

# CPSE 605: Ethics, Professional Roles, and Standards

Fall 2022; Mondays from 4:00pm-6:50pm (331 MCKB)

## Instructor Information

**Name:** Casey Pehrson

**Office Phone:** 801-567-8559

**Email:** casey.pehrson@jordandistrict.org

## Course Information

### Description

This course is designed to provide an introduction to the profession of school psychology focusing on ethics, professional roles, and standards of practice in school-based settings. The goals of the course are designed to help students learn about the developing profession of school psychology while identifying associated functions and responsibilities. Students will increase in knowledge of legal, regulatory, and ethical issues and how to incorporate this knowledge into practice. Students will also establish a context for current and future professional development by linking into supportive state and national professional organizations. Prerequisite is admission to the CPSE graduate program in school psychology.

### Textbooks

***School Psychology for the 21<sup>st</sup> Century: Foundations and Practices (Second Edition)*** by Kenneth W. Merrill, Ruth A. Ervin, & Gretchen Gimpel Peacock.

***Ethics and Law for School Psychologists (Seventh Edition)*** by Susan Jacob, Dawn M. Decker, & Elizabeth Timmerman Lugg.

## Learning Outcomes

- **History of School Psychology:** Discuss the history of school psychology and identify its emergence as a major discipline.
- **Roles and Functions of a School Psychologist:** Identify the roles and functions of a school psychologist within the school and community.
- **Scientist-Practitioner Model:** Describe the scientist-practitioner model of service delivery and how it fits in a school setting.
- **Codes, Standards, and Laws:** Discuss ethical codes, standards for practice, and law pertinent to the delivery of school psychological services (i.e. APA codes, NASP standards, IDEA, FERPA, Section 504, and major court cases that shaped school policy).
- **Student and Family Privacy:** Protect student and family privacy and respect confidentiality.
- **Warning and Appropriate Protection:** Identify situations that merit warning and appropriately protecting others (duty to warn).
- **Current State and Federal Law and Ethical Standards:** Keep informed regarding changes in state and federal law and ethical standards related to professional practice.
- **Problem Solving Analysis:** Complete a 9-step problem solving analysis of an ethical dilemma.
- **Ethical Practices:** Analyze ethical issues according to the principles of professional ethics and engage in ethical practices that promote the best interest of students, families, and schools.
- **Consult with Colleagues:** Consult with colleagues when confronted with ethical dilemmas.
- **Membership and Relationships in Professional Organizations:** Maintain membership and relationships in professional organizations (e.g., NASP, UASP).
- **Collaborative Relationships:** Identify building blocks of collaborative relationships with staff, parents, and students, valuing each as an equal partner in the delivery of services.
- **Building Positive Support Systems:** Identify practical ways to build positive, supportive school communities by facilitating a sense of belonging within school organizations, identifying and breaking down barriers, and reaching out to include parents and caregivers.

## Grading Scale

Grades	Percent
A	95%
A-	93%
B+	90%
B	87%
B-	85%
C+	83%
C	80%
C-	77%
D+	75%
D	72%
D-	70%
E	0%

## Grading Policy

Students' work will be evaluated based on the quality of their conceptualization of the topics and challenges discussed in the assignment. Students are expected to write with a scholarly tone and display graduate level writing and editing skills. Late assignments are not accepted unless discussed with the professor in advance, and those late assignments will typically incur a penalty.

## Participation Policy and Professionalism

Students are given 25 points at the beginning of the semester for professional behaviors and attitudes, participation, and attendance. If you are late to class, come unprepared to participate, or demonstrate other unprofessional behaviors (texting in class or using technology for non-class purposes), you will lose points in this area. Students who bring laptop computers to class will be expected to use their computers for class purposes only. Students who use their computers for non-class related activities will lose points and/or lose the privilege of having their computers in class. Please silence cell phones and do not text during classes.

## Attendance Policy

Students are expected to attend class each week and be prepared to discuss the readings. Students who miss more than one class period may have their grade lowered one full letter grade.

## Classroom Procedures

Turning in your work on or before the due date shows respect for other students and the instructor, and it implies that learning is a personal priority. Assignments will be due as noted in Learning Suite. Due dates for assignments may be changed due to circumstances beyond a student's control. However, requests for changes must be made in writing/email to the instructor at least 48 hours before the due date. Please include an alternate date for completing the assignment with your request.

Assignments must be typewritten and double-spaced with 10- or 12-point font with one-inch margins. Use American Psychological Association style, following the guidelines in the *Publication Manual of the American Psychological Association, 7<sup>th</sup> Edition*.

Please be aware of confidentiality issues and maintain the confidentiality of students and families with whom you are working. Change the name of the child in written work and make sure all other identifying information is changed. Note in the assignment that the names were changed.

Please refer to persons with disabilities by naming the person before the disability (e.g. "the person with depression" or "the child with ADHD" rather than "the depressed person" or "the ADHD child"). If you put the disability before the person in any of your writings, 3 points will be deducted from your score.

Please provide me with a working email address and be sure that your email address is accurately included in Learning Suite. There may be times when changes to assignments or readings will be necessary. Most likely, I will notify students of these changes via email or Learning Suite. You will be responsible for periodically checking your email/Learning Suite and responding to any course changes.

Students and the instructor will be expected to abide by BYU's Honor Code and support others in their efforts to be disciple scholars. Be especially aware of referencing the work of others and avoiding plagiarism. Should concerns arise, please meet individually with me.

I am happy to meet with students and enjoy doing so. Please reach out to make an appointment to meet with me so that I can best meet your needs. I also welcome your feedback and ideas about the classroom presentations and discussions, assignments, exams, or other elements of the course. If you have ideas that would improve how our community of learners functions, please meet with me.

Learning should be fun, challenging, and joyous. Please be respectful of the thoughts, feelings, and opinions of others. If you disagree, please share your ideas respectfully. Diversity of thought enriches learning. We do not have to think the same, but we do need to rely on research and empirical theories and models. When you share your opinions, be prepared to discuss evidence that supports your opinion.

I reserve the right to change any part of the syllabus due to the learning needs of the students, teacher, or guest lecturers. I also reserve the right to make modifications in grading practices or outcomes.

## **Assignment Descriptions**

### **Reading Activity (12 total)**

During most class periods, we will review the reading through a variety of activities. Thoughtfully prepare one of the following types of documents that shows your understanding of the readings. As appropriate, include gospel connections or insights that you gain from the readings. Your reading activity is due each Monday at 4:00 pm. Be prepared to discuss and/or present your document during the class period.

- A *reflection paper* that answers these questions:
  - What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?
- Approximately *7-10 PowerPoint slides* that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- A *handout* that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.
- *5-7 quiz questions with answers*.
- A *"design-your-own" thoughtful summary* (be creative) that shows you have thoroughly read the readings and are striving to apply your learning.

### **Interview a School Psychologist**

Thoughtfully prepare 8-10 questions for a current school psychologist and conduct an interview (may be completed in person or via phone or email). Submit your questions and the school psychologist's answers, and write a 1-page summary about what you learned.

### **Ethical Dilemma**

Summarize an ethical dilemma you have read about or heard about this semester using the 9-steps to resolving an ethical dilemma (in the Content section of Learning Suite).

### **Research Paper and Presentation**

Select a topic from the course and write a 10-page research paper. The paper must be written in APA style and include references. Prepare a 15-minute presentation that corresponds with your topic and creates discussion and engagement. The presentation should include a handout, to be added as an appendix to your paper (i.e., the appendix is not included in the 10-page length).

## **University Policies**

### **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 801-422-2847 if you have questions about those standards.

### **Preventing Sexual Misconduct**

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its educational programs or activities. The university also prohibits sexual harassment committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 801-422-5895, D-285 ASB.

### **Mental Health**

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](http://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

## **Academic Honesty**

The first injunction of the Honor Code is the call to “be honest.” Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that “character is the highest aim of education” (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## **Plagiarism**

Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor.

Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is nevertheless a form of academic misconduct and intellectual carelessness for which an instructor can impose academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is also a serious form of plagiarism.

## **The Statement on Belonging**

“We are united by our common primary identity as children of God (Acts 17:29; Psalm 82:6) and our commitment to the truths of the restored gospel of Jesus Christ (BYU Mission Statement). We strive to create a community of belonging composed of students, faculty, and staff whose hearts are knit together in love (Mosiah 18:21) where:

- All relationships reflect devout love of God and a loving, genuine concern for the welfare of our neighbor (BYU Mission Statement);
- We value and embrace the variety of individual characteristics, life experiences and circumstances, perspectives, talents, and gifts of each member of the community and the richness and strength they bring to our community (1 Corinthians 12:12–27);
- Our interactions create and support an environment of belonging (Ephesians 2:19); and
- The full realization of each student’s divine potential is our central focus (BYU Mission Statement).”

-President Kevin J. Worthen; Annual University Conference; August 23, 2021

## Schedule

Date	Class Topic	Reading Assignment (read before class)	What's Due? (due before class)
Monday Aug 29	Getting to Know You; Course Overview	Syllabus (in class)	Get your textbooks!
Monday Sept 5	<i>NO CLASS (LABOR DAY)</i>	Get your textbooks! ( <i>School Psychology for the 21<sup>st</sup> Century [SP21]; Ethics and Law for School Psychologists [E&amp;L]</i> )	Get your textbooks!
Monday Sept 12	Intro to Ethics in SP	Chapter 1 ( <i>SP21</i> ) Chapter 1 ( <i>E&amp;L</i> )	Reading Activity #1
Monday Sept 19	History of SP; Law and SP	Chapter 2 ( <i>SP21</i> ) Chapter 2 ( <i>E&amp;L</i> )	Reading Activity #2
Monday Sept 26	Legal & Ethical Issues; NASP Professional Conduct Manual	Chapter 6 ( <i>SP21</i> ) Appendix B ( <i>SP21</i> ) or Appendix A ( <i>E&amp;L</i> )	Reading Activity #3
Monday Oct 3	Confidentiality & Privacy; APA Ethical Principles	Chapter 3 ( <i>E&amp;L</i> ) Appendix A ( <i>SP21</i> ) or Appendix B ( <i>E&amp;L</i> )	Reading Activity #4
Monday Oct 10	Data-Driven Problem Solving; Systems Change	Chapter 7 ( <i>SP21</i> ) Chapter 11 ( <i>SP21</i> )	Reading Activity #5
Monday Oct 17	Assessment	Chapter 8 ( <i>SP21</i> ) Chapter 6 ( <i>E&amp;L</i> )	Reading Activity #6 Interview a SP
Monday Oct 24	IDEA; Section 504	Chapter 4 ( <i>E&amp;L</i> ) Chapter 5 ( <i>E&amp;L</i> )	Reading Activity #7
Monday Oct 31	Academic Interventions; Indirect Services	Chapter 9 ( <i>SP21</i> ) Chapter 8 ( <i>E&amp;L</i> )	Reading Activity #8
Monday Nov 7	Consultation; Supervision	Chapter 9 ( <i>E&amp;L</i> ) Chapter 11 ( <i>E&amp;L</i> )	Reading Activity #9
Monday Nov 14	School-Based Mental Health and Counseling	Chapter 10 ( <i>SP21</i> ) Chapter 7 ( <i>E&amp;L</i> )	Reading Activity #10 Ethical Dilemma
Monday Nov 21	Diversity; Training & Credentialing; Obtaining a Job as a School Psych	Chapter 3 ( <i>SP21</i> ) Chapter 4 ( <i>SP21</i> ) Chapter 5 ( <i>SP21</i> )	Reading Activity #11
Monday Nov 28	Research in Schools; Research Paper Presentations	Chapter 12 ( <i>SP21</i> ) Chapter 10 ( <i>E&amp;L</i> )	Reading Activity #12
Monday Dec 5	Research Paper Presentations	Reading TBD	Research Paper
Monday Dec 12	FINAL EXAM		