California State University, Northridge
Michael D. Eisner College of Education
Department of Educational Psychology and Counseling
School Psychology Program

Law and Ethics and Professional Practice for School Psychologists in the Schools and in Private Practice (EPC 667)
Fall Semester 2021

ONLINE

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The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to Excellence through Innovation. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, and candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.
 We value academic excellence in the acquisition of professional knowledge and skills. We commit ourselves to, and expect our candidates to:

- Acquire in-depth knowledge in subject matter;
- Acquire professional and pedagogical knowledge;
- Acquire pedagogical content knowledge;
- Use professional standards to develop and evaluate programs and guide practice;
- Use varied resources, including technology, to promote learning;
- Communicate effectively, both orally and in writing, in professional and community settings; and
- Engage in scholarship and research.

PROGRAM STUDENT LEARNING OBJECTIVES:

The internship experience will address all aspects of a comprehensive service delivery model to support NASPs mission in developing quality school psychologists who have competence in their ability to conceptualize development, adjustment, and learning based on culture, language, and other diversity factors to promote positive academic and life

outcomes in all areas of service delivery to include the following program goals and student learning outcomes (SLOs):

Program Goal 1. Foundation of the Profession, Professional, and Legal and Ethical Practice: **Provide a foundation of the profession of school psychology, including history and roles and functions, emphasize professional practice, including effective communication and interpersonal skills, and emphasize the use of legal and ethical decision making when working with students, staff, and parents within a comprehensive model of delivery service.**

SLO1: Foundations of the Profession and Professional Practice: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge*** of the field of school psychology and exhibit characteristics of effective school psychologists, which include good self-awareness of strength and weaknesses, satisfactory communication and interpersonal skills, persistence, creativity, flexibility, good time management, and good ethical and legal judgement and understand how these factors influence their practice. Candidates will use a comprehensive model of school psychological services and seek and provide mentoring to enhance their practice. *(NASP Domain 10: Legal, Ethical, and Professional Practice; CCTC SPPE 10)*

SLO 2: Law and Ethics: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge*** of the legal and ethical implications of IDEA, Section 504, ethic codes, and professional standards set by CCTC and NASP pertinent to the field of school psychology and use this information in exercising legal and ethical decision making. *(Domain 10: Legal, Ethical, and Professional Practice; CCTC SPPE 10)*

Program Goal 2. Respect for Human Diversity and Equitable Practices for Diverse Student Populations: **Provide a foundation and expectation to understand, respect, and celebrate human diversity and promote effective services, social justice, and social advocacy for all students, families, and schools.** *(NASP Domain 8: Equitable Practices for Diverse Student Populations; CCTC SPPE 8)*

SLO 3: Respect for Human Diversity and Equitable Practices: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***Knowledge*** of human diversity, including individual differences, abilities, disabilities, religion, culture, and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other diverse characteristics within individuals and families, the effects they have on development and learning, and promote effective general and special education services, social justice, and social advocacy for all students, families, and schools to address potential influences related to diversity. (NASP Domain 8; CCTC SPPE 8)

Program Goal 4: Assessment and Problem Solving Data Based Decision Making:
Provide knowledge and skills in assessment and problem solving data-based
decision making to monitor progress and evaluate outcomes for students, families,
schools, and/or consumers.

SLO 7: Problem Solving Data Based Decision Making and Response to Intervention:
School Psychology candidates will obtain at least a B on their exams and/or project(s) in
specific classes, and/or satisfactory performance on instructor and/or supervisor
evaluations based on their ***knowledge, skills, and competence*** to use the problem-solving
model to make data-based decisions as they gather, measure, and evaluate data to look at
student, family, schools, and/or consumer's outcomes. *(NASP Domain 1: Data Based
Decision Making; CCTC SPPE 1)*

Program Goal 6: Academic, Behavioral, Mental Health and Life Success: Provide
knowledge and skills to school psychology candidates on evidenced based academic,
behavioral, and social-emotional interventions based on theory, risk and
resiliency/developmental assets research, a systems ecological approach, and data
based decision making to address individual and systemic factors to improve
outcomes for overall school and life success.

*SLO 10: Academic Interventions using Risk and Resiliency Theory/Research and
Systems-Ecological Approach:* School Psychology candidates will obtain at least a B on
their exams and/or project(s) in specific classes, and/or satisfactory performance on
instructor and/or supervisor evaluations based on ***knowledge, skills, and competence*** on
the use of academic interventions based on evidence based practice, effective teaching
and instruction, diversity in learning and language proficiency, effective data based
assessment, monitoring, and evaluation, and a systems ecological approach to address
individual and systemic factors to improve academic outcomes. *(NASP Domain 3:
Academic Interventions and Instructional Supports; CCTC SPPE 3)*

*Program Goal 7: Creating and Maintaining Safe, Supportive, Equitable, and Effective
School Wide Learning Environments***: Provide knowledge and skills on**
understanding systems, using a systems ecological approach, and create and
maintain safe, supportive, equitable, and effective school wide learning
environments through a comprehensive service delivery model.

SLO 13: School Wide Practices to Promote Learning: School psychologists candidates
will obtain at least a B on their exams and/or project(s) in specific classes, and/or
satisfactory performance on instructor and/or supervisor evaluations based on their ability
to demonstrate ***knowledge*** of systems' structures, system ecological approach,
organization, and theory; general and special education programming; and evidence-
based school-wide practices that promote learning, positive behavior, and mental health
and collaborate with others, to develop and implement practices and strategies to create
and maintain safe, effective, positive school climate, and supportive learning

environments for students and school staff. *(NASP Domain 5: School-Wide Practices to Promote Learning; CCTC SPPE 5)*

SLO 14: Services to Promote Safe, Supportive, Equitable, and Schools: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge*** principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools and collaborate with others to promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety. They also implement effective crisis prevention, protection, mitigation, response, and recovery. (NASP *Domain 6: Services to Promote Safe and Supportive Schools; CCTC SPPE 6)*

OBJECTIVES RELATED TO NASP AND CCTC:

Internship will address the development and competence of all NASP domains and CCTC SPPEs to include:

Domain 1: Data-Based Decision Making
School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 3: Academic Interventions and Instructional Supports
School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 5: School-Wide Practices to Promote Learning
School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop
and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 8: Equitable Practices for Diverse Student Populations
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They

also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 10: Legal, Ethical, and Professional Practice
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Catalog Description:

Prerequisite: Admission into the School Psychology Program. Corequisite: EPC 659AB. This course provides an introduction to current roles and functions of school psychologists as guided by the history of the profession, law and ethics in the schools and in private practice, and current and future trends.

Specific Student Learning Objectives:
This introductory course will provide an ethical and professional framework from which student's knowledge and skills in school psychology will continue to develop. The following are the student outcomes for this course:

A. Students will demonstrate an understanding of psychological foundations and diversity including:
  1. Knowledge of individual differences, such as human exceptionalities, based on IDEIA.
  2. Knowledge of social and cultural factors as they relate to cultural competence.

B. Students will demonstrate an understanding of educational foundations, including:
  1. Knowledge about the organization and operation of schools, school and

community-based resources, and alternative service delivery systems.
2. Knowledge about school wide practices to promote classroom learning.
3. Knowledge about family involvement and the importance of improving collaboration between parents and educators to enhance pupils' development and achievement.
4. Knowledge of how policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and families.
5. Knowledge of various public and private agencies and resources available.

C. Students will demonstrate an understanding of legal, ethical and professional foundations, including:
1. Knowledge and ability to access information about legal mandates, as well as a range of legal issues, such as statutory, regulatory, and case law affecting the delivery of pupil services and that relate to pupil's rights to and eligibility for special education under IDEA and 504 services and the processes that protect pupil's rights.
2. Knowledge of codes of ethics and service delivery standards (National Association of School Psychologists, American Psychological Association, and American Counseling Association and state professional organizations Such as the California Association of School Psychologists).
3. Discuss ethical codes, standards for practice, and law pertinent to the delivery of school psychological services in the schools (e.g., NASP and APA codes, IDEA, FERPA, section 504, and major court cases).
4. Identify and discuss the ethical and legal aspects of situations that arise in Professional and private practice, use ethical reasoning skills to anticipate and Prevent problems from arising; and make informed, well-reasoned choices in resolving problems when they do occur.
5. Understand and value practice based on respect for the dignity of persons; responsible caring; integrity in professional relationships; and acceptance of responsibility to school, community, and society.
6. Candidates will recognize the important role of field site supervision and the role in pre-professional training and will understand different models of supervision used to mentor pre-professionals in practica and internship (CCTC Std. 16).

D. Students will demonstrate knowledge of the history of school psychology and will show an understanding of professional foundations in school psychology by describing school psychological services including:
1. Knowledge of implications of history, service models, and professional standards for professional identity and effective practice. (CCTC SPPE 10.2)
2. Describe the roles and functions of school psychologists.
3. Knowledge of alternative models for the delivery of school psychological services, emergent technologies and the roles and functions of school psychologists.
4. Knowledge of data-driven models for ethical decision-making and processes to resolve problems arising from value conflicts at the individual, group and organizational level.

5. Describe the scientist-practitioner model of service delivery, problem solving model, and data based decision process.
6. Information about consultation services with teachers, parents, and schools Personnel.
7. Information about mental health services at the individual, group and system level.
8. Prevention and intervention
9. Professional standards.
10. Developing a professional identity and effective practice as school psychologists. (NASP Domain 10)

E. Students will demonstrate knowledge of foundational knowledge in having professional responsibilities, such as (CCTC SPPE 10.0)

1. Behaving in legal, ethical and professional manner and provide services that reflect best practices in legal, ethical and professional practice (CCTC SPPE 10.1)
2. Understanding models and responsibilities as part of their self-identity and when mentoring pre-professionals in practicum and internship placements.
3. Understanding the importance of the role that fieldsite supervisors play in pre-professional training of future school psychologists.
4. Understanding the need to be a life-long learner and need to continue professional development.
5. Demonstrate professional disposition, responsibility, adaptability, initiative, dependability, competency, advocacy skills, respect for human diversity, commitment so social justice and self-care. (NASP Domain 8).
6. Engage in responsive ethical and professional decision-making and collaborate with other professionals. (NASP Domain 8)
7. Continue to develop competency in emerging technologies.
8. Demonstrate professional disposition (behavior and attitude), responsibility, adaptability, initiative, and self care (CCTC SPPE 10.3).

F. Students will gain an understanding of Systems Level Issues, such as:

1. An understanding of ways in which school environments can enhance the safety and well-being of all pupils.
2. An understanding of models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment.

G. Students will gain an understanding of Academic and Behavioral Issues and Interventions with Children and Youth by:

1. Understanding various academic, social emotional and behavioral issues that impact children and youth's learning.
2. Understanding the problem solving and data based decision models in order to understand pupil's areas of difficulties, improve outcomes for instruction, development of cognitive an d academic skills, and development of life's competencies through scientifically based interventions that can be monitored and evaluated based on data to assess candidate's effectiveness and pupil's progress.

Required Texts:
Jacob, S., Deker, D., & Hartshorne, T. (Latest version). <u>Ethics and Law for School</u>
<u>Psychologists: (or 8th) Edition.</u> Hoboken, NJ: John Wiley & Sons, Inc.

Remley, T. P., & Herlihy B. (2014). Ethical, Legal, and Professional Issues in
Counseling: 3rd Edition. Pearson.

Thomas, A., and Grimes, J. (2005). Best practices in school psychology—IV.
Washington, D.C. National Association of School Psychologists.

Merrel, K. et al. (2011). School Psychology for the 21st Century

Other Assigned Readings.

Publication Manual of the American Psychological Association (latest Edition)

Course Expectations:

1. Regular class attendance is required and participation in all class meetings and canvas
    discussions/activities is expected. Active participation requires reading and other assignments to
    be completed before class meetings. Students are expected to participate in all small and whole
    group class activities.

2. All assignments will be typed and proofread for grammatical and spelling errors.

3. **All oral and written references of students used as examples (case studies) will be
   have no identifying information. Full confidentiality of students and families will
   be maintained at all times.**

4. No late assignments will be accepted. Please see Canvas Due dates.

5. Students are encouraged to contact the instructor about any questions they may have.
    The instructor is available by appointment and during specified office hours.

6. During online instruction, the professor expects to see all students. If you need to take
   small breaks, that is fine, but you should respond when called.

7. Professional, respectful, and courteous behavior is expected of all students toward
    professor and classmates.

General methodology used in teaching this course:

This is an online course. Lecture, group discussions, discussion analysis of case studies,
presentations, use of canvas, and exams will be used as learning tools.

Course Requirements:

1. **Class Attendance** and participation (20 points – see rubric) is required.
   Please inform the instructor before class if you will be absent.
   All students are expected to participate in class discussions. This
   involves keeping up with the readings, as this is part of the learning process.

   If a student's grade is in the "borderline" between two grades, overall participation in class
   discussions will be considered.

2. **What is in your Suitcase/Collage Presentation. (20 pts)**

   1. What experiences have significantly influenced who you are and who you want to be?
   2. What are your talents, strengths, and weaknesses?
   3. Describe your cultural layers: this may include, but not be limited to ethnicity,
      race, language, gender, religion, etc.
   4. How might you use your many strengths to help students?

3. **Ethical Dilemma Presentations/Facilitation: Students are required to present
   legal/ethical issues and dilemma based on particular sections.**

   Students will be required to either:

   a. share an ethical dilemma (experienced or made up) and seek consultation
      from the group. The student will serve as the facilitator for class discussion on
      such ethical dilemma. The ethical dilemma is to be based on the legal and
      ethical area chosen at the beginning of the semester. The group will then offer
      possible ways to solve the problem, based on the ethical section assigned in
      the readings. The student (facilitator) will ultimately review the appropriate
      solution based on ethical and legal guidelines.

      ***Be sure to include California interpretation of Federal law when applicable.
      Look at the California Education Code and include this information in your
      presentation.***

   or if the topic does not lend itself to an ethical dilemma:

   b. review chosen legal and ethical standards in detail.

      ***Be sure to include California interpretation of Federal law when applicable.
      Look at the California Education Code and include this information in your
      presentation.***

      Class involvement and participation is required.

      Please refer to rubric for more information in Appendix B.

It is the student's responsibility to be present during the scheduled class where such topic is to be discussed. **If student needs to reschedule, please contact the instructor at <u>least two weeks</u> prior. It is the student's responsibility to switch with another classmate, if needed. No make ups will be provided.**

4. **Presentation.** Each student will present on a topic in School Wide Practices and Academic Issues and Interventions (See course outline). Presentation should be 30 minutes long.

   Please prepare Powerpoint and resources to share with classmates. Presentations will be 30 minutes maximum with 5 minutes discussion time. Students will be evaluated on the **quality of their presentation.** Expectations for the presentation are listed in Appendix C.

5. **Subject Summaries.** Each student will summarize readings and presentations (double-spaced, 1-2 pages). Each summary is worth 10 points, given that it contains the main points of the readings and presentations. Synthesizing information is expected, not just paraphrasing information. This involves providing your understanding of the material, as well as your thoughts and beliefs. Submit on Canvas by due date. No late submission will be accepted.

6. **Midterm**

7. **Final**

<u>Grades for 667:</u>

Course grade will be based on:

1. Attendance and Participation: 20 pts. (see Rubric)

1. Ethical Dilemma Presentation/Facilitation: 18 pts.

2. What is in your Suitcase? Presentation: 20 pts

3. Midterm: 100 pts   You must pass the Midterm with at least 80 points.

4. Presentation: Content: 50 pts.

5. Subject Summaries: 40 pts.

6. Final (If necessary): 100 points

Grades:
1) A = (95-100%)

2) A- = (90-94%)
3) B = (85-89%)
4) B- = (80-84%)
3) C = (75-79%)

Please note: To maintain good standing in the SP program, you must obtain at least a B in this and all classes.

COURSE OUTLINE

   *Please note that this outline may change. Instructor will notify you in advance if this is to occur.

8/31/2021   Introductions
               Course assignments

9/7/2021   What is in your Suitcase? Presentations – 3 min. max

9/14/2021   **School Psychology History and Roles and Functions.**
               1. Merrel et al. Ch. 1: Introduction to School Psychology
               2. Merrel et al. Ch. 2: Historical Context of School Psychology
               3. Merrel et al. Ch. 4: Becoming a school psychologist;
                       Roles in assessment, counseling, consultation, interventions, and
                       leadership.
               4. Merrel et al. Ch. 5: Working as a School Psychologist
               5. Understanding organization and operation of schools, school and
                   community based resources, and alternative service delivery systems.

9/21/2021   **Professional service, issues of diversity, evaluation and accountability
               of school psychology future of school psychology, and professional
               development.**
               1. Merrel et al. Ch. 3: The changing face of school psychology
               2. Merrel et al. Ch. 8: The school psychologist's role in assessment
               3. Merrel et al. Ch. 13: Moving the field forward: Mapping the future of SP
               4. Professional issues and Standards
               5. Understanding School Systems and Sources of Funding (https://
               edpolicyinca.org/publications/californias-education-funding-crisis-explained-12-charts)
                       California's Education Funding Crisis Explained in 12 Charts | Policy Analysis
                       for California Education (edpolicyinca.org)

*Please note that Remly & Herlihy's chapters may vary, depending on the volume you are using.

9/28/2021   **Ethics: Privacy, Informed Consent, Confidentiality, and Record Keeping**
               1. Jacob & Becker Ch. 1.: Ethics in School Psychology: An
                   Introduction
               2 Remly & Herlihy Ch. 4: section on Informed Consent

3. Jacob & Becker Ch. 3.: Privacy, Informed Consent,
    Confidentiality, and Record Keeping
4. Remly & Herlihy Ch. 5: Confidentiality and Privileged Communication
5. Remly & Herlihy Ch. 6: Records, Subpoenas, and Technology
6. Ethical Dilemmas
    a) #1: Privacy & Confidentiality (P&C) (2 people) – one will
      cover P & C in regards to School Psychology; other will
      discuss P & C in regards to the field of counseling
    b) #2: Informed Consent (IC) (2 people) - one will cover IC
      in regards to School Psychology; other will discuss P &
      C in regards to the field of counseling
    c) #3: Record Keeping (2 person)

10/5/2021   **Ethics and Law**
1. Jacob & Becker, Ch. 2.: Law and School Psychology:
    An Introduction
2. Jacob & Becker Ch. 4.: Ethical-Legal Issues in the Education of Pupils
    with Disabilities under IDEA
3. Jacob & Becker Ch. 5.: Section 504 and the Americans
    with Disabilities Act

   4. Section 504 Presentation (2 people)

10/12/2021   **Ethics and Legal issues in Assessment**
1. Jacob & Becker Ch.6.: Ethical and Legal Issues in
    Psycho-educational Assessment
2. Remly & Herlihy Ch.7: Competence, Assessment, & Diagnosis
2. Ethical Dilemma
    a) #4 Assessment (2 person)
    b) #5 Professional Competence (2 person)
    c) #6 Use of Materials and Technology (2 person)

10/19/2021   **Ethics and Legal Issues in Counseling**
1. Jacob & Becker, Ch. 7.: Ethical and Legal Issues in
    School Based Interventions
2. Remly & Herlihy Ch.11: Counseling Children and Vulnerable Adults
3. Remly & Herlihy Ch. 12: Counseling Families and Groups; crises
4. Jacob & Becker Ch. 10.: Research in the Schools: Ethical and Legal Issues
5. Jacob & Becker Ch. 11.: Ethical and Legal Issues in Supervision
4. Ethical Dilemma
    a) #7: Counseling (2 people) – Make sure you describe Ed code in
    detail in regards to counseling youth and the age limits;
      a) counseling in schools
      b) counseling in private practice
    b) #8 Counseling Families and Groups (1 person)
    c) #9   Pre-Intervention and Behavioral Interventions (1 person)

      a) #10.: Ethical and Legal Issues in Supervision (1 person)
         Importance of supervision and models of supervision for pre-
         professional development.
      b) #11 Ch. 10: Research in the Schools: Ethical and Legal Issues
         (1 person)

10/26/2021 **Ethics and Legal Issues in Working with Parents and Consultation**
    1. Jacob, Beker, and Hartshorne Ch. 8.: Indirect Services I: Ethical-
       Legal Issues in Working with Teachers and Parents
    2. Jacob, Becker, and Hartshorne Ch. 9: Indirect Services II: System
       Level Consultation
    3. Remley & Herlihy Ch. 3: Multicultural Competence & Social Justice
    3. Ethical Dilemma
      a) #12 Issues working with Teachers (1 person)
      b) #13 Issues working with Parents (1 person)
      c) #14: NASP Professional Relationships and Responsibilities
        – 15 minutes (1 person)
      d) #15 Issues working with culturally and linguistically diverse
        students and parents (Discuss suggested guidelines for
        providing services to CLD populations/Cultural competence.
        (2 people)

      REVIEW FOR MIDERM

11/2/2021 **Midterm on Canvas**

11/9/2021 **School Wide Practices to Promote School Success:**
            EVERY STUDENT SUCCEEDS ACT
    1. Systems Level Change, Organizational Change and Strategic Planning – How can
      school psychologists affect change? – 2 people
    2. Educational Accountability, High Stakes Testing, and Common Core Standards –
      what does all this mean for educators and school psychologists – 2 people
    3. Educating Historically Marginalized Students: History and current issues – How can
        school psychologists effectively advocate for social justice? – 2 people
    4. Development of school Climate, wellness, prevention and intervention in school crisis.
      (2 people)
    Merrel et al. Ch. 11: The school psychologist's role in system level change
    BPIV Chapters 16, 17, and 22.

    NO SUMMARY DUE TODAY

11/16/2021 **Diversity in Development and Learning**
    1. Bilingual Education, Lau V. Nichols, and Proposition 227: Effects on California
      Education for LEP Students – What is appropriate research based programs for
       bilingual students? (2 Students)
    2. Research on Special Education effectiveness – how can research guide current

practice for school psychologists? (2 students)
3. Math disabilities (1 students)

Readings: Best Practices VI Ch. 24, 93

DUE: School Wide Practices to Promote School Success Summary to include Readings from prior week and presentations.

11/23/21   **Canvas Assignment – Summary of Readings (1-2 pages)**
Problem Solving and Data Based Models of Practice
1. Merrel et al. Ch. 7: Facilitating change through data driven problem solving
2. Merrel et al. Ch. 9: The school psychologist's role in prevention and intervention: Part 1. Academic skills
3. Merrel et al. Ch. 10: The school psychologist's role in prevention and intervention: Part 2. Mental Health and social-emotional behavior

11/30/21   **Evidence Based Multi-Tiered School Wide Practices to promote academic outcomes, learning, Social development, and mental health**
1. Mental Health in Schools – what is the current trend and what is offered in the public schools. Discuss California law in regards to mental health in schools. (1 student)
2. Effective teaching and evaluating *effective teaching* for intervention – what should School psychologists keep in mind when consulting with teachers? (1 student)
3. Social Competence and Social Skills – what is the difference and how can School psychologists intervene? (2 students)

Readings: Best Practices VI ch. 61, 50, 58, 59, 65

DUE: Diversity in Development and Learning Summary to include Readings from prior week and presentations.

12/7/2021   **Improving Academic Performance and Intervention Presentations**
1. Understanding **Reading Development** in the primary and a secondary language (2 people) [Monolingual and Bilingual students]
2. Reading Disabilities/Dyslexia(2 people)
3. Disgraphia and writing difficulties (2 people)

BP IV READINGS: 44, 45, 46, 48

DUE: Evidence Based School Practices Summary to include Readings from prior week and presentations.

DUE: Improving Academic Performance Summary to include Readings Only

12/14/21   Final

APPENDIX A
SCHOOL PSYCHOLOGY PRACTICA GUIDELINES

1. Students will work with the instructor to secure a mutually acceptable fieldwork site, if student does not yet have one secured. Students will follow university guidelines in regards to either virtual or in person fieldwork or internship based on COVID 19 guidelines.

2. Students must devote a minimum of 1-2 full days (or equivalent) in the fieldwork placement with two hour of supervision per week.

3. Fieldsite supervisor must hold a valid PPS credential in School Psychology and have at least 3 years of experience.

4. Students must have liability insurance of at least $4,000,000.

5. Students should note the following requirements of their fieldwork based on the standards of the California Commission on Teacher Credentialing:
   A minimum of 450 clock hours of practicum is required according to the following standards and guidelines:
   a. A minimum of three hundred (300) clock hours in a preschool to grade 12 school setting providing direct and indirect pupil services.
   b. Up to 150 hours of experience may be offered through on-campus agencies (for example, child study center, psychology clinic, relevant educational research or evaluation activities), or community agencies (for example, private schools, community mental health centers).
   c. The supervision and principal responsibility for the SP Practica experience typically remains with faculty of the training program, in coordination with field-based professionals. Whether provided by faculty or a field-based professional, fieldwork supervision must be provided by an experienced (minimum of two years) professional who possesses background, training and credentials appropriate to the practicum experience.
   a. SP Practica is offered for academic credit, is a direct extension of program training goals and objectives, and has concurrent instruction provided as a part of the experience.
   b. All SP Practica experiences are evaluated. SP Practica evaluations are appropriate to the program objectives, whether the experience is accomplished through on campus or off-campus placements or through practical application components of separate courses. The evaluation also seeks to clarify the utility of the experience in terms of setting, supervision, and appropriateness of experiences. In this manner, the evaluation process is twofold, evaluating both the student's progress and the suitability of the various characteristics of the experience.
   c. To ensure that candidates have a breadth of field experience, candidates are required to complete a minimum of 300 clock hours across a second, third, or fourth field experience setting. These 300 hours can be accrued in both Fieldwork and the internship field experience settings.

6. Students will be required to complete 450hours in SP Practica for 659E&F. Students should try

to complete half of the hours per semester. Students should not exceed the 450 hours by too much because SP Practica and internship hours are not interchangeable. Students who have completed their hours for the semester should work on PBO's and aim to get a broader variety of skills and experiences (i.e., special education and various handicapping conditions). Students who do not complete the 450 hours by the end of the Spring semester will get an incomplete and will not be allowed to move on to internship until the hours are completed, as well as PBO's and all SP Practica requirements.

7. Students are to log and detail their SP Practica hours on a daily basis. Forms will be provided for this purpose.   Hours can be distributed for work in observation, consultation with teachers, parents, supervisors, school personnel, and outside agencies, testing, reading records, studying test materials, report writing (including competencies), interviewing, and counseling. Students are allowed to use two hours per week for work completed at home that is related to SP Practica. Students need to have field site supervisors sign their time logs each week.

8. Time logs should be turned in twice during the semester, depending on instructor.

9. Students are to adhere to fieldwork hours and regulations including telephoning supervisors when needing to be absent or late. Supervisors must know the whereabouts of the student at all times when assigned to them.

10. Students normally remain in the SP Practica placement for the entire school year, unless other arrangements have been made. Students can change placements if there are special circumstances. In the latter event, the student will need to meet with the instructor and the fieldwork supervisor before making a change. Students are expected to work when public/private school is in session. This may mean working during recess from the university.

11. Please request regular and specific feedback regarding your performance from your supervisor. You will be formally evaluated at the end of the semester and again at the end of the school year. Evaluation forms will be given to you and your supervisor during the second class meeting. Supervisor evaluation forms are due at the end of each semester.

12. If there is negative feedback from the supervisor, a meeting between fieldwork supervisor, student and university instructor should occur.

13. SP Practica students should maintain appropriate and professional attire and conduct at all times.

14. Students are required to gain experience at both the elementary and secondary levels.

15. **Students are also required to have experience in at least two different school districts during SP Practica and internship and at least two different school levels (e.g., elementary, middle and/or high school. Please note: various local districts in LAUSD do not count as separate districts.**

16. **Students having incompletes or grade of a B- or less in any class will not be able to begin internship or complete the program until these are cleared.**

17. **Students must complete ALL program requirements.**

APPENDIX B

Ethical Dilemma

1. Presented examples of ethical dilemmas that were creative, yet plausible, and encapsulated the nature of the dilemma.

   | Poor | Average | Excellent |
   | 1 | 2 | 3 |

2. Provided California Educational Code information relevant to the topic.

   | Poor | Average | Excellent |
   | 1 | 2 | 3 |

3. Stimulated and engaged classmates in discussion of possible solutions to the dilemma.

   | Poor | Average | Excellent |
   | 1 | 2 | 3 |

4. Provided a 1) copy of the scenario, 2) his/her ideas concerning possible resolutions in both verbal and written form based on the law and ethics code of conduct of school psychologist and counselors, and 3) informative notes and/or handouts. ***Note: written resolution should be provided after the discussion.***

   | Poor | Average | Excellent |
   | 1 | 2 | 3 |

5. Demonstrated acceptable knowledge of the NASP and ACA ethics codes and laws relevant to the assigned topic.

   | Poor | Average | Excellent |
   | 1 | 2 | 3 |

6. Focused and limited the discussion to 20 minutes.

   | Poor | Average | Excellent |
   | 1 | 2 | 3 |

APPENDIX C: EPC 667 Presentation Grading Criteria

Student Name: _____

Presentation: _____

1) Provided general overview of topic and its importance to education: Described why it is important to know about this topic in regards to School Psychology.

      Poor   Average   Excellent
        1   2   3   4   5

2) Provided systemic issues that impact the problem or topic.

      Poor   Average   Excellent
        1   2   3   4   5

3) Provided theories, ideas, or perspectives explaining the origins and possible solutions to the topic.

      Poor   Average   Excellent
        1   2   3   4   5

4) Provided examples of topic or problem at site or individual (child/client) levels.

      Poor   Average   Excellent
        1   2   3   4   5

5) Provided information on how topic influences children's intellectual, emotional, and/or physical development and/or learning.

      Poor   Average   Excellent
        1   2   3   4   5

6) Provided <u>current research</u> (within last 20 years) on interventions or possible solutions to the problem and cited this research on slides. (each slide should be cited according to APA manual).

      Poor   Average   Excellent
        1   2   3   4   5

7) Provided to classmates an outline of presentation which covered important topics (as listed in rubric above) and served as a general resource. E-mailed presentation to the class and instructor AND provided hard copy to the instructor when presenting.

      Poor   Average   Excellent
        1   2   3   4   5

8) Outline included at least 10 current references (within last 20 years) including journals and books. Do not rely on general internet sites.

      Poor   Average   Excellent
        1   2   3   4   5

9) Presenter exhibited adequate presentation style, that is, presenter exhibited appropriate: dress, body posture, tone of voice, and nonverbal language.

      Poor   Average   Excellent
        1   2   3   4   5

10) Presentation was narrated <u>not read and abided to time frame</u> (30 minutes - 10 minutes questions and discussion, if need it).

      Poor   Average   Excellent
        1   2   3   4   5

COMMENTS:

APPENDIX F

Attendance and Participation Rubric

	4	3	2	1	Points
Attendance/ Promptness	Student is **always** prompt and regularly attends classes	Student is **late to class** once every two weeks	Student is **late to class** more than once every two weeks and regularly attends classes	Student has been late to class at least three times and has poor attendance	
Level of Engagement in class	Student proactively contributes to class by offering ideas and asking questions **more than once** per class.	Student proactively contributes to class by offering ideas and asking questions **once** per class	Student **rarely** contributes to class by offering ideas and asking questions.	Student **never** contributes to class by offering ideas and asking questions	
Listening Skills	Student listens when others talk, both in groups and in class. Student **incorporates or builds off** of the ideas of others.	Student **listens** when others talk, both I groups and in class.	Student **does not listen** when others talk, both I groups and in class.	Student **does not listen** when others talk, both I groups and in class. Student often **interrupts** when other speaks.	
Behavior	Student **almost never** displays disruptive behavior during class.	Student **rarely** displays disruptive behavior during class.	Student **occasionally** displays disruptive behavior during class.	Student **almost always** displays disruptive behavior during class.	
Preparation	Student is **almost always** prepared for class with assignments and required class materials.	Student is **usually** prepared for class with assignments and required class materials.	Student is **rarely** prepared for class with assignments and required class materials.	Student is **almost never** prepared for class with assignments and required class materials.	
				Total:	

EPC 667 Index for CCTC Standards

SPPE	Introduced
10.0	<mark>p. 7</mark>
10.1	<mark>p. 7</mark>
10.2	<mark>p. 6</mark>
10.3	<mark>p. 7</mark>

*Pages on which CCTC Standards are introduced in <mark>yellow</mark>