



PSY 672: Cultural Issues and Diversity

COURSE SYLLABUS: Fall 2024

INSTRUCTOR INFORMATION

Instructor: Kelly M. Carrero, Ph.D., BCBA, LBA-TX

Office Location: Henderson 227

Office Hours: Via Zoom Tuesdays from 1-6 pm or by appointment

Office Phone: 903-886-5631

University Email Address: Kelly.carrero@tamuc.edu

Preferred Form of Communication:

For General Course Questions: Virtual Office Hours (VOH) on D2L

For Student-Specific Questions/Issues: Kelly.carrero@tamuc.edu Communication

Response Time:

Using VOH through D2L = within 48 hours Monday – Friday, weekends and holidays may take up to 48 hours;

Using University Email = within 72 hours Monday – Friday, weekends and holidays may

take longer.

COURSE INFORMATION

Textbook(s) Required

Graves, E. B. (2016). *Ethnic Minority Children (2016) and Psychosocial Approaches Assessment and Intervention for Psychological Association.*

Additional required readings will be accessible on D2L.

Optional Texts and/or Materials

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis (3rd Ed.)*. Hoboken, NJ: Pearson.

The syllabus/schedule are subject to change.

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

By the conclusion of this course, students will be able to:

1. Describe how, or in what ways, diverse identities (i.e., in the areas of culture, ethnicity, religion, socio-economic status, worldview, gender, age, disability, and sexual orientation) relate to and intersect with psychological/educational assessment and therapeutic interventions.
2. Effectively communicate a 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.
3. Define and explain the interplay of culture and behavior as it relates to clinical practice, including (a) selecting and assessing the social validity and cultural responsiveness of behavioral technologies, (b) consulting with and/or training relevant parties (e.g., teachers, parents, related service providers, supervisees), and (c) programming socially valid and culturally responsive treatment plans, including individualized education programs.

***This course satisfies requirements for Association of Behavior Analysis International (ABAI) Verified Course Sequence (VCS) and National Association of School Psychologists**

ABAI VCS Course Hours

15 hours = Behavior Assessment

15 hours = Behavior-Change Procedures; Selecting and Implementing Interventions

15 hours = Personnel Supervision and Management

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.

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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: Research and Evidence-Based Practice: 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.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

To be successful in this course, you will need to know how to access and navigate (a) Desire2Learn, (b) Microsoft Word, and (c) Microsoft Excel. If you use the program PAGES, you will need to convert your file to a Word document or PDF before submitting to Dropbox. **I will not serve as technical support.** TAMUC has multiple professionals (e. g., Instructional Technology, CITE, library) who will be able to help you troubleshoot and/or teach you how to navigate the necessary technical requirements for this course.

Instructional Methods

This course is an asynchronous course; however, there will be opportunities for synchronous learning. Each week, students are expected to refer to the required and recommended readings posted in that week's module. The course may have guest speakers (students will be invited to attend synchronously via Zoom and these will be recorded for students to access it asynchronously, too). Students will also be required to schedule time to meet with the instructor to lead a discussion based on the topic and/or intervention that they selected earlier in the semester. These presentations and discussions will be recorded and posted for the entire class to access and it is expected that everyone in the class will review these recordings.

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Student Responsibilities or Tips for Success in the Course

To contact success in this course, it is recommended that you log into the course at the very beginning of the semester and click through all of the modules to get an idea of the coursework load (so you can schedule your time accordingly). After you have reviewed the content expectations and load, sketch out a schedule for yourself so you are getting your work completed in a timely manner. Whatever amount of weekly time you have given yourself to complete the work, add at least another 90 minutes. The point is to be highly prepared to fully engage in the content and submit work in a timely manner.

Secondly, it is HIGHLY recommended that you take every learning opportunity provided to you throughout the course. The content in this course is challenging and you are going to want opportunities to work through the content by yourself, under my guidance, and with your peers. To get the most out of the class, you will want to make every effort to review all of the content provided to you, complete the course modules, build a peer community with other students studying in your field of study, and attend any virtual instruction opportunities provided to you throughout the semester.

Finally, to be successful in this class, I recommend you access your resources fully, frequently, and without timidity. Ask your peers questions in the discussion board. Email the instructor if you have any questions or concerns that are specific to you. Contact the TAMUC librarians (they have provided multiple ways to contact them) for assistance in accessing available resources. You are ENCOURAGED to reach out to me and schedule times to meet outside of class. This content and applied nature of the content is incredibly intricate and challenging—I am here as a main resource for information—so **DO NOT be afraid to reach out to me to connect about course content, concerns, and/or questions.**

GRADING

The instructor reserves the right to make subjective judgments about the quality of student participation and products. In other words, quantity does not equate to quality nor does effort equate to quality. Moreover, a grade of A will be reserved for only the highest achieving students. If you need to receive an A in this course, I suggest you work hard to submit stellar products. My office hours are listed on the first page of this syllabus if you need to come and speak with me DURING the semester regarding your grades. Please do not wait until the semester is over to discuss grades.

In both undergraduate and graduate school, grades are earned according to individual student performance on described activities. Effort is important but the outcome of your effort is the product upon which grades are based. Final grades are assigned as follows using a weighted percentage points earned scale:

- ✓ Grades of A are reserved for students whose products are consistently exemplary and commensurate with the work of an accomplished graduate student. A products provide clarity of thoughts and ideas with no grammatical, structural, or spelling errors.

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- ✓ Grades of B are earned by students whose products are good but not outstanding. B products provide detail and explanation; may have a few grammatical, structural, or spelling errors.
- ✓ Grades of C are earned by students whose products are limited but display sufficient understanding; may have major grammatical, structural, or spelling errors.

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Percentage toward final grade	Assignment/Activity
25%	Topic Presentation
25%	Cultural Autobiography
25%	Intervention Presentation
20%	Module Assignments
5%	Professionalism and Good Conduct

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

Zoom Video Conferencing Tool

The syllabus/schedule are subject to change.

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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.

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>

COMMUNICATION AND SUPPORT

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

Interaction with Instructor Statement

*If you have a general course question, post it to the Virtual Office Hours (VOH) discussion board located on D2L (often your peers will either be able to answer the question OR they will have the same question and would like to know my response). If you email me a general course question instead of putting it on VOH, I will either NOT respond to your email or I will respond with, "Post this to VOH."

*If you have a question or concern that is specific to you, please email me using your Leomail email. When emailing, please put the course number in the subject line of the email, for example *PSY691: Question about assignment*. Neglecting to indicate what course you are emailing about will result in a delay in receiving your answer (because my first email response will be, "What class is this for?"). If you have a question or concern that is specific to you and my response will require an explanation that is longer

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than a 2 minute email draft, you must schedule an appointment with me to get your question answered.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

1. Professionalism: It is expected that you demonstrate professionalism. For the purposes of this course, professionalism will be exhibited by the student: (a) completing all assigned readings, (b) submitting assignments by the deadline, (c) adhering to the university student code of conduct (e.g., plagiarism, cheating), and (d) practicing client-dignity by speaking respectfully about current and/or future clients/students.

2. Writing Assignments: Prepare all written assignments according to the APA Publications Manual (6th ed.), as appropriate. You can access information regarding basic APA style at <http://owl.english.purdue.edu> or the Learning Center located on the main floor of the library.

a. ***ALL WRITTEN WORK WILL BE SUBMITTED TO TURNITIN TO CHECK FOR PLAGIARISM (Turnitin will provide a score of the percentage of the paper that has been directly lifted from other sources). SCORES OF 30% OR MORE WILL BE IMMEDIATELY RETURNED TO THE STUDENT FOR REVISIONS. AFTER SECOND SUBMISSION, IF THE SCORE REMAINS 30% OR MORE, THE PAPER WILL AUTOMATICALLY RECEIVE A ZERO. The BEST way to avoid any potential confusion is to get very good at stating things in multiple ways--but most importantly, in a way that is different than the original source(s). Papers in this class will likely not require direct quotes. We will discuss when it is appropriate to use direct quotes in a paper (and it isn't very often).

b. I STRONGLY encourage you take advantage of the student resources TAMUC offers you. I will reward students with bonus points if you can provide documentation that you have utilized the Writing Center to help you improve the quality of your written work. Here is a link to the Online Writing Lab: <http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/onlineWritingLab.aspx>

3. On-time Submission of Assignments: The information in this course builds on itself. Therefore, it is critical that work completed in a timely manner. Course assignments and projects will receive 2 points off for each day that they are late; after 3 days, it will go down by a letter grade for each day that it is 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.

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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 can be found at <https://www.tamuc.edu/student-code-of-conduct/>.

If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at <https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/>

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>

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 student academic dishonesty policy
[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Undergraduate student academic dishonesty policy
[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:
<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Graduate student academic dishonesty form:
<https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage.

Artificial Intelligence

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

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Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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 Services
Velma K. Waters Library- Room 162

Phone (903) 886-5930

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: <http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx>

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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A&M-Commerce Supports Students' Mental Health

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.

A&M-Commerce Supports Students' Mental Health

Counseling Center Services

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

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regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

COURSE OUTLINE / CALENDAR

*See course website on D2L

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