

**Graduate School and University Center
of the City University of New York**

Ethical and Professional Issues in School Psychology

EPSY 72100

Professor Tryon

Course Description

This course presents ethical standards, service-delivery guidelines, and laws for school psychologists as provided by the National Association of School Psychologists (NASP), the American Psychological Association (APA), New York State, and the federal government. Topics covered include ethics and laws governing privacy, informed consent, confidentiality, assessment, counseling, consultation, and research as well as regulations and guidelines for training, certification, and licensure.

Course Objective

In accord with the goals of the School Psychology Specialization, this course presents ethical codes and legal regulations and their practical applications for school psychologists.

Course Goal

Students will learn ethical codes and laws that apply to school psychologists and will demonstrate their knowledge through test performance.

Course Requirements

Participation. Students are expected to have read the assigned readings before coming to class. Students should be prepared to discuss the readings in detail and present observations, reflections, and reactions to the assigned material.

Attendance. Semester grades of students who have more than one absence that is not accompanied by a medical excuse will be decreased by ½.

Midterm Exam. A midterm exam, given on October 2, 2008, based on course objectives constitutes 30% of the semester grade.

Literature Review. Each student will prepare a 3,500 – 4,000 word literature review of a particular ethical issue. The paper should be written using APA style. It should include an introduction to the issue, presentation of the literature concerning the issue, conclusions drawn from the review, and suggestions for future study of the issue. This paper will constitute 20% of the semester grade. Papers are due on December 11, 2008. Late papers will be penalized.

Final Exam. A final exam, given on December 18, 2008, based on course objectives constitutes 50% of the semester grade.

Books

Jacob, S., & Hartshorne, T. S. (2007). *Ethics and law for school psychologists* (5th ed.). Hoboken, NJ: Wiley.

Koocher, G. P., & Keith-Spiegel, P. (2008). *Ethics in psychology and the mental health professions: Standards and cases* (3rd ed.). New York: Oxford.

LESSON GOALS

To present course requirements and a course overview. To trace the evolution of the APA ethics code and the importance of exploitation and informed consent throughout the code.

REFERENCES

Canter, M. B., Bennett, B. B., Jones, S. E., & Nagy, T. F. (1994). *Ethics for psychologists: A commentary on the APA ethics code* (pp. 9-27). Washington, DC: American Psychological Association.

Fisher, C. B. (2003). *Decoding the ethics code: A practical guide for psychologists* (pp. 4-9). Thousand Oaks, CA: Sage.

Koocher, G. P., & Keith-Spiegel, P. (2008). *Ethics in psychology and the mental health professions: Standards and cases* (3rd ed., pp. 378-381). New York: Oxford.

Nagy, T. D. (2006, August). *Postdoctoral ethics teaching: A model for a mixed bag*. Paper presented at the meeting of the American Psychological Association, New Orleans, LA.

OBJECTIVES

1. Review course requirements.
2. Present course overview.
3. Trace the evolution of the 2002 APA ethics code.
4. Present Nagy's conceptualization of the role of informed consent and exploitation in the 2002 code.

AGENDA

lecture/discussion

LESSON GOALS

To provide examples of ethical issues in real-world situations, present a model of ethical decision making, and discuss the model's use in addressing ethical dilemmas that confront school psychologists.

READINGS

- Jacob, S., & Hartshorne, T. S. (2007). *Ethics and law for school psychologists* (5th ed., pp. 1-24). Hoboken, NJ: Wiley.
- Betan, E. J., & Stanton, A. L. (1997, August). *Ethical decision making: The influence of affect and competing demands*. Poster presented at the meeting of the American Psychological Association, Chicago, IL.
- Tryon, G. S. (2000). Ethical transgressions of school psychology graduate students: A critical incidents survey. *Ethics & Behavior, 10*, 271-279.
- Tryon, G. S. (2001). School psychology students' beliefs about their preparation and concern with ethical issues. *Ethics & Behavior, 11*, 375-394.
- Jacob-Timm, S. (1999). Ethically challenging situations encountered by school psychologists. *Psychology in the Schools, 36*, 205-217.
- Koocher, G. P., & Keith-Spiegel, P. (2008). *Ethics in psychology and the mental health professions: Standards and cases* (3rd ed., pp. 3-8, 20-30). New York: Oxford.

OBJECTIVES

1. Identify sources of quality control for school psychology services.
2. Compare definitions of ethics, morality, and applied professional ethics.
3. Explain how ethics facilitates professionalization.
4. Discuss why ethical codes do not ensure ethical conduct.
5. List some desirable competencies that may result from ethics education.
6. Discuss the effectiveness of ethics education with reference to articles by Tryon (2000, 2001) and Betan and Stanton (1997).
7. List the general characteristics of APA and NASP ethics codes.
8. Discuss professional guidelines for service delivery and how they differ from ethics codes.
9. Detail the four broad ethical principles outlined by Jacob and Hartshorne and Koocher and Keith-Spiegel's ethical virtues.
10. List some ethical dilemmas encountered by school psychologists.
11. Specify the relationship between ethics and law.
12. Present Koocher and Keith-Spiegel's ethical decision-making model.
13. Present Koocher and Keith-Spiegel's suggestions for ethical decision-making in crisis conditions.

AGENDA

lecture/discussion

LESSON GOALS

To compare APA and NASP ethics codes and service delivery standards, discuss personal-professional boundaries, and provide an overview of laws governing school psychology practice.

READINGS

Jacob, S., & Hartshorne, T. S. (2007). *Ethics and law for school psychologists* (5th ed., pp. 30-45, 313-357). Hoboken, NJ: Wiley.

American Psychological Association. (1981). Specialty guidelines for the delivery of services by school psychologists. *American Psychologist*, 36, 670-681.

Pipes, R. B., Holstein, J. E., & Aguirre, M. G. (2005). Examining the personal-professional distinction: Ethics codes and the difficulty of drawing a boundary. *American Psychologist*, 60, 325-334.

OBJECTIVES

1. List the enforceable and nonenforceable aspects of NASP and APA ethics codes and service delivery standards and briefly explain the rationales for each.
2. Compare the structure of APA and NASP ethical codes.
3. Discuss the distinction between the personal and the professional and the implications of this distinction for school psychologists.
4. List NASP's ethical code Professional Competency principles and apply to examples.
5. List and comment on NASP's Professional Relationships and Responsibilities principles.
6. Discuss NASP's ethical principles for practice in public and private settings.
7. Compare APA's and NASP's conflicting positions regarding the title "school psychologist".
8. List other differences between APA and NASP service delivery standards.
9. Compare NASP standards for federal and state government agencies.
10. List APA definitions of school psychology, service units, and service users.
11. Compare NASP and APA service delivery guidelines regarding comprehensive school psychology services.
12. Compare NASP and APA service-delivery guidelines regarding employing agencies, organization of school psychology services, relationship to other professionals, accountability, and supervision.
13. Discuss the importance of the 10th and 14th Constitutional Amendments in the provision of public education.
14. Define equal protection, procedural due process, and substantive due process, and discuss their applicability to public education.
15. Explain how the 1st, 4th, 5th, and 9th Constitutional Amendments relate to privacy in the schools.
16. Discuss church-state issues in the provision of funds and services to parochial schools.
17. Explain the difference between statutory and regulatory laws.
18. Explain the difference between antidiscrimination legislation and federal education legislation and list major legislation in each category that applies to school psychologists.
19. Explain the difference between enacted and discovered (case) law.
20. Explain the federal and state court systems and the types of cases they address.

AGENDA

lecture/discussion

LESSON GOALS

To present, review, and discuss ethics and laws pertaining to privacy, confidentiality, informed consent, and record keeping.

READINGS

Jacob, S., & Hartshorne, T. S. (2007). *Ethics and law for school psychologists* (5th ed., pp. 54-87, 325-345). Hoboken, NJ: Wiley.

Koocher, G. P., & Keith-Spiegel, P. (2008). *Ethics in psychology and the mental health professions: Standards and cases* (3rd ed., pp. 189-226). New York: Oxford.

OBJECTIVES

1. Discuss how privacy in school psychology is addressed in case law (give specific cases).
2. List privacy protections under the Protection of Pupil Rights Act (PPRA).
3. Discuss privacy from an ethical perspective.
4. Present and discuss APA ethical standard 3.10 (Informed Consent).
5. List and describe the three key elements of informed consent.
6. Discuss issues in the provision of informed consent by minors including findings from cognitive-development research.
7. Compare informed consent to notice and blanket consent.
8. Define confidentiality, and review and discuss APA ethical standards regarding confidentiality (4.01 – 4.07).
9. Discuss issues of confidentiality regarding direct student service, consultation, and collaboration (need-to-know principle).
10. Reconcile confidentiality with the duty to protect.
11. Discuss situations in which psychologists are obligated to share confidential information.
12. Distinguish between confidentiality and privileged communication.
13. Discuss issues related to privileged communication and its application.
14. List some exceptions to privileged communication.
15. List some abuses of school records that prompted legislation addressing privacy of student records.
16. Distinguish educational records from directory information and private notes, and discuss issues involved with sole possession records.
17. Explain the right to review and amend school records under the Family Educational Rights and Privacy Act (FERPA).
18. Discuss FERPA provisions for confidentiality of records.
19. Describe the Health Insurance Portability and Accountability Act (HIPPA) and its relationship to FERPA.
20. Compare legal and ethical issues regarding parental access to test protocols.
21. Discuss access to records by various individuals.
22. Discuss concerns with computerized records.
23. Discuss APA ethical standards for record keeping (6.01 – 6.03).

AGENDA

lecture/discussion

LESSON GOALS

To present APA assessment ethics and legal requirements for psychoeducational assessments and discuss APA guidelines for providing services to diverse populations.

READINGS

American Psychological Association. (1993). Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. *American Psychologist*, 48, 45-48.

Jacob, S., & Hartshorne, T. S. (2007). *Ethics and law for school psychologists* (5th ed., pp. 89-116). Hoboken, NJ: Wiley.

Knapp, S., & VandeCreek, L. (2007). When values of different cultures conflict: Ethical decision making in a multicultural context. *Professional Psychology: Research and Practice*, 38, 660-666.

Koocher, G. P., & Keith-Spiegel, P. (2008). *Ethics in psychology and the mental health professions: Standards and cases* (3rd ed., pp. 227-261). New York: Oxford.

OBJECTIVES

1. Discuss APA ethical standards for assessment (9.01 – 9.11).
2. Explain the difference between testing and assessment and give two models of assessment.
3. Outline the school psychologist's legal and ethical pre-assessment responsibilities towards parents and students.
4. Discuss legal requirements mandated by IDEA (originally P.L. 94-142) to be followed in assessment planning.
5. Explain the successive-levels model of psychoeducational assessment.
6. List two types of reliability and acceptable reliability coefficients for various uses of tests.
7. Explain the reliability information needed for adequate assessment instruments.
8. Define the different types of validity and their importance in selecting adequate instruments.
9. Indicate what constitutes adequate test norms.
10. Discuss legal-ethical issues related to privacy and assessment conditions.
11. Explain how to write assessment reports and share findings to ensure maximal assistance to students.
12. Discuss types of biases that school psychologists are legally and ethically obligated to avoid in their assessments.
13. Discuss legal and ethical issues involved in projective personality assessment and computer-based testing.
14. Explain the importance of professional autonomy and competence relative to assessment services.
15. List APA ethical guidelines for ethnically and culturally diverse populations.
16. Explain the use of the perspective of soft universalism when making ethical decisions in a multi-cultural context.

AGENDA

lecture/discussion

MIDTERM EXAM

EXAM GOAL

To assess students' knowledge of information covered in the first five lessons specified in selected objectives from each lesson.

LESSON GOAL

To review the history and current regulations of IDEA.

READINGS

Jacob, S., & Hartshorne, T. S. (2007). *Ethics and law for school psychologists* (5th ed., pp. 117-169). Hoboken, NJ: Wiley.

OBJECTIVES

1. Review case law and early legislation regarding education of the handicapped preceding P.L. 94-142.
2. Describe IDEA's four parts.
3. List the obligations of state and local education agencies under IDEA-Part B.
4. Discuss obligations of state and local education agencies to provide special education services to children placed in private schools by parents.
5. Discuss in detail the zero reject principle of IDEA.
6. Describe in detail the disability categories determining eligible children under IDEA-Part B.
7. Discuss and identify problems with IDEA-Part B criteria for mental retardation, learning disabilities, serious emotional disturbance, and other health impairment.
8. Describe IDEA 2004 allowances for early intervention services.
9. Review specific court cases involving due process and equal protection that shaped IDEA-Part B assessment, classification, and placement procedural requirements.
10. List IDEA-Part B evaluation and placement procedures.
11. Describe an individualized education program (IEP) meeting and the contents of an IEP including the scope of required special education, related services, supplementary aids and services, assistive technology.
12. Detail the steps in IEP implementation.
13. Define a least restrictive environment, an appropriate education, and freedom from harassment according to IDEA-Part B.
14. Discuss IDEA related alterations in the school calendar.
15. Define the scope of related services under IDEA and coordination of IDEA, Medicaid, and private health insurance.
16. Discuss procedural safeguards, mediation and due process hearings, and rights to civil legal action under IDEA-Part B.

AGENDA

lecture/discussion

LESSON GOALS

To review IDEA-Part C, Section 504 of the Rehabilitation Act of 1973, and ADA and to discuss challenging work settings for psychologists.

READINGS

Jacob, S., & Hartshorne, T. S. (2007). *Ethics and law for school psychologists* (5th ed., pp. 169-194). Hoboken, NJ: Wiley.

Koocher, G. P., & Keith-Spiegel, P. (2008). *Ethics in psychology and the mental health professions: Standards and cases* (3rd ed., pp. 485-491, 500-502). New York: Oxford.

OBJECTIVES

1. Describe the purpose of IDEA-Part C (P.L. 99-457) and statewide system and child find requirements.
2. Define eligible children according to IDEA-Part C.
3. List IDEA-Part C evaluation requirements and procedural safeguards.
4. List IDEA-Part C individualized family service plan (IFSP) requirements and early intervention services provided.
5. List the two ways that Congress seeks to ensure a free appropriate education for handicapped students.
6. Discuss difficulties with implementation of Section 504 of the Rehabilitation Act of 1973.
7. Discuss the purpose and protections of Section 504 and how it differs from that of IDEA.
8. Define a handicapped individual according to Section 504 and compare this to IDEA's definition of a disability.
9. List and discuss categories of students who may not be eligible for special education under IDEA but may be eligible for special consideration under Section 504.
10. Present evaluation procedures for Section 504 and compare them to IDEA.
11. Compare Section 504 and IDEA requirements for a free appropriate public education.
12. List the content of a Section 504 accommodation plan and compare it to an IEP.
13. Discuss accommodations required by Section 504 and how these may be implemented.
14. Compare Section 504 and IDEA safeguards and notices to parents.
15. Describe the Americans with Disabilities Act (ADA) and compare it to Section 504.
16. List the agencies responsible for compliance with IDEA, Section 504, and ADA.
17. List basic considerations for psychologists when working in specialized settings such as schools and other challenging work settings.

AGENDA

lecture/discussion

LESSON GOALS

To present legal and ethical guidelines for intervention practices, including fees and advertising.

READINGS

Jacob, S., & Hartshorne, T. S. (2007). *Ethics and law for school psychologists* (5th ed., pp. 195-219). Hoboken, NJ: Wiley.

Koocher, G. P., & Keith-Spiegel, P. (2008). *Ethics in psychology and the mental health professions: Standards and cases* (3^d ed., pp. 70-74, 101-126, 141-149, 403-432). New York: Oxford.

Taylor, L., & Adelman, H. (1989). Reframing the confidentiality dilemma to work in children's best interests. *Professional Psychology: Research and Practice*, 20, 79-83.

Tryon, G. S. (1986). Abuse of therapists by patients: A national survey. *Professional Psychology: Research and Practice*, 17, 357-363.

OBJECTIVES

1. Present and discuss APA ethical standards regarding therapy (10.01 – 10.10) and fees (6.04 – 6.07).
2. Discuss issues involving the therapeutic contract, client frame of reference, conflicting values, and ethnic and cultural diversity relative to treatment with children and adolescents.
3. Discuss ethical ways to manage difficult or threatening clients.
4. Discuss the results of Tryon's survey of independent practitioners.
5. List and discuss school psychologists' preintervention responsibilities to parents and students.
6. Discuss confidentiality issues related to working with minors.
7. Discuss consent issues involving self-referrals, experimental methods, and supervision/consultation.
8. Present issues related to intervention planning and interventions with culturally diverse clients.
9. Discuss legal and ethical issues related to assessment of student threats of violence to others.
10. Discuss suggested school policies regarding suicidal students.
11. Present obligations and roles of school psychologists regarding student drug abuse.
12. Present school psychologists' obligations to report suspected child abuse.
13. Present issues and cases surrounding student disclosure of criminal acts.
14. Discuss parental notification and/or consent regarding student pregnancies, birth control information, and sexually transmitted diseases.
15. Discuss school psychologists' responsibility toward their clients regarding provision of competent service, including a discussion of coercive and fringe therapies.
16. Discuss APA's 2002 ethical standards regarding competence (2.01 – 2.06) and advertising and other public statements (5.01 – 5.06).
17. Distinguish between intellectual and emotional competence.
18. Discuss issues concerning the public face of mental health professionals.

AGENDA

lecture/discussion

LESSON GOALS

To present ethical and legal considerations involved in interventions and consultations as well as ethical and legal issues concerning professional relationships, particularly multiple-role relationships.

READINGS

Jacob, S., & Hartshorne, T. S. (2007). *Ethics and law for school psychologists* (5th ed., pp. 219-247). Hoboken, NJ: Wiley.

Koocher, G. P., & Keith-Spiegel, P. (2008). *Ethics in psychology and the mental health professions: Standards and cases* (3rd ed., pp. 262-272, 299, 315-317). New York: Oxford.

OBJECTIVES

1. Discuss ethical-legal considerations regarding behavioral interventions arising during the problem clarification stage concerning goal selection and functional behavioral assessment and analysis.
2. List and discuss possible behavioral interventions from the least to the most drastic procedures.
3. Discuss problems associated with the use of Ritalin to treat Attention Deficit Hyperactivity Disorder.
4. Discuss IDEA 2004 requirements regarding child medication.
5. Discuss APA ethical standards concerning human relations (3.01 – 3.12).
6. Define consultation.
7. Present and discuss behaviors consistent with integrity in professional relationships as they relate to consultation with teachers.
8. Discuss client and consultee welfare, informed consent, confidentiality, and nondiscrimination relative to consultation with teachers.
9. Present issues of responsible caring, professional responsibility, and competence as they relate to consultation with teachers.
10. Discuss how school psychologists may facilitate parent autonomy and self-determination in collaboration with schools.
11. Present ways to manage conflicting interests of schools, parents, and children.
12. Present ways to address family privacy and confidentiality.
13. Discuss responsible caring and integrity in relationship with parents.
14. List Webb's four themes related to strains in culturally diverse practices.
15. Discuss multiple-role relationships, risky therapists and clients, signs to watch for and behaviors to avoid.

AGENDA

lecture/discussion

LESSON GOALS

To present ethical and legal issues involved in systems-level consultation and ethical guidelines for relationships with other professionals.

READINGS

Jacob, S., & Hartshorne, T. S. (2007). *Ethics and law for school psychologists* (5th ed., pp. 248-276). Hoboken, NJ: Wiley.

Koocher, G. P., & Keith-Spiegel, P. (2008). *Ethics in psychology and the mental health professions: Standards and cases* (3rd ed., pp. 344-354, 371-373). New York: Oxford.

1. Define systems-level consultation.
2. Describe and critique statewide pupil assessment programs required by the No Child Left Behind Act.
3. Present legal-ethical issues involved in minimum competency testing and screening tests.
4. Discuss the legal and ethical concerns relative to issues of school entry and grade retention.
5. Cite court cases and research results regarding instructional grouping.
6. Present results of court rulings with regard to discipline.
7. Define suspension and expulsion from school as clarified by The Gun Free Schools Act and the 1975 *Goss v. Lopez* Supreme Court case.
8. Discuss in detail the suspension and expulsion of students classified as disabled under IDEA.
9. Present difficulties involved with identifying potentially violent students.
10. Discuss court cases involving school failures to protect students from harassment and discrimination.
11. Present the schools' responsibility toward students with limited English proficiency.
12. Present schools' responsibility toward gifted and talented students.
13. Describe the two-step inquiry to determine whether a student with a communicable is otherwise qualified for Section 504 protection.
14. Discuss Centers for Disease Control recommendations and current medical opinion regarding school children with AIDS/HIV.
15. Cite the application of IDEA to students with AIDS/HIV.
16. Discuss ethical issues involved in working with other professionals and peers.
17. Define procedural justice and give Koocher and Keith-Spiegel's recommendations for relating to "difficult" individuals.

AGENDA

lecture/discussion

LESSON GOALS

To review ethics for research and publication and to discuss researchers concerns with current IRBs.

READINGS

Jacob, S., & Hartshorne, T. S. (2007). *Ethics and law for school psychologists* (5th ed., pp. 277-295). Hoboken, NJ: Wiley.

Koocher, G. P., & Keith-Spiegel, P. (2008). *Ethics in psychology and the mental health professions: Standards and cases* (3^d ed., pp. 518-548). New York: Oxford.

O'Brien, R. M. (2006). The Institutional Review Board problem: Where it came from and what to do about it. *Journal of Social Distress and the Homeless*, 15, 23-46.

Tryon, G. S., Bishop, J. L., & Hatfield, T. A. (2007). Doctoral students' beliefs about authorship credit for dissertations. *Training and Education in Professional Psychology*, 1, 184-192.

OBJECTIVES

1. Explain the development of federal policies for the protection of human research participants.
2. Discuss the importance of competence in conducting research.
3. Identify IRB and state APA ethical standard 8.01.
4. Discuss concerns about IRBs articulated by O'Brien.
5. List potential risks to participants that researchers should minimize.
6. Present ethical and legal violations in the case of *Merriken v. Cressman*.
7. List the key elements of informed consent and discuss from whom consent is solicited.
8. Discuss coercion in soliciting research participants (including APA ethical standards 8.04 and 8.06).
9. Compare APA ethical standards 8.02 and 8.03 to HHS requirements for informed consent for research.
10. Define and give examples of minimal risk research and identify types of research exempt from informed consent by Department of Health and Human Services (HHS) regulations, Protection of Pupil Rights Act (PPRA), FERPA, and/or APA ethical standard 8.05.
11. Discuss research obligations to reduce potential stresses to research participants.
12. Discuss post-data-collection responsibilities of researchers to protect child research participants from harm (include APA ethical standard 8.08).
13. Define concealment and deception relative to research and discuss these terms as they relate to participants' informed consent (include APA ethical standard 8.07).
14. Discuss issues concerning the confidentiality of research data (include APA ethical standard 8.14).
15. Discuss research with ethnic and linguistic minority populations.
16. Define scientific misconduct and discuss APA ethical standard 8.10.
17. Discuss issues involving publication credit and plagiarism (include discussion of APA ethical standards 8.11 and 8.12), including the study by Tryon et al. (2007).
18. Discuss duplicate publication of data (include APA ethical standard 8.13) and the ethical responsibilities of a manuscript reviewer (include APA ethical standard 8.15).

AGENDA

Lecture/discussion

LESSON GOALS

To review ethical and legal issues of training, accreditation, credentialing, and supervision.

READINGS

Fagan, T. K., & Wise, P. S. (2007). *School psychology: Past, present, and future* (3rd ed., pp. 224-245). Bethesda, MD: National Association of School Psychologists.

Koocher, G. P., & Keith-Spiegel, P. (2008). *Ethics in psychology and the mental health professions: Standards and cases* (3rd ed., pp. 74-88, 433-457). New York: Oxford.

Jacob, S., & Hartshorne, T. S. (2007). *Ethics and law for school psychologists* (5th ed., pp. 45-47, 296-309). Hoboken, NJ: Wiley.

OBJECTIVES

1. Present and discuss APA ethical standards for design and description of training programs (7.01 & 7.02).
2. Discuss APA ethical standards 7.03 – 7.07.
3. Identify the Association of Specialized and Professional Accreditors (ASPA), the National Council for Accreditation of Teacher Education (NCATE), APA Division 16, and the Council of Directors of School Psychology Programs (CDSPP).
4. Discuss accreditation issues and conflicts involving APA and NCATE/NASP.
5. Describe the process of accreditation.
6. Discuss the pros and cons of accreditation.
7. Discuss licensure and certification as they relate to school psychologists how they reflect APA and NASP positions regarding the “doctoral issue”.
8. Discuss how training and credentialing are linked.
9. Discuss training and credentialing issues identified by Koocher and Keith-Spiegel.
10. Present procedures for acquiring certification and licensure.
11. Contrast the transcript review and program approval model of certification.
12. Identify and discuss the importance of the *National Register of Health Service Providers*, the American Board of Professional Psychology diploma, and the National Certificate in School Psychology to school psychologists.
13. List duties and responsibilities of supervisors.
14. Describe a supervision professional disclosure statement and individualized learning plan.
15. Discuss ethical considerations in supervision.
16. Contrast technical, judgmental, and normative supervisee errors.
17. Compare the impact of supervisee distress and supervisory impairment on client well being.
18. Discuss liability issues in supervision.

AGENDA

Lecture/discussion

LESSON GOALS

To discuss legal and ethical complaints and sanctions against school psychologists and peer-monitoring obligations.

READINGS

Koocher, G. P., & Keith-Spiegel, P. (2008). *Ethics in psychology and the mental health professions: Standards and cases* (3rd ed., pp. 8-19, 30-69). New York: Oxford.

Jacob, S., & Hartshorne, T. S. (2003). *Ethics and law for school psychologists* (4th ed., pp. 45-51). New York: Wiley.

OBJECTIVES

1. Present the criteria used in tort cases, and discuss the immunity of public schools and school psychologists from liability.
2. Define instructional malpractice and discuss the success or failure of these types of claims.
3. Discuss what claims might be successful under Section 1983 of the Civil Rights Act of 1871.
4. Explain the Paul D. Coverdell Teacher Protection Act.
5. List the criteria for a successful malpractice suit.
6. Discuss differences in the professional cultures of lawyers and psychologists.
7. Define appropriate standard of care.
8. List precipitants of suits against psychologists.
9. Describe strategies to prevent professional liability suits.
10. Discuss points to be kept in mind when purchasing malpractice insurance.
11. List and comment on APA's ethical standards for resolving ethical issues (1.01 – 1.08).
12. Discuss Koocher and Keith-Spiegel's suggestions for informal peer monitoring and confrontation.
13. Present characteristics of psychologists who behave unethically.
14. Discuss some risky situations that may lead to ethical violations.
15. Present enforcement options for psychologists who violate laws or ethics.
16. List the perils of being a complainant or respondent in an ethics case.
17. Present APA procedures for ethics complaints and their dispositions.

AGENDA

Lecture/discussion
Papers due

Fifteenth Meeting
EPSY 72100

Professor Tryon
December 18, 2008

FINAL EXAM

EXAM GOAL

To assess students' knowledge of information covered in lessons 6-14 specified in selected objectives from each lesson.

