



COUGARS

Syllabus for PSYC 585

Multicultural Issues in School Psychology

Department of Psychology

Spring 2024

About the Instructor & Class Location

Professor:	Sarah Conoyer, Ph.D.	Class Location:	AH 0333
Office:	Alumni Hall, Room 0136	Class Time:	MW, 11:00 – 1:50pm, F online
Phone/Email:	650–3569; sconoye@siue.edu	Office Hours:	By appt

Course Description

This course is designed as a capstone experience for school psychology students who are soon to complete a year-long, school-based internship, per the requirements of the Specialist in School Psychology degree. This course will cover issues that come in the provision of evidence-based educational services to children in a diverse society, including privilege, oppression, bias, social justice, community-based practice, and future challenges for the profession.

Required Texts

- Barrett, C. A. (2023). *Social Justice in Schools*. Guilford Publications.
- Goforth, A. N., & Pham, A. V. (2023). *Culturally Responsive School-based Practices: Supporting Mental Health and Learning of Diverse Students*. Oxford University Press.
- Proctor, S. L., & Rivera, D. P. (Eds.). (2021). *Critical Theories for School Psychology and Counseling: A Foundation for Equity and Inclusion in School-based Practice*. Routledge.

Additional readings on Blackboard as assigned.

NASP Standards for Graduate Preparation of School Psychologists (2020) Addressed:

- Domain 5, Domain 6, Domain 7, Domain 8 and Domain 10
- <https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-domains-of-practice>

Course Assignments

Hot Topics Facilitations. Students are required to lead a hot topics discussion. Students will be required to provide readings and/or additional media for the class to review. These can be articles from Communicate, or videos/podcasts. Then during class, they will coordinate discussions and activities for a 1-hour time slot around this topic. All discussions will begin with a five- to ten-minute introduction to the selected reading. Feel free to be as creative as you'd like in planning our discussion. We can participate in a typical, seminar-style conversation, or you can try [other activities](#) to get people working and thinking in other ways. Sometimes discussions don't work out, no matter what you do, so I won't penalize you for experimenting with something that doesn't go as planned. Instead, I'll be watching to see that:

- have a thorough and detailed understanding of the selected readings/media.
- you find ways to place the reading in context with other themes we've discussed in class.
- you ask open-ended questions that students can answer, get to an essential issue in the reading, and work naturally with the flow of conversation.
- you step into the discussion as necessary, but neither dominate the conversation nor absent yourself from it entirely.
- you listen attentively to your classmates' contributions and encourage your classmates to synthesize and build on each other's remarks.
- you practice good time-management, so that discussion covers your intended material in the time allotted.

****The facilitation leader will submit the following information to the instructor 1) the chosen hot topics readings or media to be reviewed by the class via email the at 5:00 pm the Friday before their assigned facilitation. 2) an outline of your questions and/or activities via email to me at 5:00 pm the day before your assigned facilitation. I will respond with any revisions or suggestions.****

Worldview Reflection Journal. Using written information about four empirically derived worldviews (Ingraham, 2017), students will write 3 virtual reflection journal entries exploring how their identities inform their work in schools.

1. In the first entry, students will describe their worldview and answer the following questions adapted from Ingraham (2017):
 - a. What are some of the values and beliefs that shape how you perceive events in the world?
 - b. How does your culture create the context for this worldview? What about your culture is relevant to how you view the world?
 - c. How do you perceive events within the schools? What is your lens as you go into schools? Are there influential past experiences that could affect how you think about schools?
 - d. How do you perceive teachers, parents, and students? What do you think are their main concerns?
 - e. Using the four types of world view (based on Ibrahim et al., 2016), which type(s) of worldview do you hold?
2. In the second entry, students will explore how their worldview impacts their work in schools, by answering the following questions from Ingraham, 2017:
 - a. How might others perceive you when they meet you for your work in schools?
 - b. In what ways might your students, families, and/or coworkers have worldviews that differ from yours?
 - c. What kinds of different worldviews might you encounter and how might you work with those from differing worldviews?
 - d. What aspects of your worldview will you want to make transparent in your work and why?
 - e. What aspects of your worldview will you need to closely self-monitor to be open to work with other who share different worldviews?
3. Finally in the third entry, students should reflect on these concluding thoughts:
 - a. What does the reflection about and articulation of your worldview and its influences on your work lead you to conclude? What questions does it raise for you?
 - b. How does what we have reviewed in this course changed how you view your work as a future school psychologist?
 - c. What did you learn about yourself from engaging in these reflections?
 - d. What did you learn about yourself and your future work in schools from completing the program evaluation project?

Program Evaluation Project. Students will be required to work together as an external evaluation team to review disciplinary data provided by the instructor to determine current strengths and weaknesses of a school's practices. The goal of this evaluation is to answer the following questions:

1. What differences are seen between student groups related to disciplinary practices, if any?
2. What types of disciplinary incidents and actions should be prioritized for review?
3. Which grade level requires more supports related to disciplinary practices?
4. Overall, what does the team recommend for prevention and/or intervention strategies based on the results of the evaluation?

Students will work in smaller groups to address these questions and will be required to submit the following drafts as part of the project:

1. Data analysis plan (25 pts)
2. Analysis Results Draft (25 pts)
3. Recommendations Draft (25 pts)

Each team will prepare a final presentation that would be shared with the building administration, faculty, and staff. This will include a brief overview of the evaluation questions, data reviewed, results, and recommendations for future practice. Team members will also share which elements they were responsible for the presentation during introductions to the team. (75 pts)

Class Participation. Students are required to attend class (unless prior arrangements have been made), be prepared, and participate. For this course, preparation and participation mean taking individual ownership of a shared class responsibility for meaningful, challenging, critical, respectful, and engaging discourse. Students are expected to actively participate in all class activities, asynchronous online activities on Fridays, and ensure that each class

member can participate in all class activities. There will be a small number of points assigned to asynchronous online activities on Fridays that will be reflected in your participation grade. If there are concerns about your participation in this course, the instructor will arrange an individual meeting with you to discuss your performance. You may contact the instructor at any time throughout the semester for feedback on your performance in this course.

Course Grades

Assignment	Total Points	Percentage of Grade
Hot Topics Facilitation	50	12%
Worldview Reflections (50 pts each)	150	38%
Program Evaluation Project	150	38%
Class Participation	50	12%
Total	400	100%
Course Averages A = 92.5% or above = 370 points or above B = 84% to 92.4% = 336 points to 369 points C = 77.5% to 83.9% = 310 points to 335 points D = 309 points and below		

Student Expectations

Academic engagement. Students are expected to attend to and always participate in classroom discussions and activities, and *the level and quality of classroom interaction is included in calculating final grades for the semester.* High quality classroom participation includes allowing ample opportunity for one’s peers to participate in all classroom discussions. Personal technology should be prepared in such a way as to minimize distractions to oneself and fellow students. The receipt and transmission of personal phone calls or messages during class time should be limited to vital correspondence; so vital in fact, that you should feel compelled to leave the room to attend to it because it is a SIGNIFICANT PERSONAL NEED of an EMERGENCY nature. Instructor permission is required to take notes via laptop/tablet rather than paper/pencil. Failure to comply with these procedures will result in lowered participation grades and/or being asked to leave the classroom.

Class attendance. Attendance is expected unless prior arrangements have been made. Any student who is absent due to an emergency should contact the professor as soon as possible regarding the absence, although students remain responsible for any material/assignments missed. In addition, no late work will be accepted without prior arrangements. Two or more absences will result in a one letter grade deduction. **All assignments must be completed to receive a grade in this course.**

Communication. All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding assignments, any changes to course structure, and to provide individual student feedback, when necessary. Blackboard will be used throughout the semester to provide materials and communicate regarding course expectations.

Online materials. Discussion forum questions and online assignments will be posted on SIUE's Blackboard site at <https://bb.siue.edu/>. Simply click each link to access the materials. I have labeled each link and content area as intuitively as possible. For example, assignments are under the Assignment link, texts are under the Course Info link, etc.

Technology requirements. You are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Support for using Blackboard is available by calling 618- 650-5500, or by visiting the SIUE web pages that provide information about Blackboard, e.g. <http://www.siue.edu/its/bb/>

At a minimum, you will need the following software/hardware to participate in this course:

- computer with an updated operating system (e.g. Windows, Mac, Linux)
- updated Internet browser (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)

- DSL or Cable Internet connection or a connection speed no less than 6 Mbps. A secure, encrypted Wifi (requiring a login and password) is acceptable. Note that some Blackboard components will not work properly on free wifi from places like Starbucks, Panera's or McDonalds.
- Microsoft Office (SIUE Students can now get Free Office 365 at <http://www.siue.edu/its/news/2014/09/office365.shtml>)
- Any other specialized software or basic software such as Adobe Reader, Media Players, Cloud Storage, Java, anti-virus software etc. (See: <http://www.siue.edu/its/software/index.shtml>)

Blackboard maintenance. Please note that there are scheduled maintenance times for Blackboard. It is essential that you be aware of those times and make sure that you have submitted any work in progress (e.g. tests, assignments, posts to journal, wikis or discussion boards) prior to the systems being shut down for maintenance. Any work in progress will be lost when the servers go down for maintenance. Visit the Blackboard Maintenance Times (<http://www.siue.edu/its/bb/maintenance.shtml>) web site for specifics times.

Course Policies

Statement on disabilities. Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.

Psychology Department Policy on Incomplete Grades, Pass-No Credit Option, and Withdrawal. It is the student's responsibility to officially withdraw from a course through the Enrollment Office by the dates set by the university if the student is not intending to complete the course. Students who do not withdraw and have not completed the course will receive an Unauthorized Withdrawal (UW). Only under special circumstances may a faculty member agree to give the student an Incomplete (INC) grade in order to allow the student to complete the remaining work for the course no later than the end of the following semester. An INC is never automatic but must be approved by the instructor. If an instructor agrees to give a student an INC grade, the instructor and student will fill out a form (Memorandum of Incomplete Grade) indicating why an INC is being given. One copy of the completed form will be given to the student, one copy will be given to the instructor, and one copy will be kept by the Department of Psychology secretary. If the work is not completed by the specified time, the grade will be changed from INC to F.

Psychology Department Writing Policy. As a student in this course, you will be expected to display graduate-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references, per the 7th edition of the APA manual.

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: if your paper violates any of the above stipulations, or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 20% of the total available points will be deducted.

Statement on Academic Honesty. *Cheating on exams, plagiarism on class assignments, and other forms of cheating will result in a grade of “F” in the course, a letter to the provost, probable disciplinary probation or expulsion, and other sanctions provided to the fullest possible extent.* Included below are descriptions of plagiarism as outlined by the Department of Psychology and the Undergraduate Catalog.

Psychology Department Policy on Plagiarism. Plagiarism includes presenting someone else’s words without quotation marks (even if you cite the source), presenting someone else’s ideas without citing that source, or presenting one’s own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>).

University policy states that “Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost.” (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/education/psychology/plagiarism.shtml>.

In addition, it is expressly prohibited for students to work together on, review, or look at each other’s homework, papers, or presentations for this class, with the exception of assignments that are described above as being group assignments.

Statement on APA Format in Written Work. Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the 7th edition of the Publication Manual of the American Psychological Association. Please ensure that you have access to this text at any time that you may need it during the semester.

*****A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism.*****

If you would like additional instruction in the use of APA format, please see me during office hours, or seek out the resources described below.

Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance from outside sources to assist in improving their ability to revise their written work. University-based services for assisting students with professional writing include the Writing Center (<http://www.siue.edu/IS/WRITING/index.html>), which also provides workshops in APA style.

Course Calendar (Subject to change)

Date	Topic	Readings	Hot Topics Leaders	Assignments Due
5/29	What is Culturally Responsive Practice?	Goforth Intro & Ch 1 Barrett Ch 2 Causadias (2020)		
5/31	Online Class* Worldviews Matter	Barrett Ch 9 Ibrahim & Heuer (2016)		<ul style="list-style-type: none"> • Reflection 1 • Hot Topics 1 & 2 Resources Due
6/3	Challenging ourselves, others, and systems	Goforth Ch 2 Barrett Ch 3 Shriberg & Kim (2021)	1	
6/5	Program Evaluation & Systems Change	Goforth Ch 11 Barrett Ch 8	2	
6/7	Online Class* Leadership for Marginalized Students & Social Justice	Augustyniak & Kilanowski (2021) Ballard et al (2021)		<ul style="list-style-type: none"> • Data Analysis Plan • Hot Topics 3 & 4 Resources Due
6/10	Culturally Responsive MTSS	Goforth Ch 9 Malone et al (2021) Newell (n.d)	3	
6/12	Culturally Responsive Assessment	Goforth Ch 4 Barrett Ch 5 Proctor Ch 8	4	
6/14	Online Class* Creating Positive Relationships with Families	Goforth Ch 3 Barrett Ch 6 & 7		<ul style="list-style-type: none"> • Reflection 2 • Analysis Results Draft • Hot Topics 5 & 6 Resources Due
6/17	Positive School Climate and Mental Health Supports	Goforth Ch 8 & 10 Proctor Ch 9 & 11	5 & 6	
6/19	No Class - Juneteenth	History of Juneteenth		
6/21	Online Class* Challenging IQ Assessment	Goforth Ch 6 Proctor Ch 10		<ul style="list-style-type: none"> • Recommendations Draft • Hot Topics 7 & 8 Resources Due
6/24	Dynamic Assessment & Giftedness	Dai (2019) Grigorenko (2009)	7 & 8	
6/26	Supervision Considerations	Proctor Ch 12 -15		Evaluation Report Presentations in Class
6/28	Online Class* Focusing on the Future			<ul style="list-style-type: none"> • Reflection 3

*Online classes will be asynchronous with a planned activity along with assigned readings that will require a similar amount of time as we have in class on M/W – please allot sufficient time to complete activities and assignments. You will have until Mondays at 11:59 pm to complete any online activities for participation points.