

**Course Syllabus for  
Professional Issues in School Counseling and School Psychology  
Psychology 6460 Spring 2006**

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Office Hours: Wednesday 1-3 or by appointment

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**Texts**

Welfel, ER (2006). Ethics in Counseling and Psychotherapy: Standards, Research, and emerging Issues. Pacific Grove, CA: Brooks/Cole.

Yell, M.L. (2006). The Law and Special Education. New Jersey: Merrill/ Prentice Hall.

NASP's Ethical Standards and Standards for Professional Practice [www.nasponline.org/pdf/PCMoct2000.pdf](http://www.nasponline.org/pdf/PCMoct2000.pdf)

APA Ethic Codes <http://www.apa.org/ethics/>

Individuals with Disabilities Education Improvement Act of 2004 (IDEA)  
<http://a257.g.akamaitech.net/7/257/2422/01jan20051800/edocket.access.gpo.gov/2005/pdf/05-11804.pdf>

Utah state laws at [www.rules.state.ut.us/publicat/code/r277/r277.htm](http://www.rules.state.ut.us/publicat/code/r277/r277.htm)

**Course description**

The primary goal of this course is for the student to learn and development awareness of ethical and professional legal and ethical issues pertinent to the delivery of school psychological and counseling services. These issues include role and function of school psychologist, ethical decision making processes, legal mandates, and professional relationships, and testing. obstacles that relate to the provision of counseling and psychological services in the school and with children and their parents in general.

**Course objectives**

The following course objectives will be facilitated through readings, lectures, class exercises, and discussions. Student mastery on course objectives will be assessed via written tests, participation in discussions, written class work, class presentations, and use of skill with case studies.

1. Develop a basic understanding of the history of the law for children with disabilities and how change has been brought about in school within a short period of time. Legal influences that will be learned are 10th and 14th amendment, major special education law developments based on a series of court case decisions and the series of constitutional frameworks and Statutory provisions.
2. Become familiar with IDEA and learn basic principles and major provisions of the federal law and compliance issues within a school system.
3. Be able to identify and interpret relevant IDEA provisions and propose appropriate solutions or actions while considering political and social influences of the law when given various case studies.
4. Become familiar with Section 504 of the Rehabilitation Act and state who is protected, the major principles, school district responsibilities and remedies issues.

5. Become familiar with the basic principles of the state laws pertaining to provision of school psychology and special education services.
6. Learn ethical principals related to activities on which school psychologist may be involved
7. Learn the content of the ethical codes developed by Psychological organization such as NASP and APA for the delivery of psychological services.
8. Develop ethical reasoning skills and use ethical decision making by analyzing the ethical and legal dimensions of a given case situation that may arise when providing psychological services in schools.
9. Know potential consequences for unethical conduct and complaints as well as how to respond to unethical behaviors of fellow colleagues.
10. Become familiar with both legal and ethical literature articles and sites for future sources of updated information on legal and ethical psychological and education issues.

### **Course expectations**

Quizzes: There will be five brief quizzes throughout this course that will require you to apply the material presented in course lectures and readings. These quizzes are designed to a) demonstrate your knowledge of reading and lecture material b) assist you in learning the material without becoming overwhelmed during the fast paced nature of this course, c) provide practice with ethical and legal issues and d) provide a frequent measure of student progress to ascertain if course adjustments are needed. Since this takes the place of a final exam, quiz makeups will take place during exam week.

Case Studies: There will be a number of case studies that will be given each class for students to analyze using IDEA and ethical codes. Students will be expected to answer any questions given, note relevant law principals and ethical codes, evaluate possible problems, and propose/develop solutions or course of action that can be taken. Student will then be expected to share their answers and reflections during class discussions.

Article Presentations: Each student will be responsible for presenting/teaching **two** pre-assigned articles or chapters to their peers. The purpose of this assignment is for students to obtain exposure to a number of relevant issues while becoming familiar with the type of literature and resources that are available when problem-solving during your professional practice. Presentation expectations include: a) a 20 minute oral presentation of major points using overheads or PowerPoint and b) a discussion that is lead by you concerning reactions to reading and ethical/legal issues.

Timeliness: Your grade will be lowered one grade each day you are late with an assignment.

Attendance: Attendance in class is required. You are permitted one excused absence but may be required to make up missed work. Any further absences will result in a reduction of your total grade by half a letter grade per absence. However, note that there will be no makeup quizzes.

Participation and Courteous Demeanor: The instructor expects that each student will will read all required material, discuss reading material, contribute to class discussions, and participate in class activities. Courteous demeanor is defined as (1) arriving on time, (2) leaving at the scheduled time and not before (unless the instructor is notified and has approved prior to leaving), and (3) listening (not talking or working on another task) during lecture or class discussion. Behavior contrary to courteous demeanor, such as arriving late, leaving early, or talking to neighbors during lecture/discussion, will result in significant reduction or forfeiture of all participation points. Because I greatly value student participation in this class, it is expected that students will respectively listen to fellow students comments and presentations and provide relevant suggestions or encouragement to fellow student when required.

Confidentiality: Throughout the course, actual problems may be used for consultation purposes during class discussions. Please use pseudonyms and appropriately disguise background information so that actual clients are not identifiable.

Accommodations for Disabled Students: Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Director of the Disability Resource Center (DRC). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation /act of 1973 and Americans with Disabilities Act of 1992.

Academic Dishonesty: The consequence for cheating on any assignment or test is a zero grade, and immediate referral to the university's academic standards committee. Cheating includes such behaviors as using or providing others with unauthorized information, materials, or study aids in any academic exercise or activity, substitution for another student or permitting another student to substitute for oneself in taking an examination or in preparing academic work. Further, any talking during the tests will be considered cheating.

Grievance Process (Student Code): Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: [http://studentlife.tsc.usu.edu/stuserv/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf) (Article VII. Grievances, pages 25-30).

Plagiarism. As per the USU Academic Policies and Procedures Manual (<http://www.usu.edu/policies/>) plagiarism is,

“representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.”

If any student engages in plagiarism during the course, the first offense will result in a zero grade on the assignment and a referral for disciplinary proceedings. Disciplinary proceedings can result in a wide range of outcomes from academic probation to denial or revocation of your degree, and a permanent record of academic dishonesty on the student's transcript (i.e., HV designation on the course grade).

Incomplete (I) Grade. (Quoted from <http://www.usu.edu/provost/Forms/incomplete%20grade%20form.pdf>) Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances. The term “extenuating” circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter course schedule to secure employment, (4) change in work schedule as required by employer, or (5) other emergencies deemed appropriate by the instructor. The student may petition the instructor for time beyond the end of the semester to finish the work. If the instructor agrees, two grades will be given, an “I” and a letter grade for the course computed as if the missing work were zero. Documentation of the circumstances cited to justify an incomplete grade is required. The student is required to complete the work by the time agreed upon with the professor, or no longer than 12 months. If no change of grade is submitted by the instructor within the prescribed period, the “I” will be removed and the letter grade originally submitted with the “I” will remain as the permanent grade for the course.

## **Course Grading**

Quizzes	~55% (25 points each = 100)
Article presentations	~10% (20 points )
Case studies/ class participation	~35% (55-60 points)

	<b>TOPICS and READINGS</b>	<b>PRESENTATIONS</b>	<b>QUIZ</b>
Jan 11	<b>History</b> <b>Yell Ch. 4</b>		
Jan 18	<b>IDEA and FAPE</b> <b>Yell Ch. 4 and 8</b>		
Jan 25	<b>Assessment and IEP</b> <b>Yell Ch 10 and 11</b>	Child Find	
Feb 1	<b>Case reviews</b>		Legal Test 1
Feb 8	<b>LRE and Safeguards</b> <b>Yell Ch 12 and 13</b>	Student rights	
Feb 15	<b>Discipline and FERPA</b> <b>Yell Ch. 14 and 419-423</b>	Student violence	
Feb 22	<b>504 and ADA</b>	<b>SPEAKER</b>	Legal Test 2
Mar 1	<b>Decision making and assessment</b> <b>Welfel Ch. 1, 2, 11</b>		
Mar 8	<b>Confidentiality and informed consent</b> <b>Welfel Ch. 5, 6</b>	Substance abuse, Abortion	
Mar 15	<b>NO CLASS</b>	<b>SPRING BREAK</b>	
Mar 22	<b>Dual relationships</b> <b>Ch. 6, 7, 11</b>	Supervision	
Mar 29	<b>No readings</b>		Ethics Test 3
April 5	<b>Competence and school practice</b> <b>Ch. 3 , 12</b>	Suicide	
April 12	<b>Multicultural and groups</b> <b>Welfel Ch. 8, 10</b>	Sexual minorities	
April 19	<b>Research and Complaints</b> <b>Welfel Ch 15, 14</b>	Testify in court	
April 26	<b>Case reviews</b>		Ethics test 4 distributed

Select one article topics:

Suicide

Testify in courts

Student rights

Sexual Harassment?

Sexual minorities

Child Find

Abortion

Substance abuse

Supervision

Student violence

