

**University of Washington
School of Education
Department of Educational Psychology
Spring Quarter, 2007**

**EDPSY 552A: Multicultural Issues in School Psychology
Thursdays 12:30- 2:50 pm, Miller 423**

Course website: <https://faculty.washington.edu/jjones2/MC%20issues/index.shtml>

Professor:

Janine Jones, Ph.D., NCSP

Office: Miller 322S *Office Hours:* before class and by appointment

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COURSE DESCRIPTION:

The multicultural issues course is designed to provide an introduction to some of the cultural, socioeconomic, and ethnic variables that impact service delivery in school psychology. Students will develop an understanding and appreciation of cultural and ethnic differences among individuals, groups, and families. Students will enhance their ability to apply their knowledge in the area of multicultural issues to their personal lives as well as their professional work.

COURSE RATIONALE:

This course is designed to meet the following knowledge and skill base requirements for Washington State ESA certification in School Psychology:

- Exceptional children
- Social and cultural factors
- Legal and ethical standards for practice
- Professional development

COURSE OBJECTIVES:

The primary objective of the course is to provide a safe context in which students can develop understanding about the multicultural issues faced by school psychologists in their personal and professional lives. The following are specific objectives:

1. To increase students awareness of their own cultural heritage and examine how it shapes their attitudes, values, beliefs and behaviors.
2. To develop an awareness of how ethical standards address differences related to ethnicity, cultural background, gender, and sexual orientation
3. To become familiar with practice standards related to multicultural service delivery designed by the APA and NASP professional organizations.
4. To recognize cultural variations within and between ethnic groups.

5. To develop greater sensitivity to ethnic minority issues that may impact one's diagnostic impressions and clinical intervention approaches for individuals of differing cultures.
6. To analyze and problem solve ethical dilemmas that may arise in cross cultural professional relationships.
7. To develop and implement culturally appropriate clinical interventions for children and families of diverse backgrounds.

PERFORMANCE OUTCOMES:

The students will demonstrate competence self awareness, other awareness, cultural sensitivity, and an ability to access resources to provide more culturally appropriate services to children and families of color. Students will also show an ability to identify possible culturally relevant solutions to ethical conflicts/dilemmas.

TEXT/READINGS:

Sue, D.W., & Sue, D. (2003). Counseling the culturally diverse: Theory and practice, 4th Ed.
New York: John Wiley.

Links to Selected chapters and articles

APA Multicultural practice standards (pages 1-52) <http://www.apa.org/practice/multicultural.pdf>

APA Standards for working with Lesbian, Gay, and Bisexual clients
<http://www.apa.org/practice/glbtc.pdf>

[Applebaum](#), B. (2003). White privilege, complicity, and the social construction of race, *Educational Foundations*, 17 (4), 5-19.

[Fine](#), M., Weis, L., Powell, L.C. (1997). Communities of difference: A critical look at desegregated spaces created for and by youth, *Harvard Educational Review*, 67 (2), 247-284.

[Jervis](#), K. (1996). "How come there are no brothers on that list?": Hearing the hard questions all children ask, *Harvard Educational Review*, 66 (3), 546-576.

[Kailin](#), J. (1999) How white teachers perceive the problem of racism in their schools: A case study in liberal Lakeview. *Teachers College Record*, 100 (4) 724-50.

[McIntosh](#), P. (1990). *White privilege: unpacking the invisible knapsack*. Independent School v. 49, p. 31 **also published in:**

McIntosh, P. (1989, July/August). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, pp8-10.

[Miranda](#), A.H. (2002). Best practices in increasing cross cultural competence. In A. Thomas and J. Grimes, *Best Practices in School Psychology (Fourth Edition)*, pp 353-362. (available through online reserves)

[Root](#), M. (2003). 50 experiences of racially mixed people. In *Multiracial Child Resource Book*. Seattle: Mavin Foundation.

[Root](#), M. (1994). Bill of rights for people of mixed heritage.

Takaki, R. (1993). *A different mirror: A history of multicultural America*. Boston: Little Brown and Company. (Links to PDF's of Chapters: [4](#), [5](#), [7](#), [8](#), [9](#))

[Thompson](#), A. (2003). Tiffany, friend of people of color: White investments in antiracism, *Qualitative Studies in Education*, 16 (1), 7-29.

ONLINE TESTS

Implicit Association Tests: <https://implicit.harvard.edu/implicit/demo/selectatest.jsp>

Required: Race IAT, Sexuality IAT

Optional: skin tone IAT and others

Test your Native IQ: <http://www.understandingprejudice.org/nativeiq/>

COURSE REQUIREMENTS:

1. Attendance and Participation

Students are expected to attend all class sessions and participate in class discussions about the readings, lectures, presentations, or assignments. Only one excused absence is permitted and this absence requires contact with the professor before class begins. More than one absence in the course will result in a grade of “No Credit.”

Additionally, participation in class is mandatory. In class exercises, videos, and discussions are an essential part of student’s growth and development (both personally and professionally) in understanding multicultural issues in psychology. Active participation is a defined as: Voluntary speaking and contributing to class discussion throughout the course. Deferring because one does not feel like talking or because it is not characteristic of one’s personality will not be considered a valid reason for lack of participation. No student will get a grade of Credit without actively participating verbally in class. Students should not be afraid to share an opinion if they anticipate the opinion will be unpopular. Such statements can lead to fruitful discussions and may enrich the growth of all individuals in the course. Risks are expected and appreciated.

2. Cross Cultural experience

Before April 26th, students will become familiar with a specific population of their choice that is different from their own. Through this assignment, students will develop a deeper understanding of another culture as well as a greater sense of self in relation to individuals who are culturally different. To complete this assignment, choose two places that are heavily populated by the culture/ethnic group that is unfamiliar (or different) from yourself. Visit these locations **ALONE**. During this visit, attempt to talk to a few people from that culture and learn more about the culture and their experiences with people of different cultural

groups. Ideal conversations would move to the level where the student can ask about an individual about their experiences with racism/oppression, feelings about the dominant culture, and/or feelings about “visitors” from other cultures in the current setting. Observe the norms of behavior and note similarities and differences from your own personal/cultural norms. Document the location, time, and length of your stay in the journal. Students should also describe how each experience affected them personally. Students should complete this assignment early so they may share experiences during class discussions beginning April 26th.

3. Personal Reflection Journal

Students will be expected to reflect on all of their course experiences in the form of a digital journal*. The journal is to be completed online using the peer review interface of Catalyst. The journal is accessible via the course website and only readable by the student who is entering the information and the professor; therefore, it is not a true “peer review.” Please enter the date the top of each entry and, if you wish, you may provide a title that encapsulates the theme of your entry. The reflection journal should be process oriented. Thus, there is no expectation that students write formally or using APA style. Rather, the content can focus on personal reactions to situations in class, responses to the readings, descriptions of situations that happen outside of class that relate to course material, or reactions to assignments. Students are expected to take risks by exploring their feelings through this journal in order to prepare for class discussions the following week. There should be a minimum of 8 journal entries. After the lecture that covers ethnic identity development, the journal content will have a more specific focus. Students are to select a model of identity development and reflect upon their personal growth and experiences for the remainder of the quarter. Students may use the following questions to guide the journal entries:

- a) What is a past stage you clearly remember being in? Describe scenes, surroundings, events, feelings, thoughts and reflections. For example, you may describe and analyze experiences (race related) you had that shaped your life in the past and present.
- b) What stage of identity development are you currently in/working through? Why do you see yourself in that particular stage? What experiences led up to your being in that status? Describe scenes, surroundings, events, feelings, thoughts, and reflections.
- c) Explain in detail what your future stage would be and what you believe it will take for you to move on to the next stage? What steps will you need to take in your life? What will that look like for you professionally and personally? How will you be different from who you are today? What will be difficult for you? What are the barriers to moving forward?

* For help setting up the digital journal, see the following link:

http://catalyst.washington.edu/student/pr_2.html.

4. Final Paper

The culminating exercise for the course will come in the form of a paper based on the characters in the movie “Crash.” Students will watch the movie in class and should view the film through the lens of the course material and experiences throughout the quarter. Students will first be expected to choose a character from another ethnic group that is most different from them. The paper should be written as a case study. Students will analyze and design a

treatment plan for the character as the client and students will analyze themselves as the clinician. The paper should include the following:

- a. A clearly identifiable model of identity development to guide the analysis of the client.
- b. Analysis of the historical experiences of the client that impact their current life experiences
- c. Exploration of strengths and weaknesses of the client
- d. Culturally relevant treatment strategies and goals
- e. Analysis of transference and countertransference reactions that may impact the cross cultural counseling relationship AND how the clinician will address these reactions
- f. Summary

The paper should be written in the style of the APA publication manual 5th edition. A minimum of 5 references are required and only two of them may come from the required readings provided for class. This means that students will need to do a bit more research on providing counseling services to the ethnic group of the character/client.

EVALUATION:

Grading for this course is offered on a credit/no credit basis. Credit will be given to students who successfully achieve the following:

- Attend all class sessions or have no more than 1 excused absence
An excused absence is an absence where the professor is notified in advance.
- On time class attendance
There shall be no more than 3 tardies to class during the quarter.
- Completion of all assignments on time (journal, cross cultural visits, final paper)
- Participation in class discussions and presentations

If you would like to request academic accommodations due to a disability, please contact Disabled Students Services, 448 Schmitz, (206) 543-8924. If you have a letter from Disabled Student Services indicating that you have a disability that requires accommodations, please present this letter to Kent Jewell, Area Secretary, to discuss the accommodation you might need for class.

COURSE SCHEDULE AND ASSIGNMENTS

Date	Topic	Assignments	Due
March 29	NO CLASS meeting NASP Convention	*Review syllabus and requirements *Complete the social identity profile S&S: Ch 1 & 3	
April 5	*BAFA BAFA exercise *Discussion of BAFA BAFA and self analysis grid	S&S: Ch 8, 9, & 10 McIntosh (1988) Applebaum (2003)	*Social Identity profile *Decide on locations for visitation assignment *Journal entry
April 12	*Understanding white privilege *Identity development models	S&S: Ch 4& 5 APA multicultural stds (pp 1-52)	*Journal entry
April 19	*Color of fear I video *Discussion	S&S: Ch 14 Takaki: 7	*Journal entry
April 26	*Hispanic/Latino Americans	Native IQ quiz S&S : Ch 12 Takaki : Ch 4 & 9	*Journal entry *Cross cultural experience completed
May 3	*American Indian/Alaskan Natives	S&S: Ch 13 Takaki: 8	*Journal entry
May 10	*Asian Americans	Race IAT test S&S: Ch 11 & 15 Takaki: 5 Kailin (1999) Root (1994; 2003)	*Journal entry
May 17	*African Americans *Multiracial Americans *Joy Leary video (segments)	Miranda (2002) Fine (1997) Jervis (1996) Thompson (2003)	*Journal entry
May 24	* CRASH video (2 hrs)	Sexuality IAT test APA GLBT standards (2000) S&S: Ch 16	*Journal entry
May 31	*Color of Fear III *Sexual Minorities	Watch Crash again, write final paper and keep striving for cultural competence	PAPERS DUE on June 5 by 5:00pm via E-submit

SUPPLEMENTAL RESOURCES FOR THE COURSE:

American Psychological Association Home Page <http://www.apa.org>

American Educational Research Association (AERA), American Psychological Association (APA), National Council on Measurement in Education (NCME) (1999). *Standards for Educational and Psychological Testing*, pp 91-100.

Appleby, J. (1992) Recovering America's historic diversity: Beyond exceptionalism

Banks, J. A. (1995). The historical reconstruction of knowledge about race: implications for transformative teaching. *Educational Researcher*, 24, 15-25.

Hytten, K., Warren, J. (2003). Engaging whiteness: How racial power gets reified in education, *Qualitative Studies in Education*, 16 (1), 65-89.

Lipsitz, G. (1995). The possessive investment in whiteness: Racialized social democracy and the “white” problem in American studies. *American Quarterly*, 47 (3), 369-387.

Omi, M. A. (2001). The Changing Meaning of Race. In N. Smelser, W. J. Wilson, & F. Mitchell, Eds. *America Becoming: Racial Trends and Their Consequences*. Washington, D.C. : National Academy Press.

National Association of School Psychologists Home Page <http://www.nasponline.org>

NASP Professional Conduct Manual (2002)<http://www.nasponline.org/pdf/PCM1100.pdf>

NASP Blueprint for Training and Practice II <http://www.naspcenter.org/pdf/blue2.pdf>

Rahman, O., et. al., (2004). Acculturation, Competence, and Mental Health Among South Asian Students in the United States. *Journal of Multicultural Counseling and Development*, 32(3), 130-42.

Wong, F., et. al., (2006). The "Model Minority": Bane or Blessing for Asian Americans?. *Journal of Multicultural Counseling and Development*, 34(1), 38-49

SPECIAL NOTE

Some time after the completion of this course, you may be asked for permission to analyze some of your course contributions for research purposes (e.g., cultural experiences, final paper, reflection journal or verbal participation). Providing permission is strictly voluntary and has no bearing on your grade in this course or any future course.