



PSY 672
Cultural Issues and Diversity
COURSE SYLLABUS: Fall 2023

INSTRUCTOR INFORMATION

Instructor: Kendra Saunders, Ph.D., Assistant Professor of School Psychology

Office Location: Henderson 234

Office Hours: Tuesdays 11am-3pm via Zoom; by appointment

Class time and location: Mondays 4:30-7:00pm, Blended, via Zoom

University Email Address: Kendra.Saunders@tamuc.edu

Preferred Form of Communication: University Email

Communication Response Time: Via university email, 24 to 48 hours, except for 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 7th Edition Resource)

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 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 2020 Model Domains of Practice

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning

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.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations

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.

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice

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 services 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.

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.

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, and classroom discussions. 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. At the end of the semester, you will receive a final grade for your participation.

2. Chapter Presentation: (75 points)

Each student will create a PowerPoint presentation for the weekly topic that they have chosen to present. *Presentations should include information from at least 1 empirical article in addition to any articles that are provided on D2L.* Finally, presentations must include one activity (quiz, game etc.) for your peers during your presentation. Presentations for the assigned week, including discussion questions for the class, must be uploaded to D2L under the **Chapter Presentation** by 11:59pm on Sunday for the assigned week. For example, if you are responsible for week 6, you should submit your presentation by 11:59pm on 10/1. Please include references in APA format in your presentation. It may be helpful to utilize the Purdue Online Writing Lab which is provided on page 1 of this document.

Choosing your topic: Chapter presentations for students begin the 6th week of class. There is a submission area on D2L entitled “*chapter presentation selection*”. 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 9/3. Please include your 1st, 2nd, and 3rd, so that you get a preferred topic. I will assign a week to any student who has not selected their chapter by the deadline, as well as for any student who selected a topic that was already selected. Once topics have been chosen, I will update the presenter information in the syllabus and upload the updated syllabus with this information.

Grading: Presentations will be graded using the rubric that is on D2L attached to the assignment.

3. Cultural Autobiography (Initial and Revised versions; 100 points): The development of a cultural autobiography will be completed toward the beginning and end of the course (**25 points for first draft, 75 points for final draft; 100 points total**). The initial autobiography should be 4 to 7 pages (double spaced, 12-point Times New Roman font) and the revised autobiography 6 to 10 pages (double spaced, 12-point Times New Roman font). The autobiography should focus on various aspects, foundations, and characteristics of your cultural identity; including specific examples of self-knowledge that illuminate your cultural distinctiveness by referencing individual, family, community, and ethnic group identification. Please refer to course documents on the Cultural Autobiography assignment for more information.

4. Pushout Film Reflection (25 points): After watching the film and engaging in a discussion about the film *Pushout*, each student will write a reflection about the film. The purpose of the reflection is to discuss the film and its impact on your perspective regarding cultural and diversity issues present in educational settings, including psychological assessment and therapeutic treatment. The reflection should be a minimum of 2 pages (double spaced, 12-point Times New Roman font, 1-inch margins), and written with APA formatting.

5. Action Plan (50 points): The ethics of our profession call on us to be advocates for all children and youth. In this paper, you will be asked to share your perspective on the relevance of social justice and equity in the practice of psychology in schools and other settings. Identify 3-5 priorities based on ideas or issues from this class. In your own practice, how will you demonstrate your own priorities relative to cultural diversity? Reference the APA Multicultural Guidelines (2017), NASP Principles for Professional Ethics (2010), and NASP Model for Comprehensive and Integrated School Psychological Services (2020) in your response (documents posted on D2L). This paper should be about 2-4 pages, double-spaced in 12-point Times New Roman font, 1-inch margins, with reference to course materials and/or other scholarly sources using APA formatting.

6. Theoretical Orientation/Intervention Multicultural Application Paper and Brief Presentation (100 points): Each student will write a minimum 3-page, double-spaced in 12-point, Times New Roman font, 1-inch margins paper about a theoretical orientation or intervention from predetermined list of options (listed below; 90 points). Additionally, you will share your findings in a brief 5–10-minute presentation at the end of the semester (10 points).

These topics will be chosen on a first come first serve basis, so please make your selection no later than 9/3. There is a submission area on D2L entitled “theoretical orientation/intervention selection”. Please include your 1st, 2nd, and 3rd, so that you get a preferred topic. I will assign topics to any students who have not selected their topic by the deadline, as well as for any student who has selected a topic that was previously selected by another student. The paper must be written in APA format, so be sure to utilize the Purdue Online Writing Lab, which is provided on page 1 of this document, if needed.

Paper/Presentation Topic Options:

Dialectical behavior therapy
Cognitive behavioral therapy
Mindfulness based therapy
Trauma focused CBT
Coping Cat/The C.A.T. Project
Parent – child interaction therapy (PCIT)
Play therapy
Acceptance and Commitment Therapy (ACT)
Rational emotive behavior therapy (REBT)
Solution focused therapy
Reality therapy
Narrative therapy
Person-centered therapy
Multicultural counseling
Cognitive behavioral intervention for trauma in schools (CBITS)
*Other topics as approved by the instructor

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

- Definition of the topic
- Key words (if applicable)
- Theoretical underpinnings
- Demographics it is utilized with (e.g., age, ability, group/individual, etc.)
- Demographics it would not be utilized with and why
- 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)
- Examples of the intervention/approach
- At least 2 empirical article about the efficacy of the intervention/approach
- Considerations for implementation in school vs clinical settings

GRADING

Assignment Points Possible:

Class Participation

50

Chapter Presentation	75
Cultural Autobiography (Parts 1 & 2)	100
Theoretical Orientation/Intervention Paper/Brief Presentation	100
Pushout Reflection	25
Action Plan	50
Total Points:	400

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

YouSeeU Virtual Classroom Requirements:

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

ACCESS AND NAVIGATION

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.

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 672: Question about assignment. As noted above, all emails will be returned in 24-48 hours, except for 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 to be absent from class due to extreme circumstances, please be prepared to provide adequate documentation upon your return to class. Students are only **allowed to have up to 2 unexcused absences for the course.** In addition to attendance, being prompt for class and staying for the entirety of the class is important and will be monitored.

Late Assignments: Late assignments/work will **NOT** be accepted without prior written notice and arrangements with the instructor. If a student needs additional time to submit an assignment, this **must** be addressed with the instructor **in writing BEFORE** the due date so that a new due date can be generated. Without prior notice, the student must provide adequate documentation allowing the late work to be excused (doctor's note in case of illness). In the event your absence/work is excused due to extenuating issues, the missing assignment or exam must be completed **within 1 week** of your return to class or the student will receive a grade of "F" for the

assignment. Please note it is the student's responsibility to obtain information on any missed assignments. *Semester grades of incomplete (I) will be given only under special circumstances (e.g., medical emergencies) and are provided at the instructor's discretion.*

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

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](#)

<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

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<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

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 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 2023 Course Schedule PSY 672 (Subject to Change)

Week	Topic & Assignment	Reading
1: 8/28 – 9/3	<ul style="list-style-type: none"> Greeting and introductions Review syllabus Start sign-up for presentation topics 	
2: 9/4 – 9/10	No Class – Labor Day	
3: 9/11 – 9/17	<ul style="list-style-type: none"> Pushout Film Viewing and Discussion 	
	Cultural Autobiography DUE on 9/11 by 11:59pm	
4: 9/18 – 9/24	<ul style="list-style-type: none"> History of assessment and multicultural school psychology 	<ul style="list-style-type: none"> Graves & Blake Chapters 1 & 3 Jones Chapter 2
	Pushout Film Reflection DUE 9/18 by 11:59pm	
5: 9/25 – 10/1	<ul style="list-style-type: none"> Theoretical Frameworks, Social Justice, Multiculturalism, Privilege & Bias 	<ul style="list-style-type: none"> Graves & Blake Chapter 2 Jones Chapters 1 & 4 Reeves (2016) Procter et al. (2017)
6: 10/2 – 10/8	<ul style="list-style-type: none"> IQ and Academic Assessment of Ethnic Minority/Diverse Students Disproportionate representation in SPED 	<ul style="list-style-type: none"> Graves & Blake Chapters 4 & 5 Romstad et al. (2017)
	Presenter:	
7: 10/9 – 10/15	<ul style="list-style-type: none"> Academic Interventions of Ethnic Minority/Diverse Students 	<ul style="list-style-type: none"> Graves & Blake Chapters 9 & 13 Jones Chapter 6
	Presenter:	
8: 10/16 – 10/22	<ul style="list-style-type: none"> Social Emotional Assessment and Intervention of Ethnic Minority/Diverse Students 	<ul style="list-style-type: none"> Graves & Blake Chapters 6 & 10 Sullivan (2017) Sullivan et al. (2021)

	Presenter:	
9: 10/23 – 10/29	<ul style="list-style-type: none"> • Early Childhood and Neuropsychological Assessment of Ethnic Minority/Diverse Students 	<ul style="list-style-type: none"> • Graves & Blake Chapters 7 & 8
	Presenter:	
10: 10/30 – 11/5	<ul style="list-style-type: none"> • Assessment of Culturally and Linguistically Diverse Students 	<ul style="list-style-type: none"> • Jones Chapter 7 • Kranzler et al. (2010)
	Presenter:	
11: 11/6 – 11/12	<ul style="list-style-type: none"> • Counseling • Disability/Ability & Health • Presenter: 	<ul style="list-style-type: none"> • Jones Chapter 9 • Rivera et al. (2021) • Sabnis & Martinez (2021)
12: 11/13 – 11/19	<ul style="list-style-type: none"> • Consultation 	<ul style="list-style-type: none"> • Graves & Blake Chapter 11 • Jones Chapter 8
	Presenter:	
13: 11/20 – 11/26	THANKSGIVING BREAK – NO CLASS	
14: 11/27 – 12/3	<ul style="list-style-type: none"> • Training and Professional Development • Religion <p>Theoretical Orientation/Intervention Multicultural Application Paper DUE on 11/27 by 11:59pm</p>	<ul style="list-style-type: none"> • Graves & Blake Chapter 14 • Jones Chapter 5 • Parker (2019) • Parker, Purvis, & Williams (2022)
	Presenter:	
15: 12/4-12/10	<ul style="list-style-type: none"> • Gender & Sexuality • Theoretical Orientation/Intervention Multicultural Application Presentations 	<ul style="list-style-type: none"> • Chen et al. (2022) • Brockenbrough (2014) • NASP/APA: Gender & Sexual Diversity in Schools • Porta et al. (2017)
16: 12/11 – 12/15	<p>Revised Cultural Autobiography DUE on 12/11 by 11:59pm</p> <p>Action Plan DUE on 12/11 by 11:59pm</p> <p style="text-align: center;">Finals Week ☺</p>	