

COURSE SYLLABUS

Department of Educational Psychology  
University of Nevada, Las Vegas

- I. **Prefix & Number:** EPP 745
- II. **Title:** Legal Clinic on Law, Ethics & Advocacy
- III. **Credit:** 3 hours
- IV. **Semester:** Spring 2020
- V. **Class Hours/Location:** T 4:00 p.m. – 6:45 p.m.
- VI. **Instructor:**
- VII. **Office/Phone/e-mail:**
- VIII. **Office Hours:** by appointment.
- IX. **Prerequisite Courses:** ESP 701 or the equivalent

**X: Course Description:**

The Education Advocacy Clinic is a law clinic in which students advocate for children and their adult educational decision makers in educational issues, including special education and disciplinary issues. For the most part students will be advocating for clients in administrative fora including in informal and formal hearings within the Clark County School District.

Through an experiential and collaborative process advocating for real clients, students will learn education law, advocacy and professionalism. They will experience all stages of client advocacy under intensive supervision and will strengthen their analytic and advocacy skills. Students will develop habits of professionalism and life-long learning through disciplined self- reflection. In the classroom component, students will enrich their understanding of doctrinal, theoretical, social and policy issues in this complex area of law. Students will also learn to work with professionals in different disciplines. Students will learn how to utilize these professionals in both advisory and advocacy positions.

**XI. Course Objectives – Knowledge:**

1. Laws, policies, and ethical principles regarding behavior management planning and implementation.
2. Rights and responsibilities of students, parents, teachers and other professionals, and schools related to exceptional learning needs.
3. Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
4. Legal provisions and ethical principles regarding assessment of individuals.
5. Laws and policies regarding referral and placement procedures for individuals with disabilities.

6. Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individual program.

**Course Objectives -- Skills:**

7. Involve the individual and family in setting instructional goals and monitoring progress.
8. Act ethically in advocating for appropriate services.
9. Maintain confidential communication about individuals with exceptional learning needs.
10. Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
11. Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
12. Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.

Objectives for this course correspond to the (a) Nevada Administrative Code for School Psychologist endorsement (NAC 391. 316); (b) National Association of School Psychologists (NASP) Domains of School Psychology Graduate Education and Practice (2010); and, (c) the American Psychological Association’s (APA) Standards of Accreditation for Health Service Psychology (SOA; 2017) Implementing Regulation (IR) for Domain Specific Knowledge (DSK; IR C-7D) and Profession Wide Competencies (PSW; IR C-8D). “

<b><u>Learning objective</u></b>	<b><u>APA SOA IR C-7 &amp; 8 D</u></b>	<b><u>NASP Domain</u></b>
Be knowledgeable of and act in accordance with each of the following: 1. Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines. 2. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. 3. Conduct self in an ethical manner in all professional activities.	<b>Ethical and Legal Standards</b>	<b>2.10</b>
1. An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. 2. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities	<b>Individual and Cultural Diversity</b>	<b>2.8</b>

<p>including research, training, supervision/consultation, and service.</p> <p>3. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles.</p> <p>4. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.</p>		
<p>1. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.</p> <p>2. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.</p> <p>3. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.</p>	<p><b>Communication and Interpersonal Skills</b></p>	<p><b>2.2</b></p>
<p>1. Establish and maintain effective relationships with the recipients of psychological services.</p> <p>2. Develop evidence-based intervention plans specific to the service delivery goals.</p> <p>3. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</p> <p>4. Demonstrate the ability to apply the relevant research literature to clinical decision making.</p> <p>5. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.</p> <p>6. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.</p>	<p><b>Intervention</b></p>	<p><b>2.3/2.4</b></p>
<p>1. Demonstrate knowledge and respect for the roles and perspectives of other professions.</p> <p>2. Demonstrates knowledge of consultation</p>	<p><b>Consultation and Inter-Professional</b></p>	<p><b>2.2/2.7</b></p>

models and practices	<b>Inter-Disciplinary Skills</b>	
----------------------	----------------------------------	--

**XII. Texts, Readings, and Instructional Resources:**

Required Resources

Colker, R. & Waterstone, J.K. (2011). *Special Education Advocacy*. Danvers, Mass.: Matthew Bender and Company.

American Psychiatric Association. (2015). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). Washington, DC: Author.

National Association of School Psychologists. (2010). National Association of School Psychologists principles for professional ethics, *School Psychology Review*, 39(2), 302-319.

Clinic Materials

Additional materials to be distributed throughout the semester.

**XIII. Assignments, Evaluation Procedures, and Grading Policy:**

Evaluation is based upon attendance and participation in the clinic seminar and the quantity and quality of completed casework.

Clinic Seminar. Attendance and participation in the clinic seminar is required. We will be meeting on Tuesdays from 4:00 – 6:45 p.m. for classes that focus on substantive issues surrounding educational law and other legal issues arising for our clients and policy, as well as case rounds. There will be weekly readings that you should prepare in advance of the sessions for which they are assigned. You are expected to prepare for and participate in class.

Casework. Students are members of the Thomas & Mack Legal Clinic. Under the direction and supervision of Professor Nathanson, students are required to address and advocate for the educational needs of their clients. Responsibilities include contacting schools to obtain clients’ educational information; assessing the adequacy of clients’ educational plans, including behavioral plans; writing legal memos for case files, the courts, etc. regarding clients’ educational status; and attending and participating in client interviews, legal team meetings, and IEP meetings. You are expected to treat clients and your work responsibly, professionally, and to complete work in a timely fashion. Students are required to work in the clinic 10 hours per week.

Timekeeping. You are expected to keep records of the time you spend on clinic work. All time is to be entered into Clio by every Tuesday for the previous week's work.

Documentation. You must document in memorandum to the file all information gathered during the course of your work on all cases, including summaries of interviews, client meetings, school meetings, and telephone conversations. These memoranda need to be cc'd to Professor Nathanson, all team members, and to Taurus Duncan, the legal secretary for the Education Clinic. All memoranda must be read and approved by Professor Nathanson **prior** to dissemination. Hard copies of memos are due each week in class on the Tuesday following the event that is memorialized.

Weekly Case Summaries. Students are expected to write weekly summaries of the casework they were involved in. A very brief summary of the case, along with a description of the actual work completed, and any challenges encountered are required. Weekly summaries are due weekly in the clinic seminar.

Educational Transition Memoranda. Educational Transition Memoranda are required for all clients. If more than one student works on a case, the summation is written as a team. The Transition Summation includes a brief summary of the client's educational history; a summary of the work completed on the case; and a summary of the concerns still needed to be addressed.

Ethical Reflection Papers. Students are required to write two short (three to four pages) reflective papers, which are due at mid-semester and at the end of the semester. In these papers, you are expected to reflect upon your work in the clinic on behalf of clients, either directly or indirectly. The purpose of these assignments is to provide you, as students, with an opportunity to clarify, in writing, your sense of your clients and your reactions to your lawyering experience and provide us with additional information about how you are grappling with your advocacy and course responsibilities. It could also be a comment of how the educational issue or school system practice does or does not work for you and your client. This should not be an account of your work on a case. Instead the paper should provide you with an opportunity to work through in writing what you find most interesting, educational or troubling about a case, course issue, event, relationships, reading, policy or practice.

Students in the School Psychology program are required to discuss ethical dilemmas and inter-professional collaboration issues experienced during casework. This should include critical analysis and evaluation of APA and NASP code of ethics.

Evaluation Criteria:

<u>Requirement</u>	<u>% of grade</u>
Attendance & participation in seminars	25
Casework	50
Weekly Case Summaries	10
Educational Transition Memoranda	05
Reflective Papers	10

## **STUDENT HOURS**

As with any advocacy work, you can expect that your clinic workload will fluctuate over the term. The general formula for expected hours outside of class is three hours per week per credit hour for the semester. Thus, you will average about 18 hours per week if you are taking the clinic for six credits. In the case of the clinic, this formula should be viewed as an average over the course of the term, and not as a requirement that must be met every week. In other words, some weeks you may work much more than 18 hours and other weeks will be less than 10 hours. It is important that your schedule, including work and other commitments, affords you the flexibility to meet your professional responsibilities to your clinic clients.

## **CONFIDENTIALITY AND PROFESSIONALISM**

Remember that we are operating a law office. That means that the cloak of confidentiality and attorney/client and work product privilege must surround everything we do with regard to clients and their cases. **DO NOT** remove client or case materials from the clinic. All files should be kept in the clinic, except with specific authorization to move the file. This will also make it possible for me or the other professionals on your case to answer questions that arise about a case in the event you are not around. **DO NOT** place clinic work on computers or disks to which others have access. **DO NOT** talk about your cases with people who are not in the clinic; and when you do discuss cases with appropriate people, **DO SO** in a manner in which you **CAN NOT** be overheard.

## **SPECIAL NOTES**

### **Public Health Directives**

**Face coverings are mandatory for all faculty and students in the classroom.** Students must follow all active UNLV public health directives while enrolled in this class. [UNLV public health directives](https://www.unlv.edu/coronavirus/health-requirements) are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Code of Student Conduct](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), [https://www.unlv.edu/sites/default/files/page\\_files/27/StudentConduct-Code.pdf](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), including being administratively withdrawn from the course.

### **Academic Misconduct**

Academic integrity is a legitimate concern for every member of the University community.

We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

### **Auditing Classes**

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

### **Classroom Conduct**

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

### **Copyright**

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

### **Disability Resource Center (DRC)**

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

## Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

## Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

## Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

## Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research](#)



[Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

### Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=29&navoid=7326) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

### Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV

students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

#### Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

#### UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

*Optional statement for inclusion in syllabi.*

#### **Diversity Statement**

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.