology program at Loyola University Chicago are expected to demonstrate dispositions of professionalism, inquiry, and social justice throughout their time in the program. Dispositions will be assessed through LiveText and are not factored into a student's grade. The descriptions for the expected behaviors for these dispositions can be found in the rubric posted in LiveText for this course. A description of how faculty uses disposition data in the SOE is included in the SOE syllabus addendum.

TECHNOLOGY

Technology is an essential tool for developing one's own professional skills and for completing any degree program. In addition to mastering the online learning technology, such as Sakai, Panopto, zoom, and VoiceThread, this course assumes a basic and practical knowledge of technology. Students are expected to be proficient at word processing (including creating tables and figures), preparing PowerPoint presentations, communicating via Loyola Outlook e-mail, and downloading Microsoft Word and Acrobat Reader files.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The School of Education at Loyola University Chicago supports the Jesuit ideal of knowledge in the service of humanity. Social action through education is addressed within this course. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just practitioners. The framework components fulfilled by this course are:

CFS3: Candidates demonstrate knowledge of ethics and social justice.

CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Here is the link to the LUC SOE Conceptual Framework: www.luc.edu/education/mission/.

DIVERSITY

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. Students who display insensitive behaviors to diversity will be provided feedback and, depending on the behavior, may receive a disposition warning.

PEOPLE-FIRST LANGUAGE

Students and the instructor will use people-first language in all communication that describes people as people first before their group identity or prescribed classification. For example, we will practice saying child on the Autism spectrum, instead of “Autistic kid.” See section 3.15 of the Publication Manual of the American Psychological Association for further clarification or the National Inclusion Project for great resources.

ASSIGNMENTS

All assignments, with the exception of Forum and Blog posts, are expected to be completed as a Word document and submitted via Sakai. No work will be accepted via email or in hard copy. Assignments should also be written using Times New Roman and 12-point font with 1-inch margins. Assignments that do not comply with this formatting will not be graded. Students are also expected to self-assess their work with each assignment, with the exception of online engagement. Self-assessments are conducted by grading oneself using the rubric provided for the assignment.

Initial Reflection. Write a 3-5 page essay that clearly describes what you consider to be the biggest challenges for you in regards to ethical practice. Identify specific areas where you might expect to struggle because of value conflicts and share 2-3 goals where you are hoping to learn more.

Vulnerability & Resilience Paper. 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. In your essay, be sure to share strategies you believe psychologists can use to promote ethical resilience and your opinion of the barriers to developing this kind of resilience.

Ethical Dilemma Case Presentation. After reviewing ethical standards in the field and exploring models for ethical and legal decision-making, prepare a 15-20 minute case presentation using PowerPoint or Google Slide on an ethical dilemma you or someone you know has faced in practice. Record the presentation using VoiceThread to share with the class for discussion. Your presentation should include the following:

1. A clear description of the dilemma that includes the most pertinent details.
2. A step-by-step application of a model for ethical and legal decision-making and how you would use the model to ethically and legally evaluate solutions to the dilemma.
3. A clear explanation of the solution you would choose and what you anticipate will occur as a result of your solution.

After all students have posted their presentation, students will be placed into groups to watch the presentations of their group members and respond via VoiceThread.

Final Reflection. 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). Share what you have learned about yourself and your opinion of what constitutes becoming an ethical practitioner. Be sure to share any specific ways your thinking about ethics has changed and identify whether you met your goals for learning discussed in your initial reflection.

Online Engagement. Each module is comprised of various activities that students can complete at their own pace within a certain time period. Within each module, students will be expected to demonstrate their understanding of the reading material either through reflection or application via case scenarios. Students are responsible for keeping track of the due dates for completing each module. Failure to complete a module by the respective due date will result in a deduction of points from the online engagement grade.

EVALUATION & GRADING PROCEDURES

Grades will be assigned based on one’s collective performance on graded assignments and engagement online with the course. All assignments will be graded using a rubric that clearly indicates the criteria for grading in order to provide consistency and transparency. The rubric for each assignment is posted in Sakai for the respective assignment. Students are responsible for asking questions and seeking further clarification if the expectations for the assignment based on the rubric are unclear. The components of one’s grade are as follows:

Assignment	Points Possible
Initial Reflection	100
Vulnerability & Resilience Paper	100
Ethical Dilemma Case Presentation	100
Final Reflection	100
Online Engagement	100

Grades will be given using the following scale:

Grade	%
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	< 60

COURSE OUTLINE

(This outline is subject to change to accommodate extenuating circumstances. Students will be notified in advance if any changes to this outline are made.)

Date	Topics	Readings	Assignments
Week of January 13th	Introduction to Course	None	Class meeting on January 16 th at 7:30pm
Week of January 20th	Module I: Review of Ethical Standards for Practice	See Sakai for reading assignments and questions for Forum discussions	Ethical Dilemmas Screener due January 20 th before midnight
Week of January 27th			
Week of February 3rd			
Week of February 10th	Module II: Models for Ethical Decision-Making	See Sakai for reading assignments and questions for Forum discussions	Vulnerability & Resilience Paper due February 10 th before midnight
Week of February 17th			
Week of February 24th			
Week of March 3rd	Spring Break		
Week of March 10th	Module III: Case Studies in Law & Ethics	See Sakai for reading assignments and questions for Forum discussions	Class meeting on March 13 th at 7:30pm Ethical Dilemma Case Presentations due March 17 th before midnight
Week of March 17th			
Week of March 24th			
Week of March 31st			
Week of April 7th			
Week of April 14th			
Week of April 21st	Course Wrap Up	None	Reflections due April 21 st before midnight Class meeting on April 24 th at 7:30pm

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

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***.