

MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION

DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY  
COURSE SYLLABUS

**Course Prefix and Number:** EPY 9703

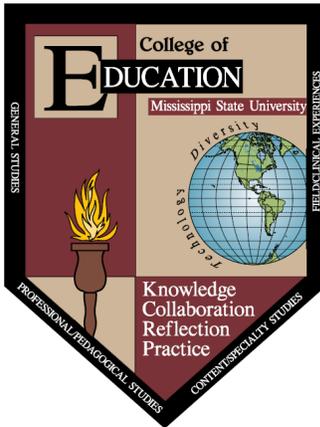
**Course Title:** Contemporary, Legal, Ethical, & Professional Issues in School Psychology

**Credit hours:** Three (3) semester hours

**Type of Course:** Lecture

**Catalogue Description:** Psychology as a profession: Foundations of practice, roles and functions, professional issues and standards with emphasis on legal and ethical means in psychology

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

## Course Description:

Conceptual Framework: This course encompasses two areas of the conceptual framework. Under the umbrella of Professional Studies, this course connects the knowledge of general studies in psychology with that of the profession of school psychology; it examines educational research, supervision issues, ethical dilemmas, case law and legislation, and other professional issues relevant to psychologists. Problem-solving within the profession and practice of psychology are used to teach concepts presented within the course.

## Course Objectives:

The broad goal of this course is to provide students with knowledge regarding ethical and legal procedures and standards related to school-based roles and those relevant to the psychologist so that students can apply these guidelines using a reflective decision making model within the various systems and agencies in which they will work. This goal will be accomplished through the following objectives:

1. Students will acquire an understanding of the ethical guidelines provided by the American Psychological Association (APA) and the National Association of School Psychologists (NASP). **CFPO #3, 4, 5, 6, 7, 12; InTASC 4, 9**
2. Student will acquire an understanding of the process and procedures of professional ethics committees. **CFPO #3, 4, 5, 6, 7, 10, 12; InTASC 4, 5, 9, 10**
3. Student will acquire a basic understanding of the structure and process of the legal system as it relates to school settings and other agencies in which professional psychologists and school psychologists will be employed. **CFPO #3, 4, 5, 6, 7, 9, 10, 12; InTASC 3, 4, 5, 6, 9, 10**
4. Students will acquire knowledge regarding ethical and legal guidelines, mandates, decisions, and processes as they relate to a variety of psychology-based issues including **CFPO #3, 4, 5, 6, 7, 9, 10, 12; InTASC 2, 3, 4, 5, 6, 7, 8, 9, 10:**
  - A. Issues related to general practice of psychology including: (a) privacy, confidentiality, and record keeping; (b) child abuse and neglect rules and regulations; (c) right related to treatment and intervention; (d) duty to warn / duty to protect; (e) right related to treatment and interventions, therapy, counseling and consultation; (f) human subjects protection; (g) organizational systems; (h) research, scholarly publications, and teaching; and (i) relationships with colleagues, collaborators, and clients.
  - B. Issues related to specialized practice in educational settings including the following: (a) assessment and grouping of students in school systems; (b) rights of children, parents, administrators, teachers, and other school personnel in the school system; (c) basic rights of all students; (d) rights of students with special needs; (d) school laws and mandates; (e) rights related to schooling; and (f) assessment of minority students

5. Students will demonstrate the ability to apply these ethical and legal standards and issues within a reflective decision making model to a variety of settings and scenarios. **CFPO #1, 3, 4, 5, 6, 7, 9, 10, 12; InTASC 3, 4, 5, 6, 9, 10**
6. Students will demonstrate the ability to apply these ethical and legal standards and issues within a reflective decision making model as they apply to supervision and other leadership positions relative to a variety of settings and scenarios. **CFPO #1, 3, 4, 5, 6, 7, 9, 10, 12; InTASC 2, 3, 4, 5, 6, 9, 10**
7. Students will refine skills in professional writing and communication. **CFPO #1, 2, 11; InTASC 4, 5, 6, 9**
8. Student will refine skills in locating and interpreting professional literature related to ethical and legal issues in psychology. **CFPO #3, 4, 5, 6, 7, 9, 10, 12; InTASC 4, 5, 9, 10**

**Topics Covered:**

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|-----|--|----------|
| 1.  | Ethics guidelines in psychology (APA and NASP)                           | 2.5 hrs. |
| 2.  | Educational laws   | 7.5 hrs. |
| 3.  | Section 504 & ADA  |          |
|     | a) IDEA  |          |
|     | b) Case law  |          |
| 4.  | Issues related to client records   | 2.5 hrs. |
|     | a) Privacy   |          |
|     | b) Informed consent  |          |
|     | c) Confidentiality   |          |
| 5.  | Ethical decision making in psychology<br>(ethical issues & case studies) | 7.5 hrs. |
|     | a) Assessment  |          |
|     | b) Interventions, Therapy, and Counseling                                |          |
|     | c) Consultation (system and individual level)                            |          |
| 6.  | Sanctions and liability  | 7.5 hrs. |
|     | a) Professional standards  |          |
|     | b) Case studies  |          |
|     | c) Problem-solving ethical issues  |          |
| 7.  | Legal & ethical issues related to research in the schools                | 1 hr.    |
| 8.  | Professional development of psychologists                                | 5 hrs.   |
|     | a) Certification/licensure   |          |
|     | b) NASP Blueprint and structure of APA                                   |          |
|     | c) Accreditation of programs   |          |
| 9.  | Practical issues in psychology   | 2.5 hrs. |
|     | a) Getting a job   |          |
|     | b) Record keeping  |          |
|     | c) Authorship  |          |
| 10. | Supervision within the context of legal and ethical guidelines           | 2.5 hrs. |

## **Required Texts:**

Jacob-Timm, S., & Hartshorne, T.S. (2011). *Ethics and law for school psychologists* (6th ed.). New York: Wiley & Sons.

## **Methods of Instruction:**

Lectures, class discussion.

## **Student Activities:**

The preferred method of submission of all course requirements is email. This will allow documentation for both the student and faculty member the time and day of the mailing. A hard copy in addition to the email is acceptable.

1. Class participation is required. All students are expected to respond to questions regarding the reading material and contribute to class discussions. It is suggested that students read both the text and the readings. Class participation (see attached handout) will comprise **10% of the course grade. (Course Objectives 1 - 8)**
2. Questions on the quizzes and exams will come from all assigned readings and class discussion. Quizzes and exams will comprise **75% of the course grade. (Course Objectives 1 - 8)**
3. Students will be required to turn in a VITA. VITA will be critiqued and revised until they meet acceptable criteria. A sample VITA will be made available. No credit will be awarded for this assignment. Students will be expected to submit a polished, up-to-date VITA during the last week of the semester. This requirement will be worth **5% of the course grade.**

Students will be assigned to or form five groups. Each group will select a topic from a list of appropriate readings for a class presentation. **(Course Objectives 1 - 8)**

The group will prepare a lecture/discussion with PowerPoint and discussion on their topic to last approximately ~30 minutes. The assignment will be due at the end of the first week with the presentation during the month of November. This information will be disseminated to fellow students for their files and the students in the group will lead a discussion of that topic. See presentation handout for grading criteria. Students will be required to form their group and identify their chapter on the first day of class. This requirement will be worth **10% of the student's course grade.**

## **Honor Code:**

**“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”**

## **Policy for Academic Misconduct:**

Any acts of academic misconduct (e.g., cheating, plagiarism,), as outlined by Mississippi State

University, will be vigorously pursued by the instructor. Some words of advice: DO NOT CHEAT! For detailed information regarding the university's policies related to academic misconduct please refer to the following link on the university's website:  
<http://www.honorcode.msstate.edu/>

**Technology:**

Students will use a variety of technology and tools (e.g., computer software) to complete work in the school, to turn in work samples.

**Diversity:**

Issues of diversity will be inherent in all discussions and activities completed as a part of this course. Young adolescents live and function in a diverse world; as such, students must develop an understanding of diversity as it relates to young adolescents and their worlds.

**Disability:**

*I want to facilitate the learning of all students in the class.* If you have a disability that may significantly interfere with your learning or believe that you need special assistance to successfully complete the requirements of the class, please contact me during the first week of class so that I can attempt to accommodate your learning needs. Also, if you are having problems in this course, for whatever reason, I invite you to make an appointment with me to discuss the matter. Be sure to make the appointment early in the semester so that we have enough time to remediate the problem.

**Important Note:** If you think you have a disability that qualifies under the Americans with Disabilities Act and requires accommodations, you should contact the Office of Student Support Services for information on appropriate policies and procedures (Montgomery Hall, 325-3335).

**Field Component:**

None

**Evaluation of Student Progress:**

**Exams:** Student will take 2 exams. Each exam will be worth 25% of the final grade. Exams will be composed of multiple choice and short answer questions. If possible the exam will be taken online.

**Quizzes:** Quizzes over topics will be administered throughout the course on all readings and class discussions. Students will be allowed to drop one quiz grade. The quizzes will be averaged to comprise 25% of the course grade.

**Grades:**

Quizzes:	25%	90 - 100% = A
First Exam:	25%	89 - 80% = B
Second Exam:	25%	79 - 70% = C

Chapter/topic lecture	10%	69 - 60% = D
Vita	5%	Below 60 = F
Participation	<u>10%</u>	
	100%	

## Bibliography:

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