



Chaminade University

OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](#)

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: EPSY 703

Course Title: Legal, Professional, and Ethical Issues

Department Name: Educational Psychology

College/School/Division Name: School of Education & Behavioral Sciences

Term: Winter 2023

Course Credits: 3

Class Meeting Days: Asynchronous

Class Meeting Hours: Asynchronous

Class Location: Online

Instructor Name: Daniel McCleary, Ph.D., LSSP, LP, NCSP

Email: daniel.mccleary@chaminade.edu

Phone: 808.739. ____

Office Location:

Office Hours:

Instructor Website:

Other Professional Contact Information (Skype, Twitter, Blog, etc.):

University Course Catalog Description

This course focuses on the roles of consultants and supervisors within educational systems. Legal and ethical issues related to the role of educational psychologists in organizations will be synthesized in the steps of the consulting and supervising process through engaging in case analysis. Students learn practical approaches to helping others navigate change effectively within complex organizations. Special focus is given to students developing an understanding of themselves as consultants, supervisors, and agents of change with organizational systems.

Course Overview

This course will focus on the legal and ethical parameters of practice within a school setting.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace

- Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

- Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
- Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
- Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
- Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
- Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Learning Outcomes

By the end of our course, students will be able to:

- Demonstrate functional knowledge of the APA, NASP, and ACA ethical codes.
- Identify and resolve ethical issues related to working in schools.
- Identify and resolve issues related to IDEA, Section 504, and the ADA.
- Demonstrate knowledge of landmark court cases as they pertain to the practice of working in schools.

Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	1, 2, 4, 5,	1, 2, 4, 5	2, 4, 5	2, 4, 5
Program Learning Outcomes	1, 2, 3, 4, 5	1, 2, 3, 4, 5	2, 3, 4, 5	2, 3, 4, 5

Course Prerequisites

N/A

Required Learning Materials

American Counseling Association. (2014). *Code of ethics*. <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychological Association. (2017, January 1). *Ethical principles of psychologists and code of conduct*. <https://www.apa.org/ethics/code/ethics-code-2017.pdf>

Jacob, S., Decker, D. M., Lugg, E. T., & Diamond, E. (2022). *Ethics and law for school psychologists* (8th ed.). John Wiley & Sons, Inc.

McCleary, D. F., & Dawes, J. (2023). *School psychology ethics in the workplace*. Routledge.

National Association of School Psychology (2020). *The professional standards of the National Association of School Psychologists*. Retrieved May 1, 2021, from <https://www.nasponline.org/x55315.xml>

Recommended Learning Materials:

American Psychological Association Committee on Legal Issues. (2016). Strategies for private practitioners coping with subpoenas or compelled testimony for client/patient records or test data or test materials. *Professional Psychology: Research and Practice*, 47, 1-11. <https://www.doi.org/10.1037/pro0000063>

Course Website:

EPSY 703.90.7 <https://chaminade.instructure.com/courses/27767>

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Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

- 1. Quizzes (100 points//29%):** Twelve quizzes will be given during the semester. Each quiz is worth 10 points. Each quiz will cover content assigned for the week the quiz is given. The lowest two quiz grades will be dropped.
- 2. Landmark Presentation (100 points//29%):** Students must select and present a landmark court case related to working within a school system to the class. A non-exhaustive list of landmark court cases is attached at the end of this syllabus. Students are required to identify the year, plaintiff(s), defendant(s), why the case went to court, decision of the court, and how the decision affects the education system. Presentations shall address related and current case law, citing related ethical standards. A brief summary handout should also be created and posted on the course website. Video recorded presentations should last between 10-12 minutes.

3. **Reflection Post and Comments (50 points//14%).** Students will write a 2-3 page reflection on what they have learned in the course and how it applies to their current or future work in school systems. The reflection will be posted on the course website for peers to read and comment on. The post should not be a summary of information presented in the course. Instead, it should present how the information in the course pertains to lived experiences and/or connects with information learned in other courses. The reflection may also address how one's perspective of ethics and laws related to school systems has changed over the course of the semester. Each student must also respond to at least 3 peer's reflection post in a meaningful and thoughtful way. *In order to respond to peer's post before the due date, you and your peers will have to post your reflections well before the due date.*

4. **Case Scenarios: Group Project (100 points//29%).** In groups of two, students will work collaboratively using an ethical problem-solving model to evaluate case scenarios related to the practice of psychology. Each group will submit a total of 12 case scenarios for a grade, two per designated week. The lowest two case scenario grades will be dropped.

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

1. Quizzes	100 points
2. Landmark Presentation	100 points
3. Reflection Post and Comments	50 points
4. <u>Case Scenarios: Group Project</u>	<u>100 points</u>
	350 points

A = 90-100%	315-350 points
B = 80-89%	280-314 points
C = 70-79%	245-279 points
D = 60-69%	210-244 points
F = <60%	0-209 points

Course Policies

Late Work Policy

*All assignments are expected to be completed by the date stated on the calendar. Late work at the graduate level is considered unacceptable. If there are extenuating circumstances, late assignments may be accepted if **you** contact the professor **prior** to the date the assignment is due. Failure to communicate with the professor prior to the due date will result in a grade of zero. If the late assignment is accepted, **ten points** will be deducted for every day the assignment is late.*

Grades of "Incomplete"

An Incomplete will be given under limited circumstances (e.g., personal situations, illness). The University policy for incompletes will be used (consult these guidelines). Make-up procedures must be arranged immediately with the instructor of record. It is my intention to facilitate your success in this course. Please do not hesitate to contact me if you feel there are specific barriers preventing this goal.

Writing Policy

All written work should strictly adhere to APA Style (7th ed.).

Instructor and Student Communication

Questions for this course can be emailed to the instructor at daniel.mccleary@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours during regular business days.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements

accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life.

For further information, [please refer to the Chaminade Catalogue](#).

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Tentative Course Schedule

Wk	Date	Topic	Required Reading	Assignments (all are <i>due on Friday</i>)
1	1/13	Course introduction/syllabus Ch.1 Ethics in SP Principles for Professional Ethics	Syllabus Jacob et al. NASP	Quiz 1
2	1/20	Ch. 2 Law and SP Ethical Principles & Code	Jacob et al. APA	Quiz 2
3	1/27	Ch. 3 Privacy, Consent, & Records Code of Ethics	Jacob et al. ACA	Quiz 3
4	2/3	Ch. 4 Legal Issues & IDEA ABCs & 123s Encryption//Professional Your Professional Will	Jacob et al. Good Practice Good Practice	Quiz 4 Landmark Presentation DUE
5	2/10	Ch. 5 504 & ADA Chs. 4-5 Consent & Confidentiality	Jacob et al. McCleary & Dawes	Quiz 5 Group Project #1
6	2/17	Ch. 6 – Issues in Assessment Chs. 6-7 Competence & Service Provision	Jacob et al. McCleary & Dawes	Quiz 6 Group Project #2
7	2/24	Ch. 7 Issues in Interventions Chs. 8-9 Records & Credentials	Jacob et al. McCleary & Dawes	Quiz 7 Group Project #3
8	3/3	Ch. 8 Indirect Services I Chs. 10-11 Collaboration & Disclosure	Jacob et al. McCleary & Dawes	Quiz 8 Group Project #4
9	3/10	Ch. 9 Indirect Services II Chs. 10 Issues in Research Chs. 12-13 Professionalism and Scholarly Activity	Jacob et al. Jacob et al. McCleary & Dawes	Quiz 9 Quiz 10 Group Project #5 Reflection Post & Comments DUE
10	3/17	Ch. 11 Issues in Supervision Ch. 12 Advocacy Ch. 14 Complex Case Scenarios	Jacob et al. Jacob et al. McCleary & Dawes	Quiz 11 Quiz 12 Group Project #6

Additional reading assignments may be assigned during class.

Landmark Presentation Rubric

Scoring Criteria	Total Points	Score
Introduction is attention getting and lays out the issue well.	5	
Presentation identifies the year, plaintiff(s), defendant(s), why the case went to court, and the decision of the court, and how the decision affects the education system.	10	
Technical terms are well-defined in language a reasonable person could understand (e.g., parent at an IEP meeting).	10	
Presentation contains accurate information (i.e., presenter has a clear understanding of the material presented and provides current information).	10	
Clear explanation of how the decision affects the educational system.	20	
Appropriate amount of material is prepared, and points made appropriately reflect their relative importance.	5	
A one-page handout is provided to the audience. The handout contains pertinent information and is useful (i.e., irrelevant and filler information is excluded).	10	
There is an obvious conclusion summarizing the presentation, with an emphasis on how the landmark case fits within the history and foundation of educational systems.	10	
Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.). Information was well communicated and maintained a sense of <i>professionalism</i> .	10	
Length of presentation is within the assigned time limit (10-12 minutes).	10	
Total Points	100	

Areas of Reinforcement:

Areas of Refinement:

Reflection Post and Comments Rubric

Scoring Criteria	Total Points	Score
Reflection post is 2-3 pages long and submitted as a Word attachment.	10	
Reflection focuses on what was learned in the course and how it applies to their current or future work in school systems (e.g., how the information pertains to lived experiences and/or connects with information learned in other courses). The reflection may also address how one's perspective of ethics and laws related to school systems has changed over the course of the semester.	20	
The reflection does <u>NOT</u> include a summary or regurgitation of textbook information.	5	
The student responded to at least 3 peer's reflection posts in a meaningful and thoughtful way.	15	
Total Points	50	

Case Scenarios: Group Project Rubric

Date: _____

Names of Group Members: _____

Case Scenario Page Number: _____

Content	Grade
List all applicable codes and standards (3 pts)	
Describe why those codes and standards apply to the current situation and whether a violation has occurred based on those codes and standards. (2 pts)	
Identify contributing factors, including one's own belief system, and actions that could have been taken to avoid the scenario. (2 pts)	
Select the ethical course of action moving forward, as well as risk factors and continued monitoring needs (3 pts)	
Total	

Group report

-The group was cohesive: Yes ___ No ___

-The group worked together, and no one dominated discussion or remained predominately silent: Yes ___ No ___

-Everyone came prepared to discuss the case and contributed to the discussion: Yes ___ No ___

If no, explain:

Selected Landmark Court Cases

PARC v. Commonwealth of Pennsylvania
Brown v. Board of Education
Mills v. Board of Education of the District of Columbia
Tinker v. Des Moines Independent Community School District
Tarasoff v. Regents of the University of California
Diana v. State Board of Education
Guadalupe Organization, Inc. v. Tempe Elementary School District
Hobson v. Hanson
Ingraham v. Wright
Larry P. v. Riles
PASE v. Hannon
Parents Against Abuse in Schools v. Williamsport Area School District
Wyatt v. Stickney
Plessy v. Ferguson
Goss v. Lopez
Parham v. J. R.
Georgia State Conference of Branches of NAACP v. State of Georgia
Mattie T. v. Holladay
Wood v. Strickland
Washington v. Davis
Lau v. Nichols
Board of Education of the Hendrick Hudson Central School District v. Rowley
Irving Independent School District v. Tatro
Oberti v. Clementon
Newport – Mesa Unified School District v. State of California Department of Education
J. L. and M. L. and their minor daughter K. L. v. Mercer Island School District (2006)

*Also see Appendix C in Jacob et al. (2022)