



**PSY 672**  
**Cultural Issues and Diversity**  
COURSE SYLLABUS: Fall 2021

**INSTRUCTOR INFORMATION**

Instructor: Kendra Saunders, Ph.D., Assistant Professor of School Psychology  
Office Location: Henderson 234  
Office Hours: M 1pm – 4pm (Mesquite Campus); W (12pm-2pm); by appointment  
University Email Address: Kendra.Saunders@tamuc.edu  
Preferred Form of Communication: University Email  
Communication Response Time: Via university email, 24 to 48 hours, with the exception of weekends and holidays

**COURSE INFORMATION**

**Textbook(s) Required**

Graves, S. L., & Blake, J. J. (2016). Psychoeducational Assessment and Intervention for Ethnic Minority Children. Evidenced-Based Approaches. American Psychological Association.

Jones, J. (2009). The psychology of multiculturalism in the schools: A primer for practice, training, and research. Bethesda, MD: National Association of School Psychologists.

Additional readings and handouts will be provided

**Supplemental Readings/Resources:**

Purdue Online Writing Lab (APA 7<sup>th</sup> Edition Resource)

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

**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

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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.

### **Student Learning Outcomes**

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.

#### **Links to NASP Model 10 Domains of Practice**

**Domain 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.*

**Domain 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.*

**Domain 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.*

**Domain 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.*

**Domain 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.*

**Domain 8: Diversity in Development and Learning:** *You will gain knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

**Domain 9:** *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.*

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## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Using the learning management system, using Microsoft Word and Google Drive and Google Docs, using presentation and graphics programs.

### **Instructional Methods**

This course will include a mixed methods of instruction including discussion, instructor led presentations, and student led presentations. Assignments will be a mixture of online and in class assignments.

### **Student Responsibilities or Tips for Success in the Course**

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. As such, attendance is critical for success in this course. The course offers frequent opportunities for learning through the exchange of ideas, classroom discussions and skill practice during class. These skills cannot be developed without each student being in class. Regarding an unavoidable absence, only a significant personal and/or medical emergency or religious observance will be considered as an acceptable excuse, and this must be confirmed and approved. Additionally, regularly logging into the course website along with regular communication with the instructor to ensure that the student is understanding the material and making adequate progress.

## **COURSE REQUIREMENTS**

### **Course Activities & Assignments**

#### **1. Class Participation: (50 points)**

Coming to class prepared is essential for your learning. Discussion, presentations, and activities require your active participation. You are expected to complete the readings scheduled for each class and be prepared to discuss them. It is essential that you read the materials and complete assigned activities each week.

#### **2. Chapter Presentation: (100 points)**

Each student will create a PowerPoint presentation for the weekly topic that they have chosen to present. Presentations for the assigned week, along with the discussion question must be uploaded to D2L under the Chapter Presentation Submission by 11:59pm on Sunday for the assigned week. For instance, if you are responsible for week 3, you should post your presentation by 11:59pm on 9/12. Please include references in APA format in your presentation. Please be sure to utilize the Purdue Online Writing Lab which is provided on page 2 of this document. Presentations should include information from at least 2 empirical articles in addition to the articles that are provided on D2L.

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Choosing your topic: Chapter presentations for students begin the 4<sup>th</sup> week of class. There will be a discussion post in D2L entitled “**chapter presentation selection**” under the “**Chapter Presentation**” tab. Please review the syllabus and indicate which weeks’ topic you want to cover for your chapter presentation. These topics will be chosen on a first come first serve basis, so please complete this no later than 9/12. Please include your 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>, so that you get a topic that is interesting to you. I will assign chapters to any student who has not selected their chapter by the aforementioned date and for any student who selected a topic that someone else already selected. Once topics have been chosen, I will input the presenter information in the syllabus and upload the updated syllabus with this information.

Grading: Presentations will be graded using the rubric that is posted under “Rubrics and Guidelines.” Students are responsible for reviewing the rubric before submitting their presentations to ensure that guidelines have been met. The same rubric is used for the theoretical orientation/intervention presentation.

**3. Cultural Autobiography (100 points):** Each student is required to write a cultural autobiography paper. The paper should be between 3-6 double-spaced pages (excluding references). The cultural autobiography is designed to encourage students to critically think about their cultural identity within a continuum of roles and categories within society. Please refer to course documents on the Cultural Autobiography assignment for more information.

**4. Acknowledgement of Syllabus (10 points):**

You are responsible for reading the syllabus and completing the Acknowledgement Quiz, confirming that you have read and understand what is being required of you no later than the 2<sup>nd</sup> week of class.

**5. Theoretical Orientation/Intervention Presentation: (100 points)**

Each student will create a PowerPoint presentation of a theoretical orientation or intervention from a predetermined list of options which will be posted in D2L under the TOIP tab and labeled “Selection”. Please put your selections directly in this discussion post. These topics will be chosen on a first come first serve basis, so please complete this no later than 9/12. Please include your 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>, so that you get a topic that is interesting to you. I will assign chapters to any student who has not selected their chapter by the aforementioned date and for any student who selected a topic that someone else selected. I will assign topics to any student who has not selected theirs by the aforementioned date and for any student who selected a topic that someone else already chose. Once topics have been chosen, I will input the presenter information on the TOIP document and upload the updated document with this information. Please include references in APA format. Please be sure to utilize the Purdue Online Writing Lab which is provided on page 2 of this document.

The presentation should provide a thorough overview of the selected topic and include the following at minimum:

- Definition
- Demographics it is utilized with (e.g., age, ability, group/individual, etc)
- Demographics it would not be utilized with and why

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- Components needed for proper implementation
- Necessary materials
- Duration if specified (e.g., 45 minutes for 6wks)
- Cultural considerations (articles/resources may not explicitly state this so you may have to think about the application)
- Considerations for implementation in school vs clinic settings

## **GRADING**

### **Assignment Points Possible:**

Class Participation	50
Chapter Presentation	100
Cultural Autobiography	100
Theoretical Orientation/Intervention Presentation	100
Syllabus acknowledgment quiz	50
<b>Total Points:</b>	<b>400</b>

### **Final Grades**

A	(400 – 360)
B	(359 –320)
C	(319 –280)
D	(279 –240)
F	(239 and below)

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **ACCESS AND NAVIGATION**

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You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### Interaction with Instructor Statement

All students should activate and regularly check their Leo Mail (e-mail account) and myLEOonline (D2L Brightspace) accounts associated with this class. All assignments will be turned in on myLEOonline (D2L Brightspace) (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/myLEOonline (D2L Brightspace). All communication about the class must be completed with your university email, and will not be completed with personal email accounts. When emailing please put the Course Number in the Subject Line of the Email, for example PSY 691: Question about assignment. As noted above, all emails will be returned in 24-48 hours, with the exception of weekends and holidays. If you have a question that can be addressed through email, I will do so. If your question would best be served by us meeting by telephone, video chat, or in person, I will schedule an appointment with you during office hours or at a mutually convenient time. You are always welcome to come by my office during office hours or at any other time. If I am available, I would be happy to meet with you.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

***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

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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 3 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**.

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**.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

[http://www.tamuc.edu/student\\_guidebook/Student\\_Guidebook.pdf](http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf)

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

#### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

#### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **Students with Disabilities-- ADA Statement**

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 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

**The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)**

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the

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State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## COURSE OUTLINE / CALENDAR

### Fall 2021 Course Schedule PSY 672 (Subject to Change)

Week	Topic & Assignment	Reading
1. 8/30 – 9/5	<ul style="list-style-type: none"><li>Greeting and introductions</li><li>Review syllabus</li><li>Sign-up for presentation topics</li></ul>	
2. 9/6 – 9/12	<b>No Class – Labor Day</b>	
3. 9/13 – 9/19	<ul style="list-style-type: none"><li>History of assessment and multicultural school psychology</li></ul>	<ul style="list-style-type: none"><li>Graves &amp; Blake Ch 1 &amp; 3</li><li>Jones Ch 2</li><li>Articles on D2L</li></ul>
4. 9/20 – 9/26	<ul style="list-style-type: none"><li><b>Theoretical Frameworks, Multiculturalism, Privilege &amp; Bias</b></li></ul> <b>Presenter:</b>	<ul style="list-style-type: none"><li>Graves &amp; Blake Ch 2</li><li>Jones Ch 1 &amp; 4</li><li>Articles on D2L</li></ul>
5. 9/27 – 10/3	<ul style="list-style-type: none"><li><b>IQ and Academic Assessment of Ethnic Minority/Diverse Students</b></li><li>Disproportionate representation in SPED</li></ul> <b>Presenter:</b>	<ul style="list-style-type: none"><li>Graves &amp; Blake Ch 4 &amp; 5</li><li>Articles on D2L</li></ul>

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6. 10/4 – 10/10	<ul style="list-style-type: none"> <li>• <b>Academic Interventions of Ethnic Minority/Diverse Students</b></li> </ul> <p><b>Presenter 1:</b></p>	<ul style="list-style-type: none"> <li>• Graves &amp; Blake Ch 9 &amp; 13</li> <li>• Jones Ch 6</li> <li>• Articles on D2L</li> </ul>
7. 10/11 – 10/17	<ul style="list-style-type: none"> <li>• <b>Social Emotional Assessment and Intervention of Ethnic Minority/Diverse Students</b></li> </ul> <p><b>Presenter:</b></p>	<ul style="list-style-type: none"> <li>• Graves &amp; Blake Ch 6 &amp; 10</li> <li>• Articles on D2L</li> </ul>
8. 10/18 – 10/24	<ul style="list-style-type: none"> <li>• Early Childhood and Neuropsychological Assessment of Ethnic Minority/Diverse Students</li> </ul> <p><b>Presenter:</b></p>	<ul style="list-style-type: none"> <li>• Graves &amp; Blake Ch 7 &amp; 8</li> <li>• Articles on D2L</li> </ul>
9. 10/25 – 10/31	<ul style="list-style-type: none"> <li>• Assessment of Culturally and Linguistically Diverse Students</li> <li>• Asian and Latinx</li> </ul> <p><b>Presenter:</b></p>	<ul style="list-style-type: none"> <li>• Jones Ch 7</li> <li>• Articles on D2L</li> </ul>
10. 11/1 – 11/7	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• American Indians &amp; Arab Americans</li> </ul> <p>Cultural Autobiography DUE</p> <p><b>Presenter:</b></p>	<ul style="list-style-type: none"> <li>• Jones Ch 9</li> <li>• Articles on D2L</li> </ul>
11. 11/8 – 11/14	<ul style="list-style-type: none"> <li>• Consultation</li> </ul> <p><b>Presenter:</b></p>	<ul style="list-style-type: none"> <li>• Graves &amp; Blake Ch 11</li> <li>• Jones Ch 8</li> <li>• Articles on D2L</li> </ul>
12. 11/15 – 11/21	<ul style="list-style-type: none"> <li>• Training and Professional Development</li> </ul> <p><b>Presenter:</b></p>	<ul style="list-style-type: none"> <li>• Graves &amp; Blake Ch 14</li> <li>• Jones Ch 5</li> <li>• Articles on D2L</li> </ul>
13. 11/22 – 11/28	<b>THANKSGIVING BREAK – NO CLASS</b>	
14. 11/29 – 12/5	<ul style="list-style-type: none"> <li>• Social Justice &amp; Community Based Practice</li> </ul> <p>TOIP DUE</p>	<ul style="list-style-type: none"> <li>• Jones Ch 3</li> <li>• Articles on D2L</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Presenter:</b></li> </ul>	
15. 12/6 – 12/12	<ul style="list-style-type: none"> <li>• Gender &amp; Sexuality</li> <li>• Religion</li> </ul>	<ul style="list-style-type: none"> <li>• Articles on D2L</li> </ul>
16. 12/13 – 12/17	Finals Week ☺	

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