COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 7300—Ethics, Standards, and the Practice of Psychology
COURSE CREDIT: 4 Semester Hours (Course # 13543)
TERM/YEAR: Fall 2015
COURSE LOCATION: 112 Education Building
DAY/TIME: Mondays 4:30-8:10
INSTRUCTOR: Dr. C. Somers
OFFICE: 345 College of Education; (313) 577-1670; c.somers@wayne.edu
(Department secretary, Sheri Martini, can be reached at smartin@wayne.edu or 577-1614)
OFFICE HOURS: Mondays 1:00-4:00, Wednesdays 10:00-12:00, and by appointment is best

COURSE DESCRIPTION AND OBJECTIVES

This course is designed to provide an orientation to the history and current practice of school psychology in educational and various clinical settings. The ethical and legal standards for the field are emphasized. Also covered are trends for the future, influences on the role of the school psychologist, and contexts of employment, including dynamics of school systems and other settings and the diverse groups of children, adolescents, and adults with whom school psychologists interact. Students will learn about the professional organizations that represent psychologists, practicum and internship placements and procedures, and certification and licensing laws and procedures. This course has many components to its learning objectives, and thus, you must learn to be organized and efficient. It is critical that students develop a method of keeping close track of the schedule, including assignments and due dates.

REQUIRED MATERIALS


Printing of assigned articles and web links as indicated on the weekly class schedule later in this syllabus or by the instructor.

Additional resources utilized for this course (available through NASP or there is a copy available for students to read in Assessment Center library, Educational Psychology department)—this is an excellent resource:

ASSESSMENT OF STUDENT PERFORMANCE

This course has 600 points tied to it, earned in the following ways. Each is described in detail next.

<table>
<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>Examinations</td>
<td>400</td>
</tr>
<tr>
<td>Practicum assignments</td>
<td>200</td>
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<td><strong>TOTAL</strong></td>
<td>600</td>
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PROFESSIONAL BEHAVIOR

Consistent with NASP’s goals, and as outlined in the SCP program’s portfolio requirements document, you are expected to maintain good conduct in six areas of professional work behavior. You will be evaluated on these in this course, as well as throughout the program by department faculty. Because these skills (listed below) are critical to the development of successful psychology practitioners, problems in these areas will require intervention by the department faculty as a whole.

1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Ethical responsibility
5. Adaptability
6. Initiative and dependability

ATTENDANCE AND PARTICIPATION

The class meetings will be both lecture-based and interactive. Attendance at each class meeting, in-depth knowledge of assigned readings, and participation in class discussions are expected. Consistent with this expectation, students are required to come to class with a list of questions from and/or comments about the readings that they would like to clarify and/or discuss further. We will be discussing all readings each week and it will be apparent if students are not doing the readings and this will be addressed directly. Each student should have something to contribute to every class discussion. If you have typically been apprehensive to participate in past learning environments, this is an intimate setting in which to surpass those tendencies and prepare yourself for a profession that requires well-developed verbal communication abilities. The Professional Behaviors listed above will be factored into each student’s assessment by faculty when portfolios are reviewed at the end of this semester.

EXAMINATIONS

Multiple forms of assessment will be used, and examinations are one method of assessing student knowledge acquisition. Two examinations will be administered, each covering approximately half of the course material, one at mid-term and one at the end of the term. These will primarily be in short essay format, with restricted response length, though the exams are long in total. Ethics questions will be primarily be in multiple choice and short essay format. Each exam is worth 200 points (400 points total).
PRACTICE EXPERIENCES

Placements in schools and related assignments will also be used to assess student learning (200 points total). All students must obtain four school-based experiences with projects. Students are placed by the program in pairs in Detroit Public Schools to conduct these experiences. Some experiences must be done in DPS, while others can be done there or in a public school outside of DPS but not in private schools or charter schools. The assignments are generally written as joint projects between practicum partners, as applicable.

--See Blackboard for specific response sheets that you must use to report on your experiences during these assignments. Your responses can be bullet-pointed short-answers.

--You must complete all experiences in order to receive a grade on any of them.

--All write ups must be done anonymously, with no student names used. You have the responsibility to maintain confidentiality with respect to specific children, teachers, families, etc., that you have observed.

The four sets of experiences required are described next:

1) General Education Classroom and LD Resource Room Volunteering (worth 75 points total). This project must be done in DPS. Each student is required to spend at least three full days in at least one general education classroom and three full days in an LD resource room (not a push-in resource situation, as described in detail in class, and not an ASD or EI or cross-categorical room). Find a classroom that will let you help the students in some academic or developmental way, and that will let you work directly with the students. Tell teachers that you are looking to help them (the teachers) for three days and stay in the same classroom all three days. You should follow the students wherever they go each day so that you can work with and observe them in all settings and help work with them directly (e.g., lunch, gym, art, etc.).

For each of the two settings, a summary of what you observed is required, using the response sheet posted on Blackboard. Write a joint paper with your practicum partner. As indicated in the list of questions, make observation of not only the children’s behaviors, learning patterns, and routines, but the classroom physical environment, social climate, and the teachers’ methods of instruction, behavior management, relations with students, schedules, what they juggle, etc. Then provide a comparison of the two settings. Finally, at the end of your joint paper, you should include a separate section in the same document where each practicum partner comments on his/her independent perceptions of working with the children directly—what did you do with them and what is your reaction? These are due as soon as finished, but no later than the date indicated on the class schedule. It is worth 75 points total—25 points for general education, 25 points for LD, and 25 points for your compare and contrast analysis.

2) School Curriculum and Instruction Analysis (worth 25 points total). Each student is required to analyze the reading and math instruction used in one elementary school—either within or outside of DPS. What do they use to teach the reading/language arts and math curricula in each of three contexts: a) in general education (Tier I/core), b) with children who are struggling/at-risk but in general education (Tier II), and c) with children who are certified as learning disabled in math or reading/language arts (special education/Tier III)? What does the phrase “scope and sequence” refer to? How does the school match its chosen instructional programs to the curricula standards that are dictated by the Michigan Department of Education (formerly GLCEs=Grade Level Content Expectations, pronounced “Glicks”, now CCSS -- Common Core State Standards? A primary goal of this practicum experience is to examine the academic goals and instructional practices/programs that the school uses to achieve the benchmarks set via the
curricular standards. Using the response sheet on Blackboard, write this as a joint paper with your practicum partner. We will be discussing our results informally in class as indicated on the Tentative Class Schedule below.

3) **School Meetings Observations** (worth 75 points total). This project must be done in DPS, unless there are unique circumstances in your specific school preventing it, in which case we would negotiate alternative arrangements on a case by case basis. Each student is required to attend *one of each* of the following four common school meetings:

   a) an assistance team”/”problem solving team” meeting (may be labeled many different things, but is called Resource Coordination Team/RCT in DPS),
   b) a REED (Review of Existing Evaluation Data) meeting,
   c) a MET (Multidisciplinary Evaluation Team) meeting, and
   d) an IEPC/T (Individual Education Program Committee/Team) meeting.

These are due as a set of four papers on the date indicated on the class schedule, using the response sheets on Blackboard. Write this as a joint project with your practicum partner. Please note that no audio recording is permitted.

4) **School Systems Analysis** (worth 25 points total). This project is designed to expose you to how school systems are structured and operate, and includes a focus on the purpose of education in general. This project can be done in DPS or any other public school district (not private or charter schools). You and your practicum partner together must interview at least one general education teacher and one administrator using a list of semi-structured questions found at the end of this syllabus, and then write a brief overview of what you found. However, both of you must ask an equal number of questions. Then create a summary of what you learn in response to each question to turn in to me (3 pages maximum, bullet-pointed—no long narrative). Use the response sheet on Blackboard. On the night that the project is due (see Tentative Class Schedule below), be prepared to discuss in class what you learned.

**FINAL GRADES**

Your final grade will be calculated out of the possible 600 points. The following graduate level grading scale will be applied based on the total number of points accumulated by the semester end:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>95% +</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
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<tr>
<td>B-</td>
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<tr>
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<td>77-79%</td>
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<tr>
<td>C</td>
<td>70-76%</td>
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<tr>
<td>Fail</td>
<td>69% -</td>
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</tbody>
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**NOTE:** *All assignments must be completed in order for a grade to be earned for the course. No assignments can be skipped.*

**ACADEMIC DISHONESTY**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf](http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf)). Plagiarism includes copying material (any more than 5 consecutive
words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/GBK-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation, and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

**STUDENT USE OF LAPTOP COMPUTERS IN CLASS**

Students may, of course, use laptop computers in class. However, it is not acceptable to be doing anything on them except taking notes. Other activity on laptops is distracting to others, including the instructor, and is generally disrespectful to the educational process. Those who violate this will not be permitted to use a laptop in class.

**STUDENT USE OF PHONES IN CLASS**

Absolutely no texting or other phone use is allowed during class. Except under unusual circumstances, phones should be put away and not be on top of your desks. In the case of a true emergency, students are expected to step out of class in order to respond to it.

**REFERENCING**

When referencing others' work, you must paraphrase unless you use quotation marks to indicate that it is a direct quote, and indicate the page number from which you obtained the statement(s). Be sure to never use others' work and claim it as your own. Also, minimize the number of direct quotes. You must describe others' work in your own words and then cite the authors accordingly. See additional handout on how to create references using APA style as well as the APA style publication manual.

**WRITING SKILLS**

Quality writing skills are necessary for any career, especially one in the educational profession. For those students who have under-developed writing skills, WSU has a writing center, which can be found at http://www.clas.wayne.edu/writing/. The mission and services offered at the Writing Center can be found at on that website. There is also an online writing center (HOOT), which provides students the opportunity to converse with Writing Center staff online. See http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330 for information about HOOT. The site also has a list of additional resources.

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or
genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/. To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

ENROLLMENT/WITHDRAWAL POLICY

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.
- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10\textsuperscript{th} full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details: http://reg.wayne.edu/students/information.php

ATTENTION STUDENTS WITH DISABILITIES

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.
Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**RELIGIOUS OBSERVANCE POLICY**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Monday, Sept. 14</td>
<td>Introduction to program and course</td>
<td>Syllabus</td>
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<td>Program Handbook</td>
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<td></td>
<td>Intro to &amp; history of school psychology</td>
<td>Merrell chs. 1-2</td>
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<td>Training &amp; credentialing issues</td>
<td>Merrell ch. 4</td>
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<td></td>
<td>Contexts of employment</td>
<td>Merrell ch. 5</td>
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<td>Monday, Sept. 21</td>
<td>APA and NASP ethics</td>
<td>Jacob ch. 1</td>
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<td>Merrell pp. 135-140</td>
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<td></td>
<td></td>
<td>Merrell Appendices A,B</td>
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Additional readings:

2) APA Monitor—Approaching Ethical Dilemmas:
   a) [http://www.apa.org/monitor/oct04/dilemmas.html](http://www.apa.org/monitor/oct04/dilemmas.html)
   b) [http://www.apa.org/monitor/oct04/bind.aspx](http://www.apa.org/monitor/oct04/bind.aspx)

3) K. Pope—Multiple relationships, dual relationships, and Boundaries (scroll down for each):

Monday, Sept. 28
Privacy, Informed Consent, Record Keeping, and Confidentiality Issues

Additional readings:
1) HIPPA Laws:
   and [http://privacy.med.miami.edu/glossary/xd_protected_health_info.htm](http://privacy.med.miami.edu/glossary/xd_protected_health_info.htm)
2) Ethics and computers and the Internet:
4) Michigan Mental Health Laws--MDCH Patient Rights:
5) Informed Consent to Treatment/model letter to clients:
6) Record Keeping Guidelines:
7) How to deal with a subpoena:
http://www.apapracticecentral.org/update/2008/12-17/subpoena.aspx?apaSessionKey=A21D517163DC64EC50EC24246B00A8D6

Monday, Oct.  5  Education/Special Education Law  Jacob ch. 2, 4
Merrell pp. 118-133

Additional readings:
1) review MASP and NASP websites and be prepared to discuss what are the legislative/law issues that are being noted on those sites.

Monday, Oct. 12  Education/Special Education Law, cont.  Jacob ch. 5

Monday, Oct. 19  Education/Special Education Law, cont.
MARSE rules (see link)
Procedural Safeguards (link)


The conflict between ethics and law

1) Merrell pp. 141-142
2) Message from 2008 and 2009 Ethics Committee Chairs:
The 2008 and 2009 Ethics Committee chairs explain the background and process of examining how the Ethical Principles of Psychologists and Code of Conduct (2002) addresses conflicts between ethics and law
3) Health and Mental Health Association Codes of Ethics: Provisions Regarding Conflicts between Ethics and Law:
This is a table reviewing and analyzing how other health and mental health association ethics codes address conflicts between ethics and law.
4) On being an ethical psychologist:
http://www.apa.org/monitor/julaug05/ethics.html

Sunday, Oct. 25  EXAMINATION #1 due (email to me by 2:00 PM)

Monday, Oct. 26  MASP conference—no class

Monday, Nov. 2  Data-based problem solving and Assessment  Jacob ch. 6
Merrell chs. 7-8

Additional readings:
1a) MASP position statement on RTI and SLD identification (first two on the list at this hyperlink):
http://maspweb.com/Position-Statements
1b) Oakland Schools and Wayne RESA SLD guidance documents
2) Assessment readings by K. Pope:
Specific links:.....
a) http://kspope.com/assess/feedabs1.php, and
b) http://kspope.com/fallacies/assessment.php
c) http://www.kspope.com/assess/Pearson-HIPAA.php

3) Criteria for Evaluating Treatment Guidelines:

3) Guidelines for Child Custody Evaluations in Family Law Proceedings:

4) Guidelines for Psychological Evaluations in Child Protection Matters

Monday, Nov. 9

Academic Intervention and Systems Change
Merrell ch. 9, 11
Jacob ch. 9

Additional readings:
1) Familiarize yourself with Michigan’s Academic CCSS:
b) http://www.michigan.gov/mde/0,1607,7---140---28753,00.html
c) http://www.michigan.gov/mde/0,4615,7---140---28753_64839_65510---00.html
d) http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

2) Familiarize yourself with this website:
www.interventioncentral.org

We will also integrate discussion of several of last week’s readings, especially the Oakland Schools and Wayne RESA SLD/RTI guidance documents.

SCHOOL SYSTEMS ANALYSES DUE—discussions in class

Monday, Nov. 16

Therapeutic Intervention
Merrell ch. 10
Jacob ch. 7

Additional Readings:
1) Michigan Child Protection Laws
2) Mandated Reporting Handbook
3) Report form
Monday, Nov. 23  
Consideration of demographic diversity in treatment  
Merrell ch. 3

Additional Readings:
1) Guidelines for Psychotherapy with Lesbian, Gay, & Bisexual Clients:  
2) Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists:  
3) Guidelines for Assessment of and Interventions with Persons with a Disability  
4) Guidelines for Psychological Practice with Girls and Women:  
5) Guidelines for Psychological Practice with Older Adults:  

Monday, Nov. 30  
Legal and ethical issues in consultative, research, and supervision contexts  
Jacob ch.8,10,11  
Merrell ch. 12

Additional Readings:  
--TBD

Monday, Dec. 7  
Future of School Psychology  
Merrell ch. 13

Administrative Rules for licensure and certification

Additional Readings:
1) Michigan Board of Psychology- Administrative Laws  
b. Administrative Rules- Board of Psychology:  
2) Michigan Department of Education—Administrative Rules for SPs  
http://w3.lara.state.mi.us/orr/Files/AdminCode/573_10545_AdminCode.pdf

ALL PRACTICUM ASSIGNMENTS DUE
<table>
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<th>Date</th>
<th>Event</th>
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<tr>
<td>Sunday, Dec. 13</td>
<td><strong>EXAMINATION #2 due</strong> (email to me by <strong>midnight</strong>)</td>
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<tr>
<td>Monday, Dec. 14</td>
<td>Final practicum case processing meeting in class</td>
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You and your partner need to interview a teacher and an administrator separately about each of the 7 topics listed below. A summary of your findings on each topic is due by the date specified in the syllabus. In class that night, we will discuss our findings, and each team will be randomly assigned to speak briefly on one of the topics. This assignment can be done in any regular public school district (not private or charter).

TOPICS

1. **Curriculum**

What is “curriculum”? What curriculum do schools in Michigan use? What is the difference between the old and the new state curriculum? What is “instructional programming”? Are teachers uniformly trained to be able to teach to “the curriculum”? How do instructional programming options vary? How often do they change instructional programs? Who decides? How costly is it? What are the factors that they must consider when changing instructional programs? How does it vary for elementary versus middle school/junior high versus high school?

2. **Classroom Assessment and Grading**

How do schools assess student performance in the classroom? How do they weigh various factors (homework, tests, improvement, teacher assessments, etc.)? Does it vary by grade level? Define summative versus formative assessment and ask what are the roles of each. How much are teachers trained in assessment and testing? How do schools evaluate both the quality and effectiveness of instruction other than how students are performing? How are classroom level data collected (and what is collected) and used?

3. **Instructional Variation**

How do schools deal with high and low-skilled students (not including special education)? What strategies are commonly used? When is grade retention used? What are the pros and cons of various options? What is “differentiated instruction” and how is it used? How much is it used? How do schools accommodate students with mild difficulties?

4. **Discipline**

How do teachers and administrators handle discipline? Who usually does it? What are the disciplinary options for various kinds of behaviors? What is used in the classroom? What is used outside of the classroom (e.g., by administrators)? What are the pros and cons of various disciplinary options? How do they decide if a behavior was a manifestation of a disability? What pressures do administrators face?

5. **School-wide Achievement Testing**

What are district achievement tests? What types are there? How do they choose them? How do they compare with state, classroom, and individual achievement tests? What do they do with the info/scores? Are school improvement efforts affected by the results? Also, what universal screening is being used at
each grade level? And are they using Curriculum-Based Measures (e.g., DIBELS, AIMSweb) or other types of screening tools? Describe what is being used. How are data collected and how are they used?

6. Barriers to Effective Education

What do teachers and administrators perceive to be the greatest barriers to reaching/teaching difficult children? Are these things controllable or not? Are there some barriers that cannot be avoided? How might teachers and administrators be able to work around these perceived barriers? Interview an additional three or more people in your school with these specific questions.

7. Approaches to Intervention

What are some of the most frequent reasons for special education or behavioral referral of a student in public school? What is the role of prereferral intervention (child study teams, teacher assistance teams, etc.)? What processes do schools use to provide interventions? What are some internal changes in the schools that could address these problems?

Everybody: Think about how the curriculum and the school setting in general are set up to deal with these situations. What is the purpose of school? Be prepared to discuss the various disabling conditions that students bring to school and how to address them within the instructional process.

Note. We need to become very familiar with curriculum and instructional practice if we are to be fully effective school psychologists.