SIUE

COUGARS

Syllabus for PSYC 594
Seminar in School Psychology
Fall 2024
Alumni Hall 0333
Thursdays 9:30 am – 12:30 pm

About the Instructor

Name: Dr. Elizabeth McKenney
Phone: 618-650-3430
Email: elmcken@siue.edu
Office Hours: Thursdays 1 pm – 2 pm

Welcome

I'm honored to get to teach you in one of your first graduate school courses! We have a lot to cover in this class, but I truly enjoy talking and learning with you about the law, ethics, and big issues that affect our field. It's fun for me to get to uncover this content with each of you, and see how your understanding of this profession changes as we progress through the semester, and I hope that you each enjoy that, too!

Bio

I was born in Florida and grew up mainly in Georgia, then went to college in Louisiana before moving back to Florida for grad school. Go Gators! I spent three years working in Texas during my internship and post-doc, before I was hired at SIUE and moved here. I love Edwardsville and being a school psychologist in Illinois. In fact, you'll probably hear me mention the perks of practicing school psychology here several times this semester. But I'm also very happy to discuss my favorite things to do in St. Louis and the Metro East – we live in a great place! When I'm not at work, I'm often walking or running on the Madison County trails, reading, taking a hot yoga class, or spending time with my husband and our teenage daughters.

Teaching Philosophy

As you'll be learning this semester, the practice of applied psychology is governed by ethics codes as well as law. One of my ethical obligations as a graduate educator is to make sure that the folks who graduate from our program are well-prepared, so that you can provide the highest quality services to the children and adolescents, families, schools, and communities that you'll be serving. So that means that, from here on out, the grades, feedback, and instructions that you receive from me and your other graduate faculty aren't really about you. They're about the kids that you'll one day work with, and your preparation to provide psychological services to them. And just like how the complex cases that you'll one day be in charge of won't come with a list of step-by-step directions, neither will my directions in this class (and, spoiler alert, in any other class that you take with me). I'll give you directives and goals, and it will be your job to use the information available to you – from this course and from the others that you're taking – to meet those goals. That doesn't mean that you can't come to me for help – you can and absolutely should! Just know that as I'm supporting you to reach the goals that I set for you, I'll also be prompting you to problem-solve and apply what you're learning to the issues in front of you. All of this is done in the interest of you being a well-trained and resourceful practitioner, who knows how to bring together your training, research findings, previous experience, and the expertise of your colleagues to address tough issues and support kids.

Communicating with the instructor

I try to respond to student emails within 24 hours, or by the end of the day on Monday if you email me over the weekend. If you don't hear back to me within that time, **please send a follow-up email.** You're not bothering me – I get a lot of emails and sometimes I miss one, and I want to make sure that I answer your question. If you need to get in touch with me urgently, on Mondays, Tuesdays, Thursdays, and Fridays, I'm usually in the office, so you can stop by or *give me a call* on my office phone. Sometimes a quick phone call is the fastest way to resolve a complicated situation or answer a hard question.

About the Course

Course description

This course is designed as an introduction to the laws, ethical guidelines, and professional issues that shape applied psychological work with children and adolescents. Because schools are an important context in which most children learn and develop, all professionals who seek to work with children and adolescents need to be familiar with the unique challenges, opportunities, and constraints that derive from providing psychological services within schools. Course content will cover the emergence of the profession of school psychology, its transition over time, continuing issues in school psychology role change, legal and ethical concepts of importance to the field, and the development of individual identity as an ethical psychologist who is committed to children's best interest. Class time will be spent on lecture and presentations; student led discussion will be heavily emphasized. Both formal assignments and discussions are designed to encourage and increase student participation. Conducting a critical analysis of each reading and providing substantive contributions to class discussions are necessary to succeed in this course.

Course goals and objectives

In this course, there are four primary goals for students' learning, such that students will have strengthened their skills in each of these areas by the end of the semester. The course schedule is designed to allow for exploration of each of these skill sets across multiple topics, so that students are simultaneously developing their competency in each area throughout the semester.

Goal One: Students will become oriented to the professional practice of psychology with children and adolescents.

Goal Two: Students will understand the ethical principles that are of high importance to the field, especially their responsibility to monitor and further their own development throughout their careers.

Goal Three: Students will know the major tenets of federal laws affecting the practice of psychology with children and adolescents, and how to find and apply state law and local policy to their work.

Goal Four: Students will be familiar with the challenges involved in the professional practice of school psychology. These challenges include the responsibility of monitoring and advocating for social justice in the school and community environments in which children learn and develop.

Course textbooks (all available via SIUE Textbook Services <u>except</u> *BP in School Psychology*)

Branstetter, R. (2012). *The School Psychologist's Survival Guide*. John Wiley and Sons, Inc.

Harrison, P. L., Proctor, S. L., & Thomas, A. (Eds.) (2023). *Best Practices in School Psychology, 7th Edition.* National Association of School Psychologists.

Jacob, S., Decker, D. M., & Timmerman Legg, E., & Diamon, E. (2022). *Ethics and Law for School Psychologists, 8th Edition.* John Wiley and Sons, Inc.

Jacob, S., Williams, B. B., & Armistead, L. (2021). *Professional Ethics for School Psychologists, 3rd Edition.* National Association of School Psychologists.

Lopez, E. C., Nahari, S. G., & Proctor, S. L. (2017). *Handbook of Multicultural School Psychology: An Interdisciplinary Perspective.* Routledge.

Song, S. Y., Miranda, A. H., Radliff, K. M., & Shriberg, D. (2019). *School Psychology in a Global Society: Roles and Functions.* National Association of School Psychologists.

Other required readings (see course calendar for required readings posted to BB)

Bahr, M. W., Leduc, J. D., Hild, M. A., Davis, S. E., Summers, J. K., & McNeal, B. (2017). Evidence for the expanding role of consultation in the practice of school psychologists. *Psychology in the Schools, 54,* 581 – 595. https://doi.org/10.1002/pits.22020

Maki, K. E., Kranzler, J. H., & Wheeler, J. M. (2024). Ethical dilemmas in school psychology: Which dilemmas are most prevalent today and how well prepared are school psychologists to face them? *School Psychology Review, 53*(1), 57 – 68. https://doi.org/10.1080/2372966X.2022.2125338

Technology Privacy Information

We will be using Blackboard in this course. View the Anthology Blackboard Privacy Statement to review how your data is being used and stored.

NASP Standards for Graduate Preparation of School Psychologists (2020) Addressed

Standard 2, Domain 5

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.

Standard 2, Domain 8

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and 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.

Standard 2, Domain 10

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 service 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.
https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted

Course Requirements and Policies

Course activities/assessments

SQ3R notes

Students should use the SQ3R note-taking tool for each day assigned. This format is just designed to facilitate students' learning the reading material and being able to participate in class discussions, and is <u>not</u> intended to be a work intensive, perfectly polished product. Thus, grades are based on completion rather than content. I look forward to seeing students' thoughts, critiques, connections in note form. Please make sure to write the questions at the end of the assignment in full sentences, so that I can plan class lecture and discussion around areas in which additional clarification is needed.

Law and ethics quizzes

Students will take two online quizzes covering essential information from the *Ethics & Law* textbook. Each quiz will be "open" on BB for one week, beginning at the end of class one week and finishing at the beginning of class the next. Students are welcome and encouraged to use their notes and their book while completing these quizzes.

Ethical problem-solving worksheet and paper

Students will receive a scenario describing an ethical challenge in class, and they will complete a draft version of the NASP Ethical Problem-Solving Worksheet (available on BB) and turn it in to the instructor. The instructor will provide feedback, and, using the worksheet and feedback, students will develop a 6 – 8 page, double spaced paper elaborating on each section of the problem-solving worksheet and considerations relevant to that section. The paper should end with a 1 – 2 page discussion of how the ethical principles, legal considerations, and steps taken to develop a response to the ethical dilemma relate to class materials and discussions on social justice and cultural responsiveness. Citations of course materials and other relevant sources should be included throughout, and APA formatting should be used in all citations and on the references page. When students submit their paper, they will receive a rubric, and will evaluate their work using the rubric. The following week, upon submitting the self-evaluation, students will schedule a time to meet with the instructor to compare the rubrics and discuss the final assigned grade.

Self-care assignment

Following an in-class discussion of the importance of self-care and strategies for doing so, students will complete a self-care assignment over the course of several weeks. The assignment will involve targeting one area for self-care and tracking progress toward improvement in that area over time. Upon submitting their self-care assignment, students will be prompted to reflect on how engaging in self-care can support their well-being and efficacy as mental health professionals.

Next challenges presentation

At the end of the semester, students will present to the class about one topic discussed during the semester that is of particular interest to them. Students should coordinate these topics with the instructor approximately two weeks before the final presentation day. The presentation will include an overview of the topic, what makes it interesting to the presenter, remaining issues/questions in need of further research and/or practice advancements, and how the student plans to learn more about the assigned topic as they begin their careers. Presentations should be ***no more than 10 minutes***, to allow a few minutes for questions and discussion.

Class participation

High-quality discussion of course readings is essential to ensuring mastery of the material covered in this course. Each class, students are expected to identify at least one point from **each of the day's** readings to raise during in-class discussion. Preparation of more than one topic is encouraged, in case a peer selects a similar/overlapping discussion point. Participation will be graded on the following scale.

Participation Rubric

5 points	The student attended class but did not participate in discussion more than six times during the semester. Discussion of self-assigned key points during each class was cursory.
10 points	The student participated during less than half of class meetings during the semester. Discussion of self-assigned key points during each class was cursory.
15 points	The student participated approximately once per class. **Or** The student's participation was consistently lacking in quality. **Or** The student dominated classroom discussion such that peers were sometimes denied the opportunity to participate. Discussion of self-assigned key points during each class also met one of the previous qualifiers.
20 points	The student consistently offered comments or questions that indicated comprehension of assigned readings. Discussion of self-assigned key points during each class indicated understanding of the issue and/or careful consideration of conflicting/confusing evidence.
25 points	The student contributed insightful and novel comments and questions during most classes, and participated in class, without dominating the conversation, during all meetings. Discussion of self-assigned key points during each class indicated insightful and critical understanding of the issue and any contradictory evidence.

Course Grades

Assignment	Total Points	Percentage of Grade
SQ3R notes	130 (10 each)	26%
Law & Ethics online quizzes	100 (50 each)	20%
Draft of ethical problem-solving worksheet	30	6%
Ethical problem-solving paper	100	20%
Self-care assignment	30	6%
Next challenges presentation	85	17%
Class participation	25	5%
Total	**500**	**100%**
Course Averages A = 92.5% or above = 462.5 points or above B = 84% to 92.4% = 420 points to 462.4 points C = 77.5% to 83.9% = 387.5 points to 419.9 points D = 387.4 points and below		

Submitting work

Most assignments can be submitted via Blackboard. If an assignment does not have a submission portal via Blackboard, it can be submitted via email or in print to the instructor.

Instructor, Departmental, and University Policies

Instructor Policies
Online materials

Some program materials, such as the Program Manual and the Practicum Guidance Document, are available via the SIUE CCS Teams page. Please familiarize yourself with Teams and check the page regularly for updates.

Communication
All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding seminar meetings, readings, meetings with you and your supervisors, and timelines for conducting end of semester evaluations.

Academic Engagement
Being engaged in this course includes checking Blackboard and Teams regularly and being prepared to discuss class materials. During group discussions, you are expected to listen attentively to peers, attempt to understand their points before sharing your own, and respect the human dignity of your peers. Dissent is welcome, but it is not acceptable to introduce or defend points that dehumanize your peers. Shared humanity recognizes equal access to well-being, liberty, and opportunity/property; therefore, arguments that individuals within one socially constructed group have greater entitlement to well-being, liberty, or opportunity/property than others, on the sole basis of membership in that group, are not allowed, and will result in removal from the discussion. As a point of reference, if you are forcing one or more peers to "prove" that they are equally entitled to your basic rights, then you are dehumanizing them, and such behavior is not tolerated in this course.

Students Needing Accommodations
I have endeavored to create a syllabus, Blackboard resources, and classroom environment that are accessible to learners using assistive devices and other learners with disabilities. If you are a learner with a disability and come across a resource, assignment, or task that is not accessible, please let me know of it as soon as possible so that I can take steps to correct it and/or find a more suitable replacement. I also welcome and encourage collaboration early in the semester, so that we can ensure fair and accessible participation in course activities.

APA Format in Written Work
Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the *7th edition* of the Publication Manual of the American Psychological Association. Please ensure that you have access to this text at any time that you may need it during the semester.

A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism.

If you would like additional instruction in the use of APA format, please arrange to speak with me, or seek out the resources described below.

Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance from outside sources to assist in improving their ability to revise their written work. University-based services for assisting students with professional writing include the Writing Center (http://www.siue.edu/IS/WRITING/index.html), which also provides workshops in APA style.

Department Policies

The Psychology Department's Policy on Withdrawals and Incompletes

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see http://www.siue.edu/policies/1j1.shtml). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from an I to F.

The Psychology Department's Writing Policy

As a student in this course, you will be expected to display graduate-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

➢ clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);

➢ verb tense consistency;

➢ clear and unambiguous sentences and ideas;

➢ writing that is free of typos, spelling errors, and major grammatical errors;

➢ properly formatted citations and references, per *the 7th edition* of the APA manual.

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (http://www.siue.edu/is/writing) or use one of the many online resources they have identified to help students (http://www.siue.edu/is/writing/resources.shtml). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: if your written assignment violates any of the above stipulations, or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 25% of the total available points will be deducted from the final grade assigned after resubmission.

The Psychology Department's Policy on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (http://www.siue.edu/policies/3c2.shtml). University policy states that "Normally a student who

plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (http://www.siue.edu/policies/1i6.shtml). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at http://www.siue.edu/education/psychology/plagiarism.shtml.

In addition, it is expressly prohibited for students to work together on, review, or look at each other's homework, papers, or presentations for this class.

University Policies and Information
Academic integrity/plagiarism
Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the SIUE academic dishonesty policy. Students are responsible for complying with University policies about academic honesty as stated in the University's Student Academic Conduct Code.

University guidance on artificial intelligence (AI)
Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

Technology requirements and capabilities
Technical requirements for students can be found in this ITS KnowledgeBase article. Additional resources for learning with technology can be found on the Online at SIUE site.

Technical Support
Contact ITS at 618-650-5500 or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the ITS System Status page, or search the ITS KnowledgeBase for various how-to and troubleshooting guides.

University policies and guidance that address teaching, learning, and student support services are available at: https://kb.siue.edu/132378 Students are encouraged to visit this resource site for current information on:
- Regular and Substantive Interaction
- Recordings of Class Content
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Student Success Coaches

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Course Schedule:

Topic	Date	To read or listen to before class…			
What are…		**The Law and Ethics**	**Your Role**	**Social Justice**	**Assignment Due**
… the events that shaped school psychology?	8/22	*MCSP*, Chp. 1	*Global Society*, Section 1 intro and Chp. 1	BP Vol 1, Chp. 2	
	8/29	*MCSP*, Chp. 23	*Global Society*, Chp. 2	*Global Society,* Chp. 6	SQ3R on readings **due by noon on 8/28**
… the ethics governing professional psychology with children? (and some of the laws)?	9/5	*Ethics and Law*, Chps. 1 & 2	*Global Society*, Chp. 4	*MCSP*, Chp. 2	SQ3R on readings **due by noon on 9/4**
… the activities involved in the professional practice of psychology with children?	9/12	BP Vol 1, Chp. 3	*SPSG* Chp. 1	*MCSP*, Chp. 14	SQ3R on readings **due by noon on 9/11**
	9/19	Hoffman, 2018 Part 1 & Part 2 (on BB)	*Global Society,* Chp. 7	BP Vol 2, Chp. 10	Guest Lecture by Dr. Tim Hartshorne SQ3R on readings **due by noon on 9/18**; receive ethical challenge scenario
	9/26	*Ethics and Law*, Chp. 8; BP Vol 3, Chp. 20	*Global Society*, Chp. 8;	*MCSP*, Chp. 16	SQ3R on readings **due by noon on 9/25**
	10/3	*Ethics and Law*, Chp. 3	*Global Society*, Chp. 10; Bahr et al., 2017	*MCSP*, Chp. 4	SQ3R on readings **due by noon on 10/2**; *turn in draft of ethical problem-solving worksheet;* Ethics and Law Quiz 1 opens on BB at end of class
	10/10	*Ethics and Law*, Chp. 6	*Global Society*, Chp. 9; *SPSG* Chp. 6	BP Vol 1, Chp. 10	SQ3R on readings **due by noon on 10/9**; *submit Ethics and Law, Quiz 1 (online) by start of class*
	10/17	*Ethics and Law*, Chp. 7	*SPSG* Chp. 9; Maki et al., 2024	*MCSP,* Chp. 9	SQ3R on readings **due by noon on 10/16;** receive feedback on ethical problem-solving worksheet
… the other relevant laws governing professional psychology with children?	10/24	*Ethics and Law,* Chps. 4 & 5	*SPSG* Chp. 7	BP Vol 3, Chp. 19	SQ3R on readings **due by noon on 10/23**
	10/31	No-class meeting Submit *Ethical Challenges Paper* by 12 pm Self-evaluation rubric will become available on BB at 1 pm			
	11/7	*Ethics and Law,* Chp. 9	BP Vol 2, Chp. 16	Bemuk & Chung, 2008 (on BB)	SQ3R on readings **due by noon on 11/6**

… the challenges in professional psychology with children?	11/14	Lopez, 2017	*SPSG* Chp. 12; School Psyched! Podcast #88	Mann et al., 2019 (on BB)	SQ3R on readings ***due by noon on 11/13***; receive self-care assignment
	11/21	*Ethics and Law*, Epilogue	*Global Society*, Chp. 5	McKenney et al., 2023 (on BB)	SQ3R on readings ***due by noon on 11/20***; Ethics and Law Quiz 2 opens on BB at end of class
		No Class – Thanksgiving Break			
	12/5	Ethics and Law, Chp. 11	Witting & Elton, 2019 (on BB);	McKenney, 2022 (on BB)	SQ3R on readings ***due by noon on 12/4***; *turn in self-care assignment; submit Ethics and Law Quiz 2 (online) by start of class*
… the things we should do next?	12/12	Final presentations			

*The instructor reserves the right to make changes to this course calendar at any time.