

Psychology 672
Cultural Issues and Diversity
MTWR 4:30 – 8:30 pm
May Mini 2016 (May 16th – June 1st)

Instructor: Dr. DeMarquis Hayes
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Class: MPLX

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Catalog Course Description: This course is an examination of cultural and diversity issues present in educational and psychological assessment and therapeutic treatment. Students will develop sensitization to personal and societal attitudes and values, as well as an increase of their awareness of current models of multicultural assessment and therapy/intervention. Topical areas addressed in the course are: culture, ethnicity, religion, socio-economic status, worldview, gender, age, disability, and sexual orientation. The course additionally identifies models for developing competency in assessing and providing therapeutic services to diverse clients.

Course Objectives: Course goals, to include a) the knowledge the student will acquire as a result of completing the course and b) the abilities the student will develop as a result of completing the course. Students will gain knowledge in the areas of culture, ethnicity, religion, socio-economic status, worldview, gender, age, disability, and sexual orientation as they relate to psychological/ educational assessment and therapeutic interventions. Students will develop sensitization to personal and societal attitudes and values, as well as an increase of their awareness of current models of multicultural assessment and therapeutic intervention.

Textbooks/Readings:

Graves, S. L., Blake, J. J. (2016). *Psychoeducational Assessment and Intervention for Ethnic Minority Children. Evidenced-Based Approacher*. APA, Washington, D.C.

Additional readings and handouts will be provided

Course Objectives (Links to NASP Model 10 Domains of Practice):

2.1: Data-Based Decision Making & Accountability: *You will gain knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

2.2: Consultation and Collaboration: *You will gain knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.*

2.3: Interventions and Instructional Support to Develop Academic Skills: *You will gain knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.*

2.4: Interventions and Mental Health Services to Develop Social and Life Skills: *You will gain knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.*

2.5: School-Wide Practices to Promote Learning: *You will gain knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.*

2.6: Preventive and Responsive Services *You will gain knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.*

2.7: Family–School Collaboration Services: *You will gain knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.*

2.9: Research and Program Evaluation: *You will gain knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.*

Class Format:

This course will consist of lecture, discussion groups, small group work, role-playing, and other active learning exercises. Since much of the time will be spent in discussion, it is critical that students read assigned material before class so that all students will be able to participate in the learning process. Also, students are expected to complete a lot of work (testing) outside of class.

Administrative Policies and Requirements:

Attendance, Tardiness, & Leaving Class Early. Students are expected to attend class as scheduled. Attendance is **mandatory** and excused absences may be allowed in extreme circumstances. However, the instructor will consider this on a case-by-case basis. If you do have to be absent from class due to extreme circumstances please be prepared to provide adequate documentation upon your return to class. Students that have **more than 2 unexcused absences** will automatically receive a grade of **F for the course**.

In addition to attendance, being prompt for class is important. Students that are excessively late can be disruptive to the learning of other students. Please make an effort to be in class on time. Any student who is **late 20 minutes or more** will be **counted as absent**. You are more than welcomed to come to class if you are late but the same penalties for being absent will apply.

Finally, leaving class early can be a major distraction for the instructor and your classmates. If you have to leave early for class please inform the instructor before the start of class but this does not guarantee full credit for assignments to be done in class on that day. Also, regularly **leaving class early will have similar consequences as coming to class late**.

Professional Conduct. Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. If you do not agree with their point of view, ask for clarification or offer alternative viewpoints. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional forum at TAMUC. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor will seek the assistance from the proper authorities (e.g. Chair of Psychology, Counseling, & Special Education and/or Dean's Office).

Finally, please turn off all phones or put them on silent. Laptops are permitted in class but should be used to enhance learning. Students should not use them for checking email or posting messages on Facebook, Twitter, or other social networks (the same with cell phones). If students are found to be using laptops or cell phones for purposes not related to class the instructor will ask the student to reframe from using their laptops/cell phones during class.

Class Participation. All students **MUST** actively participate in class discussions and class activities in order to fully gain knowledge and build competence in conducting cognitive assessments. In addition, students are expected to have all readings and activities required for the day's class to be completed prior to coming to class.

Leo Mail and eCollege. All Students should activate and regularly check their Leo Mail and eCollege accounts associated with this class. All assignments will be turned in on eCollege (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through eCollege. I **WILL NOT** send communication about the class to personal email accounts.

Late Assignments: Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused (doctor's note in case of illness or copy of a funeral program in case of a death of a loved one).

Academic Integrity. All students are expected to conform to the Texas A&M University-Commerce's Code of Student Conduct Procedures as it relates to academic integrity (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>). This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group projects each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure of the given assignment, failure in the course, and possible expulsion from the University. In the event a student fails to abide by the rules set forth in the TAMUC policy, they will receive a grade of 0 on that assignment with no opportunity to make that grade up and the student will be reported to the appropriate university officials. In the event of a 2nd offense the student will automatically receive a grade of F in the course and again be reported to the appropriate university officials. **Students who cheat or plagiarize any material in this course will earn a grade of F for the course.**

For Your Information: Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

Course Requirements and Grade Determination:

1. **Leading Class Discussion:**

Students will work with a partner to lead class discussion for the readings on that day. Students will be responsible for power-point, class activities, or other activities. (50 pts.)

2. **Quiz:**

There will be three online quizzes given during the course that revolve around the material discussed. (75 pts., 25 each)

3. **Class Activity:**

There will be multiple class activities throughout the course aimed to enhance the knowledge discussed during the class. (60 pts., 10 each)

4. **White Privilege Paper:**

You are to write a 2-3 page typed and double-spaced paper (not including cover page) discussing the topic of privilege and how it has been present and/or absent in your life. Review McIntosh's list and discuss how those privileges do or do not apply to you. Additionally, consider how the presence and/or absence of privilege in your life may impact the students and families you work with when you become a school psychologist. (50 pts.)

5. **Ethnicity and Special Education:**

You are to write a 2-3 page typed and doubled-spaced paper (not including cover page) discussing the topic of what role ethnicity, if any, plays in the placement of students into special education. What role do school psychologists play in the disproportionate representation of certain students in Special Education? (50 pts.)

6. **Reflection Paper:**

You are to write a 2-3 page typed and doubled-spaced paper (not including cover page) discussing what you have learned over the semester and how you see yourself integrating course content into practice as a school psychologist. (50 pts.)

Grading

A	302-335
B	301-268
C	267-235
D	234-201
F	≤ 200

May Mini 2016 Course Schedule PSY 672 (Subject to Change)

Class	Date	Topics	Readings	Assignment
1	May 16	-Course overview -Defining culture, multiculturalism, & diversity -Historical review of Multicultural School Psychology -Historical context of assessment of Ethnic minority children	-Esquivel (provided) Ch 1 -Graves & Blake Ch 1 & 3	-Activity
2	May 17	-Multiculturalism in the schools -Understanding privilege -Theoretical frameworks	-Jones (provided) Ch 1 & 4 - Graves & Blake Ch 2	-Lead Class Discussion #1 -Activity
3	May 18	Assessment of Ethnic Minority Children	-Graves & Blake Ch. 4, 5, 6	-Lead Class Discussion #2 -Activity
4	May 19	Assessment of Ethnic Minority Children Continued		-Quiz -White Privilege Paper
DFWRASP	May 20	-School Neuropsychological Assessment -Update to Cross Battery Assessment	Arlington ISD Professional Development Center	
5	May 23	-Multicultural Competence Training -Counseling	Jones(provided) Ch 5 & 9 -Graves & Blake Ch 14	-Lead Class Discussion #3 -Activity

6	May 24	-Interventions	-Graves & Blake Ch 9, 10 -Jones (provide) Ch 6	Lead Class Discussion #4 -Activity
7	May 25	Gender & Sexual Orientation	Readings Provided	-Activity
8	May 26	Disproportionate representation in Special Education	Readings Provided	-Quiz -Ethnicity & SPED Paper
9	May 31	Academic Performance	-Graves & Blake Ch 13	-Quiz
10	June 1	Complete Paper		Reflection Paper