



PSY 672: Social Influences in Assessment & Intervention
COURSE SYLLABUS: Fall 2025

INSTRUCTOR INFORMATION

Instructor: Anabel V. Meyer, Ph.D., Assistant Professor

Office Location: Henderson 213

Office Hours: Tuesdays 11:30am – 2:30pm & Thursdays 12:30pm – 2:30pm via Zoom or by appointment. If you have any questions or difficulties with the course material, please contact me.

Office Phone: (903) 886-5940

University Email Address: Anabel.Meyer@etamu.edu

Preferred Form of Communication: University email

Communication Response Time: 24-48 hours during business days

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, online discussions, and other active learning exercises. Since much of the time will be spent in discussion and reflective learning, it is critical that students read assigned material before class so that all students will be able to participate in the learning process. The course offers frequent opportunities for learning through the exchange of ideas, and classroom discussions. Regularly logging into the course website along with regular communication with the instructor will ensure that the student is understanding the material and making adequate progress.

COURSE REQUIREMENTS

Course Activities & Assignments

1. Class Discussions/Participation: (5 Discussions, 10pts/each; 50 points)

Being prepared for class is essential for your learning. Discussion, presentations, and activities require your active participation. You are expected to complete the readings scheduled for each week 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. For discussions, you are expected to post your reflection to the prompt and reply in a respectful and professional manner to at least two classmates. Reflections should be at least 2-3 paragraphs in APA format and replies should be at least 1-2 paragraphs with meaningful responses. Your initial discussion posts and replies are due on Sunday the week they are assigned. Do not wait until Sunday to post your initial discussion as this will delay replies for other students.

2. 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.

3. 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.

4. 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.

5. 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 articles about the efficacy of the intervention/approach
- Considerations for implementation in school vs clinical settings

GRADING

Assignment Points Possible:

Class Discussions/Participation	50
Cultural Autobiography (Parts 1 & 2)	100
Theoretical Orientation/Intervention Paper/Brief Presentation	100
Pushout Reflection	50
Action Plan	50
Total Points:	350

Final Grades

- A (350 – 315)
- B (314 – 280)

- C (279 –245)
- D (244 –210)
- F (209 and below)

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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

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.

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 697: 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

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 East Texas A&M University. 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).

E-mail and myLEOonline (D2L Brightspace). All Students should activate and regularly check their Leo Mail 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 D2L. 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). In the event your absence is excused, the missing assignment or exam must be completed **within 1 week** of your return to class or the student will receive a grade of 0.

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 advanced.

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/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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>

East Texas A&M University 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.

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. For this course, 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. 13.99.99.R0.03 Undergraduate Academic Dishonesty 13.99.99.R0.10 Graduate Student Academic Dishonesty

East Texas A&M University 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>

Drop Policy. Students are responsible for officially dropping/withdrawing themselves from the course; failure to do so will result in a grade of "F." Please refer to the academic calendar in order to be aware of drop dates. The instructor reserves the right to do an administrative drop in certain situations.

Academic Integrity

All students are expected to conform to the East Texas A&M University's Code of Student Conduct Procedures as it relates to academic integrity. 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 East Texas A&M University 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.

Students at East Texas A&M University 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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

AI use in course

ETAMU 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.

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.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

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

East Texas A&M University

Velma K. Waters Library Rm 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/>

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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.

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, 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

COURSE OUTLINE / CALENDAR

Fall 2025 Course Schedule PSY 697 (Subject to Change)

Week	Topic & Assignment	Reading
1: 8/25 – 08/31	<ul style="list-style-type: none"> Greeting and introductions Review syllabus Start sign-up for Theoretical Orientation/Intervention Topics <p>Discussion #1</p>	
2: 09/01 – 09/07	<ul style="list-style-type: none"> Cultural Humility Pushout Film Viewing <p>Discussion #2</p>	<ul style="list-style-type: none"> APA Multicultural Guidelines Articles in D2L
3: 9/08 – 9/14	<ul style="list-style-type: none"> History of assessment and multicultural school psychology <p>Cultural Autobiography DUE on 9/14 by 11:59pm</p>	<ul style="list-style-type: none"> Graves & Blake Chapters 1 & 3 Jones Chapter 2
4: 9/15 – 9/21	<ul style="list-style-type: none"> Theoretical Frameworks, Social Justice, Multiculturalism, Privilege & Bias <p>Pushout Film Reflection DUE 9/21 by 11:59pm</p>	<ul style="list-style-type: none"> Graves & Blake Chapter 2 Jones Chapters 1 & 4 Reeves (2016) Procter et al. (2017)
5: 9/22 – 9/28	<ul style="list-style-type: none"> IQ and Academic Assessment of Ethnic Minority/Diverse Students Disproportionate representation in SPED <p>Discussion #3</p>	<ul style="list-style-type: none"> Graves & Blake Chapters 4 & 5 Romstad et al. (2017)
6: 9/29 – 10/5	<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
7: 10/6 – 10/ 12	<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)
8: 10/13 – 10/19	<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

<p>9: 10/20 – 10/26</p>	<ul style="list-style-type: none"> Assessment of Culturally and Linguistically Diverse Students <p>Discussion #4</p>	<ul style="list-style-type: none"> Jones Chapter 7 Kranzler et al. (2010)
<p>10: 10/27 – 11/2</p>	<ul style="list-style-type: none"> Counseling Disability/Ability & Health 	<ul style="list-style-type: none"> Jones Chapter 9 Rivera et al. (2021) Sabnis & Martinez (2021)
<p>11: 11/3 – 11/09</p>	<p>TASP Convention Week</p> <p>Theoretical Orientation/Intervention Multicultural Application Paper DUE on 11/09 by 11:59pm</p>	
<p>12: 11/10 – 11/16</p>	<ul style="list-style-type: none"> Consultation <p>Theoretical Orientation/Intervention Multicultural Application Presentations DUE on 11/16 by 11:59pm</p>	<ul style="list-style-type: none"> Graves & Blake Chapter 11 Jones Chapter 8
<p>13: 11/17 – 11/23</p>	<ul style="list-style-type: none"> Training and Professional Development Religion <p>Discussion #5</p>	<ul style="list-style-type: none"> Graves & Blake Chapter 14 Jones Chapter 5 Parker (2019) Parker, Purvis, & Williams (2022)
<p>14: 11/24 – 11/30</p>	<p>Thanksgiving Break</p>	
<p>15: 12/1-12/7</p>	<ul style="list-style-type: none"> Gender & Sexuality <p>Revised Cultural Autobiography DUE on 12/7 by 11:59pm</p> <p>Complete Class Survey</p>	<ul style="list-style-type: none"> Chen et al. (2022) Brockenbrough (2014) NASP/APA: Gender & Sexual Diversity in Schools Porta et al. (2017)
<p>16: 12/8 – 12/10</p>	<p>Action Plan DUE on 12/10 by 11:59pm</p> <p>Finals Week</p>	