

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**CIEP 527-001: Ethics and Law for School Psychologists
Spring 2021**

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Office Hours: by appointment

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 psychologists' vulnerabilities and ethical missteps. Throughout this course, students will be expected to reflect deeply on their own ethical and legal practice.

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.

This course is presented mostly in asynchronous format. However, students are also expected to meet at two points in the semester as a whole class via Zoom. The dates for class-wide meetings are:

Monday, March 1st from 6:30pm-8:30pm CST

Monday, April 26th from 6:30pm-8:30pm CST

Additionally, students are required to invite the instructor to their first group discussion in Module One, for a brief introduction and to answer any questions on the syllabus. This group meeting must be completed between Monday, January 25th and Tuesday, February 9th (Module One). See Sakai for instructions on inviting the instructor.

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 REQUIRED TEXTS & MEDIA

American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. Retrieved December 26, 2020, from <https://www.apa.org/ethics/code/>

Firmin, M. W., DeWitt, K, Kuhlwein, L. A., Tiffan, N. M., & Gibbs, H. M. (2018). Clinical differences between the APA and NASP ethical codes. *North American Journal of Psychology*, 20(3), 563-574.

Fisher, M. A. (2009). Replacing “who is the client?” with a different ethical question. *Professional Psychology: Research and Practice*, 40(1), 1-7. doi: 10.1037/a0014011

Gottlieb, M. C., Handelsman, M. M., & Knapp, S. (2008). Some principles for ethics education: implementing the acculturation model. *Training and Education in Professional Psychology*, 2(3), 123-128. doi: 10.1037/1931-3918.2.3.123

Handelsman, M. M., Gottlieb, M. C., (2005). Training ethical psychologists: An acculturation model. *Professional Psychology: Research and Practice*, 36(1), 59-65. doi: 10.1037/0735-7028.36.1.59

Knapp, S., Handelsman, M. M. , Gottlieb, M. C., & VandeCreek, L. D. (2013). The dark side of professional ethics. *Professional Psychology: Research and Practice*, 44(6), 371-77. doi: 10.1037/a0035110

Lasser, J., McGarry Klose, L, & Robillard, R. (2013). Context-Sensitive Ethics in School Psychology. *Contemporary School Psychology*, 17(1), 119-128.

Mykytyn, C., & Lefkowitz, (Producer). (2019, May 1). Episode 20 Amanda Lewis on desegregation without integration [Audio podcast]. Retrieved from <https://integratedschools.org/podcast/ep20-amanda-lewis-on-desegregation-without-integration-bvb65/>

National Association of School Psychologists. (2020) The professional standards of the national association of school psychologists. Retrieved December 26, 2020, <https://www.nasponline.org/standards-and-certification/nasp-practice-model>

Nastasi, B. K, & Naser, S. (2014). Child rights as a framework for advancing professional standards for practice, ethics, and professional development in school psychology. *School Psychology International*, 35(1), 36-49. doi: 10.1177/0143034313512409

Oyen, K. A., Eklund, K., & von der Embse, N. (2020). The landscape of advocacy in public schools: The role of school psychologists. *Psychological Services*, 17(S1), 81-85. <https://doi.org/10.1037/ser0000373>

Tjeltveit, A. C., & Gottlieb, M. C., (2012). Avoiding ethical missteps. *Monitor on Psychology*, 68-74.

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)

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.

LANGUAGE AND IDENTITY

Our use of language as school psychologists can serve as a tool for creating an inclusive community. 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 with an Autism Spectrum Disorder, instead of “Autistic kid.” In terms of race, we may say student of color. Further, we will practice using the pronouns “they” and “them” to represent individuals who are gender non-binary. Note that some in the disabled community prefer that you use their identity first in describing them. For instance, someone who is Deaf may prefer that you refer to them as a Deaf woman, man, or person. See chapter 5 of the Publication Manual of the American Psychological Association, 7th edition for further clarification or the National Inclusion Project for great resources.

STUDENTS WITH SPECIAL NEEDS

If you are a student who requires accommodations due to a special need and would like to receive those accommodations while taking this course, please notify the instructor as soon as possible, preferably before the start of the course, so that these accommodations are provided. All accommodations will be considered in order to ensure that students with special needs have equal access to the course. Please note that the instructor will be in regular communication where necessary with the Student Accessibility Center to ensure your needs are being met at Loyola standards.

COURSE EVALUATION

Loyola uses the Smart Evaluation system for course evaluations. Students are encouraged to take the evaluation at the end of the semester to provide feedback based on their experience with the course and instructor. Students will be contacted via email regarding the window for evaluation near the end of the semester. Please take the time to complete this evaluation and provide feedback. For more information on the course evaluation system, refer to the addendum on the last page of this syllabus.

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. 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, a sample of these rubrics are at the end of this syllabus, editable forms can be located in Sakai.

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.

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.

School of Education Commitment- Covid-19. Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola's COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

COVID-19 Reporting Protocol: In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall. Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

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 18th	Introduction to Course	None	Initial Reflection due, before midnight, January 24th.
Week of January 25th	Module I: Review of Ethical Standards for Practice	Armistead et al. (2011); Nastasi & Naser (2014); Oyen et al. (2019); Firmin et al. (2018); APA Ethics Code; NASP Principles for Professional Ethics	Vulnerability & Resilience Paper due, before midnight, February 9 th .
Week of February 1st			
Week of February 8 th * 2/10-2/14 Spring Break			
First Spring Break 2/10 – 2/14			
Week of February 15th	Module II: Models for Ethical Decision-Making	Handlesman et al. (2005); Gottlieb et al. (2008); Knapp et al. (2013); Armistead et al. (2010) pages 10-18; Lasser et al. (2013)	Ethical Dilemma Case Presentations due, before midnight, March 14 th . Class meeting on March 3 th at 6:30pm
Week of February 22nd			
Week of March 1st			
Week of March 8 th * 3/6-3/10 Spring Break			
Second Spring Break 3/6 – 3/10			
Week of March 15th	Module III: Case Studies in Law & Ethics	Levinson & Fay (2016); Mayworm & Sharkey (2014); : Burns et al. (2007); Integrated Schools Podcast; Bodner's (2012)	Final Reflections due, before midnight, April 28 th . Class meeting on April 26 th at 6:30pm
Week of March 22th			
Week of March 29th			
Week of April 5th			
Week of April 12th			
Week of April 19th			
Week of April 26th			

**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

- <https://www.luc.edu/education/studentlife/resources/syllabi/>

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***.

SAMPLE

CIEP 527: Initial Reflection Rubric

Student Name:

Points Earned: __/100

Criteria	Does Student's Work Meet Criteria?	Strengths	Areas for Growth
An essay is provided that is 3-5 pages long. <i>10 points</i>	Yes Not Yet		
An essay is provided that shares ethical dilemmas of concern to the author. <i>25 points</i>	Yes Not Yet		
The author describes how the ethical dilemmas are related to personal value conflicts. <i>25 points</i>	Yes Not Yet		
The author shares 2-3 learning goals for the course. <i>30 points</i>	Yes Not Yet		
The author self-assessed by using this rubric. <i>10 points</i>	Yes Not Yet		

SAMPLE

CIEP 527: Vulnerability & Resiliency Paper Rubric

Student Name:

Points Earned: __/100

Criteria	Does Student's Work Meet Criteria?	Strengths	Areas for Growth
An essay is provided that is 3-5 pages long. <i>10 points</i>	Yes Not Yet		
The author states her/his opinion on how missteps are connected to vulnerabilities in the field. <i>25 points</i>	Yes Not Yet		
The author provides 2-3 strategies for resiliency. <i>30 points</i>	Yes Not Yet		
The author provides a thoughtful discussion of the barriers to utilizing strategies for resiliency. <i>25 points</i>	Yes Not Yet		
The author self-assessed by using this rubric. <i>10 points</i>	Yes Not Yet		

SAMPLE

CIEP 527: Case Presentation Rubric

Student Name:

Points Earned: __/100

Criteria	Does Student's Work Meet Criteria?	Strengths	Areas for Growth
<p>A presentation is posted on VoiceThread that is 15-20 minutes long.</p> <p><i>10 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p>The presentation includes a clear and thorough description of the dilemma.</p> <p><i>20 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p>The presentation includes a step-by-step application of the Ethical and Legal Decision-Making Model.</p> <p><i>30 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p>The presentation clearly identifies the solution to the dilemma and it connects to the application of the Decision-Making Model.</p> <p><i>15 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p>The presentation includes the anticipated outcome of the solution if executed.</p> <p><i>15 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p>The author self-assessed by using this rubric.</p> <p><i>10 points</i></p>	<p>Yes</p> <p>Not Yet</p>		

SAMPLE

CIEP 527: Final Reflection Rubric

Student Name:

Points Earned: __/100

Criteria	Does Student's Work Meet Criteria?	Strengths	Areas for Growth
<p>An essay is provided that is 3-5 pages long.</p> <p><i>10 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p>The author provides a thoughtful discussion of shifts in her/his thinking related to the course.</p> <p><i>25 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p>The author shares a thoughtful discussion on what she/he has learned about oneself.</p> <p><i>25 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p>The author shares how she/he met the learning goals stated in the initial reflection.</p> <p><i>30 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p>The author self-assessed by using this rubric.</p> <p><i>10 points</i></p>	<p>Yes</p> <p>Not Yet</p>		