

**University of Washington
School of Education
Department of Educational Psychology
Winter Quarter, 2006**

**EDPSY 568: Seminar in Professional Issues and Ethics
Tuesdays 1:30- 3:20 pm**

Professor:

Janine Jones, Ph.D., NCSP

***Office:* Miller 322S *Office Hours:* after class and by appointment**

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Course Description:

This course provides an overview of current ethical standards and practices in the area of School Psychology. Students will become familiar with professional codes of ethics including the Ethical Principles of Psychologists and Code of Conduct (American Psychological Association) and the Principles for Professional Ethics (National Association of School Psychologists). The primary text and other readings will provide the context for the codes and highlight related ethical conflicts. The course will also address ethical and Legal issues in psychological assessment including: students' and parents' rights to privacy and informed consent, confidentiality, educating students with special needs, and providing ethically and culturally sensitive services.

Course Rationale:

This course is designed to meet the following knowledge and skill base requirements for Washington State ESA certification in School Psychology:

- Exceptional children
- Record keeping and confidentiality
- Social and cultural factors
- Legal and ethical standards for practice
- Professional development

Course Objectives:

The primary objective of the course is to provide a suitable context in which students gain understanding about the legal and ethical challenges faced by school psychologists. The following are specific objectives:

1. To become familiar with legal and ethical issues that relate to the delivery of psychological services in a school setting
2. To develop an understanding of state and federal legislation, special and regular education case law, psychological practice case law, ethical standards, and conduct in applied settings
3. To become familiar with ethical principles of the APA and NASP professional organizations.

4. To further gain an understanding of state regulations (Washington Administrative Code) for the practice of school psychology
5. To increase awareness of ethical issues by analyzing case vignettes and case law
6. To develop an awareness of how ethical standards address differences related to ethnicity, cultural background, gender, and sexual orientation

Performance Outcomes:

The students will demonstrate competence in analyzing ethical scenarios and articulating the connection between legal precedent cases and current standards of practice. Students will also show an ability to identify possible resolutions to ethical conflicts/dilemmas.

Text/Readings:

Jacob, S., & Hartshorne, T.S. (2003). *Ethics and Law for School Psychologists*, 4th ed. New Jersey: John Wiley & Sons, Inc.

Selected chapters/articles (course packet)

Course Requirements:

1. Attendance and Participation

Students are expected to attend all class sessions and participate in class discussions about the readings, case law, ethical vignettes, or presentations that occur.

2. School Psychologist or Licensed Psychologist Interview

Student should interview a practicing School Psychologist or Licensed Psychologist regarding their experience with ethical dilemmas or ethical decision-making. These interviews should occur before January 17th. Students should write a short summary of the ethical dilemma which will be due at the beginning of class on January 17th. These summaries will be the basis for the case vignettes.

3. Case Vignettes will be discussed at each class session. After January 17th, the case vignettes will be based on the interviews that were conducted with professionals in the community.

The student who turned in the vignette will be expected to lead the discussion with regard to case law and ethical issues related to the scenario. The professor will choose a vignette prior to the class session, but the lead discussant will not be notified in advanced. As a result, each student should come prepared to discuss the vignette on any day.

4. Presentation/Paper

Students will be paired to complete the paper and presentation assignment. In the event there are an odd number of students, a small group of three will be selected (unless one student expresses a desire to do the assignment alone). The pair/group/individual will be required to present on ethical issues related to a topic relevant to providing psychological services in the schools. A general list of topics is provided at the end of the syllabus. Each topic is to be presented **ONLY** once. Other topics that are not on the list may be approved by the professor. Each presentation should last between 20 and 30 minutes and it should cover a review of the

literature dealing with ethical issues related to the topic plus any ideas of your own. An outline of the presentation (can be powerpoint handouts) and list of references should be provided to each student when the group/pair presents. In addition, a paper written in APA style will be the culminating document from the preparation for the presentation. The paper should reflect legal-ethical decision making and should *at least* include the following sections:

- Statement of the legal-ethical question
- Summary of related ethical codes, professional standards, and legislation, regulations and court cases. Clear references to statutes and ethical principles will be expected.
- Summary of answer or plan of action to respond to the ethical dilemma

Evaluation:

Grading for this course is offered on a credit/no credit basis. Credit will be given to students who successfully achieve the following:

- a. attend all class sessions or have no more than 1 excused absence
An excused absence is an absence where the professor is notified in advance. Students should ask a fellow classmate to obtain the material from class on their behalf.
- b. On time class attendance
There shall be no more than 3 tardies to class during the quarter. Punctuality is a reflection of professionalism.
- c. Completion of all assignments on time
- d. Participation in class discussions and presentations

If you would like to request academic accommodations due to a disability, please contact Disabled Students Services, 448 Schmitz, (206) 543-8924. If you have a letter from Disabled Student Services indicating that you have a disability that requires accommodations, please present this letter to Kent Jewell, Area Secretary, to discuss the accommodation you might need for class.

COURSE SCHEDULE AND ASSIGNMENTS

Date	Topic	Assignments	Due
January 3	Introduction to course APA code of ethics NASP code of ethics	J/H: Appendix A, B, C Behnke (2005) J/H: Ch 1 and 2 (review) Behnke (Jul/Aug, 04) Bailey (Oct 2004)	
January 10	Codes and laws in psychology and school psychology	J/H: Ch. 3 Behnke (June 2004 and Sept 2004) State of WA, OSPI (1995) Woody (1999)	
January 17	Informed consent, privacy, confidentiality, and Record keeping	J/H: Ch 4 Behnke(Mar, Nov 2004) Parsons (2003) Rodriguez (2000) Naglieri et al. (2004) AERA , APA (1999)	Case vignette summary
January 24	Psychoeducational Assessment	J/H: ch 5 & 6 Barbarasch (2003) Cohen (1997) Dillon (2004) Klotz (2005)	
January 31	Students with disabilities: IDEA/IDEIA, ADA & section 504	J/H: ch 7 Bartley (1995) Maheu & Gordon (2000) RCW26.44 <i>and articles on reporting child abuse</i>	
February 7	Counseling and therapy Abuse	J/H: 8 & 9 Behnke (Jan, Dec 2004) Canino (2000)	
February 14	Consultation, multiple relationships, diagnosis	J/H: ch 10; appendix D Hoagwood (1996)1,2 & 4 Lewin (2003) Tomsho (2003)	
February 21	Ethics in research Cultural competence	Finish paper and prepare presentations	
February 28	Paper presentations		PAPERS DUE *Bring abstract copies*
March 7	Paper presentations		

Suggested Paper/presentation Topics

Corporal Punishment in the Schools
Counseling GLBT Youth
Counseling Institutionalized Populations
Counseling Sex Offenders
Criminal Prosecution of Children as Adults
Cross-Cultural Psychology
Drug Testing in the Schools
Duty to warn/ Tarasoff cases
Education of the Gifted and Talented
Health Insurance Portability and Accountability Act (HIPAA)
Group Counseling/Therapy in the Schools
Practicing Marital and Family Therapy in the Schools
Practicing Neuropsychology in the Schools
Privacy related to sexual orientation
Research with Animals
Research with Children
Research with Institutionalized Populations
Residential Treatment for Youth
Title I instruction in parochial schools
School-based Services for Chronically Mentally Ill Children
Violence Risk Assessment of Students
Working with Suicidal Students
Zero-tolerance Policies in the Schools

References within the course packet

- AERA, APA, and NCME (1999) Standards for educational and psychological Testing (pp 91-150).
- Bailey, D. S. (2003, October). Approaching ethical dilemmas. *Monitor on Psychology*, 62-64.
- Bartley, N (1995, Sept. 2). Therapist disciplined for remark on abortion: State board decides his comment 'harmed' client. *Seattle Times*, p. A1.
- Barbarasch, B (2003). No Child Left Behind: A quick guide for school psychologists. *NASP Communique*, Insert p.1.
- Behnke, S. (2005). Report of the Ethics Committee, 2005. *American Psychologist*, 60 (5), 523-528.
- Behnke, S (2004, January). Multiple relationships and APA's new Ethics Code: values and applications. *Monitor on Psychology*, 66-67.
- Behnke, S (2004, March). Test scoring and interpretation services. *Monitor on Psychology*, 58-59.
- Behnke, S (2004, June). Informed consent and APA's new Ethics Code: enhancing client autonomy, improving client care. *Monitor on Psychology*, 80-81.
- Behnke, S (2004, July/August). APA's new Ethics Code: its values and excellence in psychological services. *Monitor on Psychology*, 88-89.
- Behnke, S (2004, September). Disclosures of confidential information under the new APA Ethics Code: a process for deciding when and how. *Monitor on Psychology*, 78-79.
- Behnke, S (2004, November). Release of test data and the new Ethics Code. *Monitor on Psychology*, 90-91.
- Behnke, S (2004, December). Sexual involvements with former clients: A delicate balance of core values. *Monitor on Psychology*, 76-77.
- Canino, I.A. & Spurlock, J (2000). History taking (the influence of culture on diagnosis). *Culturally diverser children and adolescents: Assessment, diagnosis and treatment (2nd Ed.)*. New York: Guilford Press.
- Cohen, M.D. (1997, Summer). Section 504 & IDEA: What's the difference: Limited vs. substantial protections for children with ADD and other disabilities. *CHADD Attention*, 23-27.
- Dillon, S (2004, Jan 2). Some school districts challenge Bush's signature education law. *New York Times*, p A1

- Fisher, C. B. (2002). Research ethics for mental health science involving ethnic minority children and youth. *American Psychologist*, 57, 1024-1040.
- Hoagwood, K, Jensen, P.S. & Fisher, C.S, (Eds. (1996). *Ethics issues in mental health research with children and adolescents* (pp 15-28, 43-71). Mahwah, NJ: Erlbaum.
- Lewin, T. (2003, Dec 3). Boy's talk of his gay mothers sets off furor in Louisiana. *The New York Times*, online edition.
- Maheu, M.M. & Gordon, B.L. (2000) Counseling and therapy on the Internet. *Professional Psychology: Research and Practice*, 29, 484-489.
- Naglieri, J.A., Drasgow, F. Schmit, M. Handler, L. Prifitera, A., Margolis, A., & Velasquez, R. (2004). Psychological Testing on the Internet. *American Psychologist*, 59 (3), 150-162.
- O'Connor, E.P. & Kratochwill, T. R. (1999). Self-help interventions: the reported practices of school Psychologists. *Professional Psychology: Research and Practice*, 30, 147-153.
- Parsons, J (2003). Margins of error: the needs of limited English proficiency students put special education assessment to the test. *Teaching Tolerance*, 24, 33-37.
- Rodriguez, C (2000). Culturally sensitive psychological assessment. In *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment* (pp. 84-102). New York: Guilford.
- State of Washington, Office of Superintendent of Public Instruction (1995). Guidelines for Handling Healthcare Information in School Records.
- Tomsho, R. (Feb 20, 2003). Schools efforts to protect gays face opposition. *The Wall Street Journal*, B1.
- Washington Administrative Code Chapter 246-924, 180-87,
- Washington RCW 18.83, 26.44
- Woody, R.H. (1999) Domestic violations of confidentiality. *Professional Psychology research and practice*, 30 (6), 607-610.

Additional Resources for the Course:

Thomas, A. and Grimes, J. (2002) *Best Practices in School Psychology IV*. National Association of School Psychologists.

ERIC Documents: <http://www.eric.ed.gov/>

National Association of School Psychologists Home Page
<http://www.nasponline.org>

NASP Professional Conduct Manual (2002)

<http://www.nasponline.org/pdf/PCM1100.pdf>

NASP Training and Credentialing Standards

<http://www.nasponline.org/pdf/2000%20training%20&%20credentialing%20standards%20final%20102500.PDF>

NASP Blueprint for Training and Practice II

<http://www.naspcenter.org/pdf/blue2.pdf>

American Psychological Association Home Page

<http://www.apa.org>

APA Ethics Code (2002)

<http://www.apa.org/ethics/code2002.pdf>

(also located at www.apa.org/ethics)

Joint Committee on Testing Practices Code of Fair Testing Practices in Education

<http://www.naspcenter.org/pdf/Code-Final%20Dec%202002.pdf>