CIEP 527 Ethics and School Psychology

School of Education
Loyola University Chicago
Spring 2015
Instructor: Lynne Rooth Golomb

Course Outcomes

As a result of this course, the student will...
• Identify and resolve ethical dilemmas and ethical violations in the practice of school psychology
• Demonstrate an ability to apply a systematic problem-solving approach to ethical dilemmas
• Explain four factors that can affect both ethical vulnerabilities and ethical resilience
• Explore the connection between psychologist’s vulnerabilities and ethical missteps
• Describe a plan for psychologists to develop ethical resilience

IDEA OUTCOMES

1. Gain Factual Knowledge in ethics and the law
2. Develop specific skills and competencies and points of view needed by professionals in the field.
3. Learn to analyze and critically evaluate ideas, arguments and points of view.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The School of Education, as part of a Jesuit, Catholic University, espouses social justice as a Unifying conceptual framework that is designed to prepare teachers and other school personnel to practice "professionalism in the service of social justice" (see below). In concert with the rest of Loyola University Chicago and with the precepts of the Society of Jesus, an effort is made to prepare professionals who understand and seek to advance
distributive justice. We prepare individuals to strive toward equity and fairness in their future professional roles. CIEP 527 maintains this focus on social justice with regard to providing services to all individuals. The four components of the conceptual framework of the School of Education are addressed within the context of four areas of study:
1. Knowledge: candidates pursue justice by being knowledgeable in their specialized disciplines and well educated in general so that they can offer the highest quality of service
2. Skills: candidates pursue justice by being competent professionals and offering their well-developed skills in the service of others—particularly the sick, the poor, and the young.
3. Ethics: candidates know and practice the ethical standards of their professions.
4. Service: from whatever faith tradition they may come, candidates strive to be "persons for others."

**Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:


**EthicsLine Reporting Hotline**

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file
an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)
The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.
www.luc.edu/ethicsline

KNOWLEDGE BASE

The Loyola University program of studies in School Psychology is designed to prepare students to assess, consult and design behavioral and cognitive science instructional interventions. Prior to pursuing the internship, the intern is expected to have a basic knowledge base related to a wide range of psychological and cognitive assessment instruments as well as curriculum based measurement and using problem solving procedures to address educational questions. The intern is expected to be able to administer these instruments and to craft a clearly articulated written reports. The intern is also expected to be able to provide counseling services to school age children and youths. During the internship, the intern is expected to increase his/her familiarity with the literature and to keep abreast of developments in the field. This will be accomplished through readings and attendance at professional seminars and workshops during the year. Specific activities are included in the internship plan.

SUPERVISION

Supervision will be done in group meetings and individually throughout the year. The instructor is available on email or by phone at all times. Please do not hesitate to contact the instructor for any questions or concerns.

CONCEPTUAL FRAMEWORK

Loyola University Chicago School of Education has adopted and embraced the conceptual framework: Professionalism in the Service of Social Justice. During this internship we will utilize this conceptual framework as a lens to examine the internship experience when working within the schools and will promote just and equitable educational services to all members of the community.
**Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demand that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)

**Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago’s Jesuit Catholic University— a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: [http://webapps.luc.edu/biasreporting/](http://webapps.luc.edu/biasreporting/)
DIVERSITY

In concert with the mission statement for the School of Education, faculty, academic activities and learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect. Diversity is addressed in the internship by presentations and discussions including topics such as nature and content of culture, immigration, gender rights and poverty.

TECHNOLOGY

This course acknowledges and addresses the belief that technology for school psychologists is multidimensional and helps the psychologist make informed decisions by applying this technology within the school community.

DISPOSITION

Professional demeanor, suitability for practice and attitude with which the candidate approaches others, learning instruction and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation.

PLAGIARISM

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all students.

Definition:
Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one’s own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.
Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so,
4. Submitting as your own someone else’s unpublished work, either with or without permission.

Description of Course Activities and Requirements
All course readings are found in document entitled (CIEP 466 Ethics and School Psychology-Course Readings) found in the course documents tab on Blackboard.

Required Texts:
All other course readings can be access on the Sakai site under the appropriate module tab.

Course Assignments
Pre-Assessment (100 points):
Write an essay that clearly describes what you consider to be the biggest challenges for you about ethical practice? Identify specific areas where you might expect to struggle because of value conflicts. What are the areas that you hoping to learn more about?

“Ethical Vulnerability and Resilience” Paper (100 points)
Tjeltvelt and Gottleib ("Avoiding Ethical Missteps") describe a four-step process for avoiding ethical missteps. Reflecting on the article and your
observations of the field, develop a paper that explores the connections between the psychologist's vulnerabilities and the potential to make ethical missteps. What are some strategies that psychologists can use to promote ethical resilience? What are the barriers to developing this kind of resilience?

**Post-Assessment (100 points):**

Write an essay that clearly describes what you consider to be the most important shifts in your thinking about ethical practice (clarification of your views and beliefs, modifications in your thinking on a given issue, gaining new insights, or acquiring a new perspective). What have you most learned about yourself and/or about what constitutes becoming an ethical practitioner? How has your thinking about ethics changed? Identify areas where your learning goals were met?

**Grading**

Grades will be assigned according to the following scale:

- 95-100%  A
- 92-94%  A-
- 88-91%  B+
- 84-86%  B
- 82-85%  B-
- 72-81%  C
- 65-71%  D
- Below 64%  F