
George Mason University

Course Syllabus: PSYC 592 Cross-cultural Issues in School Psychology
Instructor: Ellen W. Rowe, Ph.D. (703) 993-4266, erowe@gmu.edu
Office Hours: Tuesday 1:30 – 3:30 and by appointment
Lecture: Wednesday 5:00 - 7:40 p.m. (Center Class Room)

Course Description: This course is designed to introduce school psychology graduate students to the issues and recent research involved in multicultural competence and multiculturalism in schools. It is also an opportunity to read research in the field on RTI, Consultation, Intervention, and Assessment that has a cross-cultural component.

Course Structure and Requirements: This course will be taught in the style of a graduate seminar. As a result, you will be expected to complete all readings and come to class prepared to discuss the day's readings and topic. It is expected that all students will participate in the discussion and will generate thoughtful questions and dialogue. Due to the discussion nature of the class, electronic equipment (cell phones, computers, etc.) is to be turned off during class unless otherwise indicated.

Attendance: Because this is a seminar class based on class discussion, attendance is required.

Honor Code: Compliance with the GMU Honor Policy is expected. However, it is expected that final projects will be group projects that involve joint input from students.

Special Issues: If you are a student with a disability and you need academic accommodations (i.e. extended time, large type, etc.), please see me during the first week of class and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.

The add and drop deadlines for classes are as follows:

Last day to add - Jan. 31st

Last day to drop - Feb. 24th

Required Text:

Jones, J. M. (Ed.). (2009). *The psychology of multiculturalism in the schools*. Bethesda, MD: NASP

Required Journal Readings:

Most are available through GMU library databases (PsycINFO)

Grading: The percentage of the final grade contributed by each of the requirements is as follows:

Weekly reflection papers	100 (10) points each
Class participation	50 points
Class Project	50 points
Total Points Possible	200

The final grade will be determined on the following scale:

A = 93-100% (185 – 200)

A- = 90-92% (179 – 184)

B+ = 87-89% (173 – 178)

B = 83-86% (165 – 172)
B- = 80-82% (160 – 164)

Class Requirements:

Weekly reflection papers:

You are to complete relatively brief (1-2 pages), reflection papers each week on the assigned reading for that week. The papers should consist of your reactions to, questions about, or personal thoughts on the readings and can be a starting point for in-class discussions.

Class Project:

Each student is to complete a class project related to issues of multiculturalism in schools or multicultural practice. You may work in teams of two or independently. You are expected to have identified a topic and contacted me about your topic by mid-February the latest. You may generate your own topics, or you may work in consultation with me to select a topic. Each person/team should prepare a presentation of approximately 50 minutes on their topic. Students are expected to provide a summary handout of their project to classmates and the professor. Project grades will be assigned based primarily on the content of the presentation and the handout.

SCHEDULE OF TOPICS AND READINGS

- Jan. 25 Review Syllabus
 Discuss Project Implicit & decide on first Project Implicit assignment
 Read handout scenario: *Journal of Counseling & Development*, Vol. 77 (Winter 1999)
- Feb. 1 Text, chapter 1. **Toward Multicultural Competence: A Practical Model...**
 Discuss Project Implicit results & decide on next assignment
 Video: The Psychology of Racism with Derald Wing Sue

 Rogers, M. R., & Lopez, E. C. (2002). Identifying critical cross-cultural school psychology competencies. *Journal of School Psychology*, 40, 115-141.
- Feb. 8 Text, chapter 2. **Increasing Cultural Literacy...**
 Discuss Project Implicit results & decide on next assignment
 Read handout scenario: *Journal of Counseling & Development*, Vol. 77 (Winter 1999)

 Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L. & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for everyday life. *The American Psychologist*, 62, 271-286.

 Schacht, T. (2008). A broader view of racial microaggression in psychotherapy. *American Psychologist*, 63, 273.

 Thomas, K. R. (2008). Macrononsense in multiculturalism. *American Psychologist*, 63, 274–275.

 Harris, R. S. (2008). Racial microaggression? How do you know? *The American Psychologist*, 63, 275-276.

Goodstein, R. (2008). What's missing from the dialogue on racial microaggressions in counseling and therapy. *American Psychologist*, 63, 276–277.

Sue, D. W., Capodilupo, C. M., Nadal, K. L., & Torino, G. C. (2008). Racial microaggressions and the power to define reality. *The American Psychologist*, 63, 277-279.

Feb. 15 Text, chapters 4 & 5. **Understanding Privilege... & ...Getting It...**
Video: **The Color of Fear**

Todd, N. R., & Abrams, E. M. (2011). White dialectics: A new framework for theory, research, and practice with White students. *The Counseling psychologist*, 39, 353 -395

Sue, D. W., (2011). The challenge of white dialectics: Making the “invisible” visible. *The Counseling Psychologist*, 39, 415-422.

Feb. 22 NASP: No Class

Feb. 29 Text, chapter 3. **Social Justice...**
Guest Speaker: Social Justice in schools

Shriberg, D., Bonner, M. Sarr, B. J., Walker, A. M., Hyland, M., & Chester, C. (2008). Social justice through a school psychology lens: Definitional and applications. *School Psychology Review*, 37, 453-468.

Graybill, E. C., Varjas, K., Meyers, J., & Watson, L. B. (2009). Content-specific strategies to advocate for lesbian, gay, bisexual, and transgender youth: An Exploratory study. *School Psychology Review*, 38, 570-584.

Mar. 7 Text, chapter 6. **...RTI**
Haager, D. (2007). Promises and cautions regarding using response to intervention with English language learners. *Learning Disabilities Quarterly*, 30, 213-218.

Kamps, D., Abbott, M., Greenwood, C., Arreaga-Mayer, C, Wills, H., Longstaff, J., et al. (2007). Use of evidence-based, small-group reading instruction for English language learners in elementary grades: Secondary-tier intervention. *Learning Disabilities Quarterly*, 30, 153-168.

Linan-Thompson, S., Vaughn, S., Prater, K., & Cirino, P. T. (2006). The response to intervention of English language learners at risk for reading problems. *Journal of Learning Disabilities*, 39, 390-398.

Lovett, M. W., De Palma, M., Frijters, J., Steinbach, K., Temple, M., Benson, N. et al. (2008). Interventions for reading difficulties: A comparison of response to intervention by ELL and EFL struggling readers. *Journal of Learning Disabilities*, 41, 333-352.

Mar. 14 SPRING BREAK

- Mar. 21 Text, chapter 7. ...**Assessment...**
Guest speaker: Multicultural assessment in schools.
- Handout on Culture-Language Interpretive Matrix (C-LIM; Flanagan & Ortiz, 2001) and report with C-LIM
- Albers, C. A., Kenyon, S. M., & Boals, T. J. (2009). Measures for determining English language proficiency and the resulting implication for instructional provision and intervention. *Assessment for Effective Intervention, 34*, 74-85.
- Noland, R. M. (2009). When no bilingual examiner is available: Exploring the use of ancillary examiners as a viable testing solution. *Journal of Psychoeducational Assessment, 27*, 29-45.
- Kransler, J. H., Flores, C. G., & Coady, M. (2010). Examination of the cross-battery approach for the cognitive assessment of children and youth from diverse linguistic and cultural backgrounds. *School Psychology Review, 39*, 431-446.
- Mar. 28 **Assessment continued. Bias and culture fair assessment.**
Reynolds, C. R. (2000). Why is psychometric research on bias in mental testing so often ignored? *Psychology, Public Policy, and Law, 6*, 144-150.
- Reynolds, C. R., & Kaiser, S. M. (2003). Bias in assessment of aptitude. In C. R. Reynolds & R. W. Kamphaus (Eds.) *Handbook of psychological and educational assessment of children: Intelligence, aptitude, and achievement* (2nd ed., pp. 519-562). New York: Guilford. Copies of chapter will be available in CAP office.
- Robinson, N. M. (2008). The value of traditional assessments as approaches to identifying academically gifted students. In J. L. Van Tassel-Baska (Ed.) *Alternative assessments with gifted and talented students* (pp. 157-174). Copies of chapter will be available in CAP office.
- Lohman, D. F. (2005). The role of nonverbal ability tests in identifying academically gifted students: An aptitude perspective. *Gifted child Quarterly, 49*, ONLY pages 114-115 (section on: Culture Fair Measures of g)
- April 4 Text, chapter 8. ...**Consultation**
Guest Speaker: Using Interpreters
- Sheridan, S. (2000). Considerations of multiculturalism and diversity in behavioral consultation with parents and teachers. *School Psychology Review, 29*, 344-353.
- Lopez, E. (2000). Conducting consultation through interpreters. *School Psychology Review, 29*, 378-388.
- Hardin, B. J., Roach-Scott, M., & Peisner-Feinberg, E. S. (2007). Special education referral, evaluation and practices for preschool English-language-learners. *Journal of Research in Childhood Education, 22*, 39-54.

Apr. 11 Text, chapter 9. **Counseling/Intervention...**
Video: Silences

Read handout scenario: Williams, C. B. (1999). Claiming a biracial identity: Resisting social constructions of race and culture. *Journal of Counseling & Development, 77*, 33-35.

Day-Vines, N. L., Wood, S. M., Grothaus, T., Craigen, L., Holman, A., Dotson-Blake, K., et al. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling & Development, 85*, 401-409.

Kim, B. S. K., Green, J. L. G., Klein, E. F. (2006). Using storybooks to promote multicultural sensitivity in elementary school children. *Journal of Multicultural Counseling and Development, 34*, 223-234.

Yeo, L. S., & Choi, P. M. (2011). Cognitive-behavioral therapy for children with behavioral difficulties in the Singapore mainstream school setting. *School Psychology International, 1*-16. DOI: 10.1177/0143034311406820

Apr. 18 Text, chapter 10. **...Research...**

Barnett, W. S., Yarosz, D. J., Thomas, J., Jung, K., Blanco, D. (2007). Two-way and monolingual English immersion in preschool education: An experimental comparison. *Early Childhood Research Quarterly, 22*, 277-293.

Saenz, L. M., Fuchs, L. S., & Fuchs, D. (2005). Peer-assisted learning strategies for English language learners with learning disabilities. *Exceptional Children, 71*, 231-247.

Sung, H.Y. (2010). The influence of culture on parenting practices of East Asian families and emotional intelligence of older adolescents; A qualitative study. *School Psychology International, 31*, 199-214.

Apr. 25 **Project presentation(s)**

May 2 **Project presentation(s) & Wrap Up**