



Syllabus for Course 594-001
Seminar in School Psychology
Department of Psychology
Fall 2023
August 22 – December 14

About the Instructor

Instructor:	Jeff Wallis (he/him)	Office Telephone:	618.655.6725
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Office Hours:	Tuesdays, 5:00 p.m. – 5:45 p.m. or by appointment	e-mail:	jwallis@siue.edu
Class Time:	Tuesdays, 6:00 p.m. – 8:50 p.m.	Class Location:	Alumni Hall 0333

Welcome & Bio

Welcome to graduate school! I am looking forward to a terrific semester with you.

I hope you find this field of study as rewarding as I have found it over the years. While I may still feel young, I have nearly 20 years of experience teaching at the university level. I have taught graduate and undergraduate psychology and counseling courses at both private and public universities. I am a published researcher, school psychologist, and consultant. I have been a district-level school administrator, applied behavior analyst, and domestic violence counselor (among many other things!). For fun, I coach my kids' select basketball teams, do a fair bit of photography, and play guitar.

As you go through the semester, please share your feedback with me. You can direct item-specific feedback to me via e-mail (jwallis@siue.edu) and general course feedback in the discussion forums or in the post-course survey when you complete the course.

Teaching Philosophy

The content of the course will be derived from assigned readings, lectures, videos, podcasts, and assigned activities. The course content will largely be addressed in an active learning format. This means that while some of the time we will follow a traditional lecture format, some will require something more than note-taking. You will be required to actively participate in a variety of course activities designed to increase both breadth and depth of knowledge.

Communicating with the instructor

The best way (by far) to get ahold of me is by e-mail (jwallis@siue.edu). Typically, my response time during the work week is less than 24 hours but no later than 48 hours. I am more than happy to schedule an office meeting with you by phone or online conference.

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.

Prerequisite knowledge and credit hours

Graduate standing in Psychology

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 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.

Required Texts

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

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

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. doi: 10.1002/pits.22020

Lockwood, A., & Coulter, A. (2017). Rights without labels: Thirty years later. *NASP Communique, 45*, <https://www.nasponline.org/publications/periodicals/communique/issues/volume-45-issue-6/without-labels-thirty-years-later>.

Mann, A., Castillo, J., & Myers, M. A. (2019). A case example of one state's efforts to measure and address the critical shortage of school psychologists. *Psychology in the Schools, 56*, 1716–1736. <https://doi.org/10.1002/pits.22297>

McKenney, E. L. W. (2021). Reckoning with ourselves: A critical analysis of White women's socialization and school psychology. *School Psychology Review*.

Truong, D., Tanaka, M. L., Cooper, J., Song, S. Y., Talapatra, D., Arora, P., Fenning, P. A., McKenney, E. L. W., Williams, S. Stratton-Gadke, K. K., Jimerson, S. R., Pandes-Carter, L., Hulac, D. M., García-Vazquez, E. (2021). School psychology unified call for deeper understanding, solidarity, and action to eradicate anti-AAPI racism and violence. *School Psychology Review*. doi:10.1080/2372966X.2021.1949932 https://tsp.wildapricot.org/resources/Documents/Final%20Unified%20Statement_4_30_21.pdf

Course Requirements

Online class behavior

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively.
 - Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
 - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your comments in order to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content, but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on the topic.** Online dialogue is like a conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

Technology requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in the class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

Course Policies and University Policies

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](#).

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.

Turnitin

This course will utilize the Turnitin plagiarism detection software. A Turnitin link will be available anywhere written work is to be submitted in the course. [Find out more about using Turnitin](#).

Grading

Final letter grades will be assigned on the basis of total points earned during the semester. This total will include the points earned on **quizzes, presentations, and assignments listed below**.

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 not 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.

Discussion Leader. Students will be assigned one class period to facilitate a discussion among the group. Discussion leaders will generate 8-10 discussion questions from the readings, make summary statements, and encourage reflection. Leaders will also facilitate transitions between participant statements and topics.

Curriculum Vitae assignment. Students will develop a curriculum vitae, also known as a vita or a CV. This document will include your educational background, as well as your teaching and research experience. The length of this document will vary based upon your experiences.

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.

Cyber mentor assignment. Based upon the week's readings, students will develop 1 – 2 questions to send electronically to a practicing School Psychologist. Responses will be shared with the class the following week.

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

- 15 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.

- 30 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.

- 45 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.

- 60 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.

- 75 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.

Grading scale

Assignment	Total Points	Percentage of Grade
SQ3R notes	130 (10 each)	19%
Discussion leader	50	7%
Curriculum Vitae	50	7%
Law & Ethics online quizzes	50 (25 each)	7%
Draft of ethical problem-solving worksheet	30	4%
Ethical problem-solving paper	100	14%
Cyber mentor assignment	100	14%
Self-care assignment	30	4%
Next challenges presentation	85	12%
Class participation	75	11%
Total	700	100%

Course Averages

- A** = 92.5% or above = 648 points or above
- B** = 84% to 92.4% = 588 points to 647 points
- C** = 77.5% to 83.9% = 542 points to 587 points
- D** = 541 points and below

Participation

It is vitally important that our classroom environment promotes the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during online discussions. Your success in this course will depend on your communication, consistent engagement, and active participation in all course activities. Success in this course requires that adhere to the deadlines given below as you complete assignments, discussions, and other course activities. Timely participation in online discussions is very important and is not optional. You are expected to post and reply to discussions in a timely manner consistent with the requirements contained within the course syllabus and discussion rubric.

Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the [Faculty Resources for Regular and Substantive Interaction webpage](#).

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The [Inclusive Excellence, Education, and Development Hub](#) is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Lindy Wagner, Assistant Vice Chancellor for Inclusive Excellence, Education and Development at (618) 650-3179 or linwagn@siue.edu.

Pregnancy and Newly Parenting Policy

This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit [Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15](#) to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

Technology Privacy Information

According to [OSCQR Standard #14](#), the course should include links to privacy policies for technology tools to let students know what data may be collected and if their data is secure. If you are using Blackboard, keep the privacy statement below. Add links to privacy statements for any other technology tools you are using in the course.]

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

Additional Support

Services for Students Needing Accommodations

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726).

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling [618-650-2842](tel:618-650-2842).

Student Success Coaches

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support

Since elements of this course are online, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](tel: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 Knowledge Base](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

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:

Area	Week	Date	Topics	Required Readings	Assignment(s) Due
Foundations	Week 1	August 22	How you can succeed in this course Introduction to School Psychology	Barrett et al. (2019) Global Society – Ch. 1 Multicultural – Ch. 1	SQ3R on Week 2 readings due by noon on Sunday Sign up for Discussion Leader
	Week 2	August 29	Diversity in Development & Learning History & Future of School Psychology	Global Society - Ch. 2 & 6 Multicultural – Ch. 23	SQ3R on Week 3 readings due by noon on Sunday e-mail cyber-mentor
	Week 3	September 5	Legal, Ethical, and Professional Practice (Part I)	Ethics and Law – Ch 1 & 2 Global Society – Ch. 4 Multicultural – Ch. 2	SQ3R on Week 4 readings due by noon on Sunday Receive Ethical Challenge Scenario e-mail cyber-mentor
	Week 4	September 12	Legal, Ethical, and Professional Practice (Part II)	Global Society – Ch. 4 Multicultural – Ch. 14 Survival Guide – Ch. 1	SQ3R on Week 5 readings due by noon on Sunday Turn in draft of ethical problem-solving worksheet Ethics and Law Quiz 1 opens on BB at end of class e-mail cyber-mentor
	Week 5	September 19	Diversity in Development & Learning	Foorman & Wanzek, 2016 Hoffman, 2018 (Parts 1 & 2) NASP EDI Podcast #2 School Psyched! – Ep. #106	SQ3R on Week 6 readings due by noon on Sunday e-mail cyber-mentor
Data-based and collaborative Decision-Making	Week 6	September 26	Consultation & Collaboration (Part I)	Bahr et al., 2017 Ethics and Law – Ch 8 Global Society – Ch. 8 Multicultural – Ch. 16	SQ3R on Week 7 readings due by noon on Sunday Submit Ethical Challenges Paper by noon on Sunday Self-evaluation rubric will become available on BB at 1 pm e-mail cyber-mentor
	Week 7	October 3	Consultation & Collaboration (Part II) Intervention	Ethics and Law – Ch 9 Global Society – Ch. 10 Multicultural – Ch. 6	SQ3R on Week 8 readings due by noon on Sunday Turn in self-grading of ethical challenges paper Schedule time to review grading e-mail cyber-mentor
	Week 8	October 10	Psychoeducational Assessment	Ethics and Law – Ch 6 Global Society – Ch. 9 NASP EDI Podcast #7 Survival Guide – Ch. 6	SQ3R on Week 9 readings due by noon on Sunday e-mail cyber-mentor
	Week 9	October 17	Privacy, Confidentiality, & Record Keeping Intervention	Ethics and Law – Chs. 3 & 7 Multicultural – Ch. 9 Survival Guide – Ch. 9	SQ3R on Week 10 readings due by noon on Sunday e-mail cyber-mentor
	Week 10	October 24	IDEIA & 504	Ethics and Law – Chs. 4 & 5 Multicultural – Ch. 7	SQ3R on Week 12 readings due by noon on Sunday Submit Curriculum Vitae assignment by noon on Sunday

				Survival Guide – Ch. 7		
Students, Supervision, Systems, and Self-care	Week 11	October 31	No-class Meeting Submit Ethical Challenges Paper by 12 pm Self-evaluation rubric will become available on BB at 1 pm			
	Week 12	November 7	Rtl & MTSS	Leadbeater et al., 2018 Survival Guide – Ch. 5	SQ3R on Week 13 readings due by noon on Sunday Turn in self-grading of ethical challenges paper; schedule time to review grading e-mail cyber-mentor	
	Week 13	November 14	Stress Management Self-care	Lopez, 2017 Mann et al., 2019 Survival Guide – Ch. 12 School Psyched! – Ep. #88	SQ3R on Week 14 readings due by noon on Sunday Receive self-care assignment Turn in self-care assignment by start of Week 14 class	
	November 21 NO CLASS – THANKSGIVING HOLIDAY					
	Week 14	November 28	Advocacy	Ethics and Law – Epilogue Global Society – Ch. 5 Lockwood & Coulter, 2017	SQ3R on Week 15 readings due by noon on Sunday Ethics and Law Quiz 2 opens on BB at end of class Submit Ethics and Law Quiz 2 (online) by start of Week 15 class e-mail cyber-mentor	
	Week 15	December 5	Supervision Special Topics	Ethics and Law – Ch. 11 McKenney, 2021 Truong et al., 2017 Witting & Elton, 2019	No assignment due	
	Week 16	December 12	Final Presentations			