

COURSE SYLLABUS COVER SHEET
 Lewis & Clark College
 Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	Ethical and Legal Issues for School Psychology Practicum
Course Number	581
Term	GU10
Department	CPSY
Faculty Name	Zip Krummel

Catalogue Description (*copy from current catalogue*): Consideration of the applicable ethical and legal issues for school psychologists in mental health and school settings. Students develop skills in counseling, consultation, assessment, and intervention planning.

Corequisite: CPSY 523.

Prerequisite: CPSY 504, 506-508, 512, consent of adviser.

Credit: 2 semester hours.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	
Learning Environments Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
Content Knowledge Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	X
Teaching Approaches Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
Connection to Community Design educational activities that cultivate connections between learners and their communities and region.	X
Educational Resources Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
Assessment Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
Research and Reflection Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
Leadership and Collaboration Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	X
Professional Life Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood Age 3-4 th Grade	
Elementary 3 rd -8 th Grades in an Elementary School	
Middle Level 5 th -9 th Grades in a Middle or Junior High School	
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	

*R = Readings and In-class Discussions

*P = Practicum

Student Performance:

Student performance criteria appear on page(s) _____ of this syllabus (student performance includes goals, evidence, and levels of performance).

LEWIS & CLARK COLLEGE

COURSE OUTLINE

DEPARTMENT: Counseling Psychology

COURSE NUMBER: CPSY 581, Summer 2010

CREDITS: 2

COURSE TITLE: Ethical & Legal Issues for School Psychology Practicum

INSTRUCTOR: Zip Krummel, EdD, CTS

ROOM: Rogers Hall, Rm 105, 9:00 am – 3:00 pm

PREREQUISITE: CPSY 504, 506, 507-508, 512, 523, & advisor consent

TO SCHEDULE AN APPOINTMENT: call or e-mail

OFFICE PHONE: (541) 490-0587 (cell)

E-MAIL: krummel@lclark.edu

FAX: (541)

Students needing an accommodation should immediately inform the course instructor. Students are referred to Disability Services to document their disability and to provide support services when appropriate.

COURSE OBJECTIVES - To provide a foundation for graduate work and consideration of the applicable ethical and legal issues for mental health and school settings. Students will develop skills in report writing, assessments, and treatment planning.

Specific Objectives

1. To provide a basic understanding and knowledge of ethics and components of quality control in school psychology.
2. To provide a historical perspective of U.S. Law and school psychology.
3. To provide a working knowledge and understanding of confidentiality, privacy, and the requirements for record keeping in schools.
4. To provide a basic understanding and knowledge of the ethical and legal issues surrounding psychoeducational assessment.
5. To provide a basic understanding and knowledge of ethical and legal issues working under IDEA.
6. To provide a basic understanding and knowledge of ethical and legal issues working under ADA and Section 504.
7. To provide a working understanding and knowledge of the ethical and legal issues in counseling and other therapeutic interventions in schools.

8. To provide a working understanding and knowledge of the ethical issues in consultation.
9. To provide a basic understanding and knowledge of the ethical and legal issues of doing research in the schools.
10. To provide for discussion and understanding some of the current special topics found in school consultation.
11. To provide a basic understanding and knowledge of ethical sanctions and legal liability.
12. To provide for discussion and understanding future directions in ethics, professional standards, and advocacy in school psychology.
13. To provide information regarding Oregon Licensure and TSPC so informed and timely decisions can be made to aide in their future employment.
14. To develop a practical, working knowledge of skills needed in individual counseling, and the self-assessment for improvement following counseling sessions.

OUTCOMES

This course will help participants:

1. Dispel misconceptions about the field of school psychology.
2. Develop a theoretical, working knowledge of the ethics and legal issues involved in school psychology.
3. Obtain information useful in their future career as a school psychologist regarding ethics, legal issues, and consultation.
4. Broaden their understanding of the relationship between a school psychologist and other populations within a school system.
5. Understand and explain to others the ethical and legal standards to which a school psychologist is expected to adhere.
6. Develop and practice practical skills regarding individual counseling through role play and problem solving selected dilemmas.

REQUIRED TEXT

Jacob, S. & Hartshorne, T. (2009). *Ethics and law for school psychologists.* (6th

Ed.) New York, NY: John Wiley & Sons, Inc.

REQUIREMENTS

Attendance (10% of grade added at the end if perfect attendance)

Note: If you miss more than 1/2 day it will directly affect your grade

In-class participation (15% of grade)

Chapter Quizzes (35% of grade)

Role Plays (40% of grade)

REFERENCES

Class text

Selected handouts

CLASS SCHEDULE - SUMMER 2010

<u>Date</u>	<u>Chapter</u>	<u>Topic</u>
May 15	1- 3	Class Intro/Ethics Intro/Law Intro
June 12	4 - 6	Quiz Chapt. 1 - 3 Practicum/Role Plays
July 10	7 - 9	Quiz Chapt. 4 - 6 IDEA/504 Practicum/Role Plays
July 24	10 - 11	Quiz Chapt. 7 - 9 Practicum/Role Plays TSPC Licensure
Aug 7	Remaining	Practicum/Role Plays Closure

PRACTICUM

The practicum part of this course will be primarily through role play with classmates. Using a variety of scenarios, each student will do two-session role plays as the school psychologist, the client, and the observer/supervisor. You will be observed by the instructor and receive immediate feedback.

This should be looked on as an opportunity to try ideas and techniques in the safe environment of the classroom with supportive peers and feedback from an experienced practitioner.

School Psychologist: Your role will be to approach the client as the school psych and use appropriate rapport building and information-seeking techniques. For the second session you will have developed a tentative treatment plan and goal(s) for the client. You will receive feedback after each of the sessions from the instructor, the observer, and the client, as well as self-evaluate.

Client: Your role will develop and act out, to the best of your ability, the scenario provided at the child's age level stated in the scenario. The better you play your role the more realistic the scenario will be and the truer a measure of the school psychologist's plan for treatment. At the end of each session you will be asked to give feedback to the school psychologist regarding how his/her approach and counseling techniques felt to you as a client.

Observer: Your role is a passive role during the actual role play but of extreme importance for post-scenario evaluation. You are responsible for noting ethical and/or legal issues that might come up, as well as noting body language and other communications between the school psychologist and the client. You will be the overall evaluator of the two sessions and your input will help both the school psychologist and future clients.

Other Roles: You may also be asked to play a Special Education Teacher, School Counselor, Parent, Regular Ed Teacher, or Principal. All of these are part of the same team that you are a part of and all are important to the success of that child.