
**California State University,
Northridge**

**Michael D. Eisner College of Education
Department of Educational Psychology and Counseling**

Course Syllabus

**EPC 667: LAW AND ETHICS AND PROFESSIONAL PRACTICE FOR
SCHOOL PSYCHOLOGISTS IN SCHOOLS AND IN PRIVATE PRACTICE
DRAFT
Fall Semester 2025**

Class Meetings:	Tuesdays 4:00-6:45
Location:	BH 1107
Office Hours:	Tuesdays 2-3:30 by appt. Please email me if you need to meet.
Instructor:	Wilda Laija-Rodriguez, Ph.D., LEP EDUC 2226 677-7889 wilda.laija@csun.edu

Zoom Link When Needed:

Join Zoom Meeting

<https://us02web.zoom.us/j/85293278604?pwd=8NZsUAnlZ76eBXLjM5kIBCboraubbj.1>

Meeting ID: 852 9327 8604

Passcode: 502395

Michael D. Eisner College of Education Conceptual Framework:

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. 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 research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.

- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice

Course 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.

Course Student Learning Objectives Related to NASP and CCTC

School Psychology Program Goals and Student Learning Objectives (Revised August 2025)

The National Association of School Psychology (NASP) 2020 Domains and the California Commission on Teacher Credentialing (CCTC) 2020 School Psychology Program Elements (SPPE) for training will be listed in alignment with university goals for graduate training. Please note that a more specific list of NASP and CCTCs requirements related to the domains and SPPEs will be included in specific class syllabi related to the course content. The following are CSUNs School Psychology Program's goals and SLOs related to the NASP 2020 Domains and CCTC 2020 SPPEs:

CSUN Graduate Program Goal 1. Foundation of the Profession, Legal, Ethical Practice, and Professional Practice (NASP Domain 10; CCTC SPPE 10): Provide a foundation of the profession of school psychology, including history and roles and functions, emphasize professional practice, including effective communication and interpersonal skills, emphasize the use of legal and ethical decision making when working with students, staff, and parents within a comprehensive model of delivery service, including a data based problem solving model, and emphasize respect for human diversity and commitment to social advocacy. Mentoring and supervision practice is expected to be a professional responsibility during the program and as part of ongoing professional development.

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 history and 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, and good time management; understanding of technology; good ethical and legal judgement; understand a **comprehensive model of delivery service, including a data based problem solving model; emphasize respect for human diversity and commitment to social advocacy;** and have a professional responsibility to mentor and/or supervise others to support professional development. Candidates will use a comprehensive model of school psychological services and seek and provide mentoring to enhance their practice, as well as

mentor and supervise others. (*NASP Domain 10: Legal, Ethical, and Professional Practice; CCTC SPPE 10*)

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

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, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge*** of 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. (*NASP Domain 5: School-Wide Practices to Promote Learning; CCTC SPPE 5*)

SLO 14: Services to Promote Safe and Supportive, and Equitable Schools: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge and practice using*** 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 for all students. They also implement effective crisis prevention, protection, mitigation, response, and recovery. (*NASP Domain 6: Services to Promote Safe and Supportive Schools; CCTC SPPE 6*)

Specific 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 IDEA.
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 systems theory, system structures, 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 (CCTC SPPE 10.0):

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.

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: (CCTC SPPE 10.0, 10.2)

1. Knowledge of implications of history, service models, and professional standards for professional identity and effective practice.
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; CCTC SPPE 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).
- 9. Understand telehealth and issues pertaining to telehealth.

F. Students will gain an understanding of Systems Level Issues and Organizations, such as (CCTC SPPE 5.0):

- 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.
- 3. An understanding of school wide evidenced based practices to promote learning, positive behavior, and mental health.
- 4. An understanding of programs, including regular and special education programs, and community resources to support students.
- 5. An understanding of implementation science involving program development, implementation, and evaluation.

G. Students will gain an understanding of Academic and Behavioral Issues and Interventions with Children and Youth by (CCTC SPPE 5.0):

- 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 and 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.

Instructional Philosophy

The School Psychology program at CSUN is designed based on a learning-centered, outcome-based educational principles but also focuses on mastery of specific discipline specific skills, such as assessment, counseling, consultation, and intervention. The school psychology faculty encourage cooperative groups where they mediate each other's learning based on content, experience, and role playing of skills, while gathering data of the process and ultimately student (client) outcomes.

Learning Methods for this Class

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

Signature Assignment

Each course in the program has a signature assignment that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These are graded using a standardized scoring rubric and is used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

The signature assignments for this course is the Ethical Dilemma Presentations/Facilitation (See Appendix B.)

And

Midterm Exam

Required Readings

Jacob, S., Dekker, D., & Hartshorne, T. (2022). Ethics and Law for School Psychologists: (or 8th) Edition. 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. (2022). School Psychology for the 21st Century

Other Assigned Readings.

Publication Manual of the American Psychological Association (latest Edition).

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 least two weeks prior.** It is the student's responsibility to

switch with another classmate, if needed. No make ups will be provided.

4. Presentation. Each student presents on a topic in School Wide Practices, Behavioral Issues, and/or Academic Issues and Interventions (See course outline). Students prepare a PowerPoint presentation, handouts and resources to share with classmates. Presentations will be approximately 20 minutes maximum with 5 minutes discussion time. Students are evaluated on the **quality of their presentation and presentation style.** Please refrain from “reading your presentation.” Rubrics are attached to syllabus. Expectations for the presentation are listed in Appendix C.

5. Chapter and Presentation Summaries. Each student will summarize readings and presentations (1-2 pages) on School Wide Practices and Interventions. Each summary is worth 10 points and should include the main points of the readings and presentations. Synthesizing information is expected, not just paraphrasing information. This involves providing your understanding of the material. Submit on Canvas by due date. No late submission will be accepted.

6. Law and Ethics, History, Professional Practice, and SP Service Delivery model and Standards Midterm (Assessed SPPE 10.0, 10.2):

You must pass with a B or better in order to get credit for the class.

If you do not pass, a retake MAY be offered, DEPENDING on the situation, such as an illness. A doctor’s note will be required. If you were to retake the midterm, your grade will be 10% less than the grade earned the second time AND NO HIGHER THAN A B grade will be given. If you need accommodations for the exam, you must be registered with the DRES office and let your instructor know the week before the exam. It is your responsibility to make sure that the DRES accommodation is reflected on canvas if it is extra time that you need. You need to notify your instructor at least two days before the exam if it is not reflected on your canvas page so that it can be adjusted.

Reminder: You need to pass this and all classes with a B or better in order to continue in the program.

Grading System

Course grade will be based on:

1. Attendance and Participation: 20 pts. (see Appendix D)
2. Ethical Dilemma Presentation/Facilitation: 18 pts.
3. What is in your Suitcase? Presentation: 10 pts
4. **Midterm: 100 pts You must pass the Midterm with at least 80 points.**
5. Presentation: Content: 50 pts.
6. Subject Summaries: 40 pts.

Grades:

***Course Grades: The +/- option will be used in this course:**

A = 95-100%; A- = 90 – 94%; B+ = 86-89%; B = 83-85%; **B- = 80-82%**

Below B requires re-taking the course.

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

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)
Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. Please review university policy.

Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is mandatory and is calculated as part of the grade. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.

Due Dates and Times

Due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form (www.csun.edu/anr/forms/request_incomplete.pdf).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the instructor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class and with assignments.
- Respectful interactions with all students and faculty during class and outside of class meetings.
- Proactive engagement in the learning process.
- Being organized and prepared.
- Managing personal information (own and others') appropriately. Keeping Confidentiality.
- No multitasking in class, e.g., no working on other work while in class. No typing during presentations or lectures. No texting in class.
- Professional behavior at the university, field sites, and on social media.

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department student affairs committee for further review. Professional and respectful behavior is expected of all students at all times.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the *first two weeks of class*. Students interested in accommodations should contact the university's office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, 818/677-2684). No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

Policy on Cheating and Plagiarism

Academic integrity, including student honesty, is taken seriously in the educational psychology and counseling department. Consequently, please know that academic dishonesty, cheating, fabrication, facilitation of academic dishonesty, and plagiarism will lead to a student receiving a fail in the assignment, exam, activity, and/or class. No use of CHATGPT or similar apps. Please note that dishonesty can result in being recommended for disciplinary action.

University policy requires professors to report all dishonest, unethical student behavior to university administration for documentation and review, and the school psychology faculty strictly adhere to university policy in this regard. Please refer to the CSUN catalog for further information (California State University, Northridge "Appendix C, Policies on Nondiscrimination and student conduct" in University

Catalog <http://www.collegesource.org/displayinfo/catalink.asp>).

Recording of Lectures

Due to the sensitive nature of content discussed in the program, no classes may be recorded without explicit written permission from the instructor. Students granted recording as an accommodation from Disability Resources and Educational Services (DRES) must develop a separate written plan in coordination with the instructor and DRES for how student and client confidentiality will be handled with permitted in-class recordings. Instructors are required to inform the entire class if recording is permitted for an accommodation. Note takers are preferred and encouraged.

Resources:

CSUN's Computer Support

<http://www.csun.edu/helpdesk/>

Request for Incomplete Grade

www.csun.edu/anr/forms/request_incomplete.pdf

Disabilities Resources and Educational Services

<http://www.csun.edu/dres/studentservices/index.php>

Writing Center

<http://www.csun.edu/lrc/>

CSUN Student Conduct Policies

<http://www.csun.edu/studentaffairs/policies/conduct.htm>

EPC 667
Course Outline

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

- 8/26/2025 Introductions
Course assignments
- 9/2/25 **ON ZOOM:** What is in your Suitcase Collage? Presentations – 3 min. max
- 9/9/25 **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. 5: Becoming a SP: Training and Credentialing Issues
4. Merrel et al. Ch. 6: Working as a SP: Employment Trends, Opportunities & Challenges
- 9/16/25 **Professional service, issues of diversity, evaluation and accountability of school psychology future of school psychology, and professional development.**
1. Merrel et al. Ch. 4: Becoming culturally responsive.
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 \(edpolicyinca.org\)](https://edpolicyinca.org/publications/californias-education-funding-crisis-explained-12-charts)
- *Please note that Remly & Herlihy's chapters may vary, depending on the edition you are using.
- 9/23/25 **Ethics: Privacy, Informed Consent, Confidentiality, and Record Keeping**
1. Jacob et al. Ch. 1.: Ethics in School Psychology: An Introduction
2. Merrel et al. Ch. 7: Legal and Ethical Issues in SP
3. Remly & Herlihy Ch. 4: section on Informed Consent
4. Jacob et al. Ch. 3.: Privacy, Informed Consent, Confidentiality, and Record Keeping
5. Remly & Herlihy Ch. 5: Confidentiality and Privileged Communication
6. Remly & Herlihy Ch. 6: Records, Subpoenas, and Technology
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 people)

- 9/30/2025 **Ethics and Law**
1. Jacob et al. Ch. 2.: Law and School Psychology: An Introduction
 2. Jacob et al. Ch. 4.: Ethical-Legal Issues in the Education of Pupils with Disabilities under IDEA
 3. Jacob et al. Ch. 5.: Section 504 and the Americans with Disabilities Act
 4. **Section 504 Presentation (2 people)**
- 10/7/25 **ZOOM: Ethics and Legal issues in Assessment**
1. Jacob et al. Ch.6.: Ethical and Legal Issues in Psycho-educational Assessment
 2. Merrel et al. Ch. 8: The school psychologist's role in assessment
 3. Remly & Herlihy Ch.7: Competence, Assessment, & Diagnosis
- Ethical Dilemma**
- a) **#4 Assessment (2 person)**
 - b) **#5 Professional Competence (2 person)**
 - c) **#6 Use of Materials and Technology (2 person)**
 - d) **Telehealth (1 person)**
- 10/14/25 **Ethics and Legal Issues in Counseling**
1. Jacob et al., 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 et al. Ch. 10.: Research in the Schools: Ethical and Legal Issues
 5. Merrel et al. Ch. 12: The school psychologist's role in Research and Evaluation
 6. Jacob et al. Ch. 11.: Ethical and Legal Issues in Supervision
- 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)**
- 10/21/25 **Ethics and Legal Issues in Working with Parents and Consultation**
1. Jacob et al. Ch. 8.: Indirect Services I: Ethical-Legal Issues in Working with Teachers and Parents
 2. Jacob et al. Ch. 9: Indirect Services II: System Level Consultation
 3. Remley & Herlihy Ch. 3: Multicultural Competence & Social Justice
 4. Merrel et al. Ch. 11: Consultation, Effective Implementation, and Facilitation of Systems Level Change.
 5. Jacob et al. Ch. 12 Ethics, Law, and Advocacy

Ethical Dilemma

- a) #12 Issues working with Teachers (1 person)
- b) #13 Issues working with Parents (1 person)
- c) #14: Issues with culturally and linguistically diverse students and parents
(Discuss suggested guidelines for providing services to CLD populations/Cultural competence. (2 people)
- d) #15 Ethics, Law and Advocacy (1 Person)

REVIEW FOR MIDTERM

10/28/25 **Midterm on Canvas**

11/4/25 **School Wide Practices to Promote School Success:**

1. Systems Level Change, Organizational Change and Strategic Planning – How can school psychologists affect change? – 2 people
2. Educational Accountability, High Stakes Testing, Common Core Standards, and Universal Assessment Systems for Prevention – what does all this mean for educators and school psychologists?
2 people
3. Development of school Climate, wellness, prevention and intervention: What does all this Mean and why is this important?
(2 people)

Best Practices *IV* Readings:

School Wide Practices: Merrel et al. Ch. 11: The school psychologist's role in system level change BPIV Chapters 16, and 17.

NO SUMMARY DUE TODAY. TODAY'S SUMMARY WILL BE DUE ON 11/18/25

11/11/25 Veterans Day – Campus Closed

11/18//25 **ZOOM: Diversity in Development and Learning**

1. **Educating Historically Marginalized Students: History and current issues** – How can school psychologists effectively advocate for social justice? (please include the history of education for African-American, Native-American, and Hispanic students in the United States)– 2 people.
2. **Educating Bilingual students, Bilingual Education, Lau V. Nichols, and Proposition 227: Effects on California Education for LEP Students** – What is appropriate research-based programs for multilingual students? (3 Students)
3. **Student Engagement, Retention, School Drop Out and School Completion – Why Does this matter?** (2 students)

READINGS: Best Practices IV Ch's. 24, 82, 93

DUE: School Wide Practices to Promote School Success and SLD Summary: Merrel et al. Ch. 11: The school psychologist's role in system level change BPIV Chapters 16, and 17.

- 11-25-25 **ON YOUR OWN: Problem Solving and Data Based Models of Practice**
1. Merrel et al. Ch. 3: Facilitating change through multi-tiered systems of support and 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. Social-emotional, Behavioral, and Mental Health

READINGS: Merrel Ch. 3, 9, and 10

DUE 12/2/2025: Diversity Summary: Best Practices IV Ch's. 24, 82, 93

- 12/2/25 **Multi-Tiered Systems of Support and Practices to Improve Behavior, Social development, Mental Health, and Academic Outcomes.**
1. Behavioral and Mental Health Supports 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. (2 students)
 2. Social Competence and Social Skills – what is the difference and how can School psychologists intervene? (2 students).
 3. What is Social Emotional Learning and why is this important? (2 students)

READINGS: Best Practices IV Ch. 61, 58, 65

DUE Dec. 3: Problem Solving Readings summary: Merrel Chs. 3, 9, and 10

- 12/9/25 **ZOOM: Improving Academic Performance and Intervention Presentations**
1. **The Science of Reading:** Understanding *Reading Development* in the primary and a secondary language (3 people) [Monolingual and Bilingual students]
 2. From **pre-referral interventions to placement:** what does the research show about student study teams, referrals, and placement into special education. (2 people)
 3. **Research on Special Education effectiveness** – What does the research say? How can this research guide current practice for school psychologists? (2 students)

BP IV READINGS: 44, 46, 59

DUE: Multi-Tiered Systems of Support and Practices to Improve Behavior, Social development, Mental Health, and Academic Outcomes.
Summary to include Best Practices IV Ch. 61, 58, 65 from prior week and presentations.

- 12/16/25 **DUE: Improving Academic Performance and Intervention BP IV READINGS: 44, 46, 59 Presentations**

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 professional conduct at all times in person, online, and at field work settings.
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 with satisfactory ratings.
18. Students are responsible for following up with university, department, graduate studies, and credentialing requirements.

Appendix B

Ethical Dilemma Rubric

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

Poor
1

Average
2

Excellent
3

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

Poor
1

Average
2

Excellent
3

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

Poor
1

Average
2

Excellent
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
1

Average
2

Excellent
3

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

Poor
1

Average
2

Excellent
3

6. Focused and limited the discussion to 20 minutes.

Poor
1

Average
2

Excellent
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. Provide an exciting introduction.

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 current research (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 emailed the Powerpoint one day before the presentation to the instructor.

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. Use APA referencing format.

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 not read and abided to time frame (30 minutes - 10 minutes questions and discussion, if need it).

Poor		Average		Excellent
1	2	3	4	5

11) Cited each slide using APA format [ex. (author(s), year, p.].

Poor		Average		Excellent
1	2	3	4	5

COMMENTS:

Appendix D

Attendance, Participation, and Dispositions Rubric

Demonstrate professional disposition (behavior and attitude), responsibility, adaptability, initiative, and self care. **CCTC SPPE 10.3**

	4	3	2	1	Points
Attendance/ Promptness/ Responsibility	Student is always prompt and regularly attends classes, submits work, and shows high levels of responsibility exhibited by good communication	Student is late to class once every two weeks, submits work, and shows good responsibility exhibited by good communication	Student is late to class more than once every two weeks and may have one absence: submits work late, and shows poor responsibility exhibited by poor communication	Student has been late to class at least three times and has poor attendance; shows poor responsibility and poor ability to communicate with others.	
Level of Engagement in class/ Attitude	Student proactively contributes to class by offering ideas and asking questions more than once per class; students shows great attitude.	Student proactively contributes to class by offering ideas and asking questions once per class; Student shows good attitude	Student rarely contributes to class by offering ideas and asking questions; student shows bad attitude at times.	Student never contributes to class by offering ideas and asking questions; student shows bad attitude.	
Listening Skills/ Adaptability	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others; shows an ability to adapt to opposing views and/or challenges	Student listens when others talk, both in groups and in class; shows an ability to adapt to opposing views and/or challenges	Student does not listen when others talk, both in groups and in class; shows inconsistently shows to adapt to opposing views and/or challenges	Student does not listen when others talk, both in groups and in class. Student often interrupts when other speaks. shows an inability to adapt to opposing views and/or challenges and has shown disrespectful behavior.	
Behavior/ Self-Care	Student never displays disruptive behavior during class.- this includes multi-tasking, typing, etc.; Student is	Student rarely displays disruptive behavior during class. this includes multi-tasking, typing, etc.;	Student occasionally displays disruptive behavior during class. this includes multi-tasking, typing, etc.; student is occasionally	Student frequently displays disruptive behavior during class. this includes multi-tasking, typing, etc.; student is frequently disrespectful towards	

	respectful towards others and self.	Student is sometimes respectful of others and self.	disrespectful towards others and self.	others and self.	
Preparation/ Initiative	Student is almost always prepared for class with assignments and required class materials; student always takes initiative in being prepared.	Student is usually prepared for class with assignments and required class materials; student usually takes initiative in being prepared.	Student is rarely prepared for class with assignments and required class materials; student rarely takes initiative in being prepared.	Student is almost never prepared for class with assignments and required class materials; almost never always takes initiative in being prepared.	
				Total:	

EPC 667 INDEX FOR CCTC SPPEs

SPPE	Introduced	Practiced	Assessed
5.0	p. 5, 11-14		
10.0	p. 5		p. 8
10.1	p. 5		
10.2	p. 4		p. 8
10.3	p. 5		p. 19