

**Interventions with Culturally Diverse Students**  
SPSY 67960 and SPSY 77960

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**Catalog Description:** Introduces skills to effectively and ethically implement educational and psychological interventions with culturally diverse children in educational settings.

**Course Objectives:**

1. To understand the historical context, current status, and mental health and education needs of Hispanics, African Americans, Asian Americans, and Native Americans.
2. To understand other psychological issues that pertain to the ethnic minority groups mentioned above, such as racial/ethnic identity development, effects of institutional and personal racism, impact of practitioner and testing bias, etc.
3. To understand the concept of white privilege and how it functions in U.S. society.
4. To review issues that pertain to immigrant children and families, including second-language acquisition process, bilingual education, acculturation, understanding of disorders and disabilities, etc.
5. To learn psychological perspectives regarding the study of gender identity and sexual orientation. To use this knowledge in working with gay, lesbian, bisexual, and transgender individuals and their contexts.
6. To examine one's own cultural background and how it may impact the practice of professional psychology. To increase awareness of personal biases and their possible effect on the quality of services rendered to diverse children and families.

**Required Texts:**

- 1) TATUM: Tatum, B. D. (2003). *Why are all the black kids sitting together in the cafeteria? And other conversations about race* (5<sup>th</sup> ed.). New York: Basic Books.
- 2) MHCRE: U.S. Department of Health and Human Services (2001). *Mental health: Culture, race, and ethnicity*. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services. **(Document can be downloaded at: <http://www.mentalhealth.org/cre/>)**. Make sure you download the PDF Full Version with Tables. YOU WILL NEED CHAPTERS 1 THROUGH 7. YOU DO NOT NEED TO PRINT THE APPENDICES.
- 3) RHODES. Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. New York: Guilford Press.
- 4) You will need the APA Publication Manual, 5th edition for written assignments in this class. If you don't already own it, you should purchase it; it is available at the KSU bookstore and at online bookstores (e.g., amazon.com). Here's the full reference:  
American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> Ed). Washington, DC: Author.

**Additional Required Readings:** Additional readings are identified on the attached tentative class schedule and full references appear on the "References" page of the syllabus. They will be available for purchase as of 1/26/2006 at "The UPS Store" on 1675 E. Main Street—within the ACME shopping center—in Kent, OH; Phone (330) 678-0111—call to check packets are ready and to ask about their hours before you go.

**Required materials that each student should retrieve from the Internet:**

1. Mental Health: Culture, race, and ethnicity. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services. **(Document can be downloaded at: <http://www.mentalhealth.org/cre/>)**. Make sure you download the **MHCRE** PDF Full Version with Tables. YOU WILL NEED CHAPTERS 1 THROUGH 7 (to page 170). YOU DO NOT NEED TO PRINT THE APPENDICES.
  2. The following PFLAG handouts can be accessed at <http://www.pflag.org>. These can be downloaded and printed for free.
    - a. Be Yourself (22 p.)
    - b. Our daughters and sons (23 p.)
    - c. Faith in our families: Parents, Families & Friends Talk About Religion & Homosexuality
    - d. Bisexuality resource packet
- Once you are on the website, click the red **Support** link at the top of the page; next click the **Resources** link; click the link titled **PFLAG Publications**; the title of each publication should appear in bold, colored text.

3. The following APA online brochures can be accessed through APA's Public Interest Directorate Online at :  
<http://www.apa.org/pi/online.html>.

- a. APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations (under "other resources" box at bottom of webpage). Or go directly to:  
[http://www.apa.org/pi/oema/publications/pubs\\_brochures.html](http://www.apa.org/pi/oema/publications/pubs_brochures.html)
- b. Psychological Testing of Language Minority & Culturally Different Children
- c. Lesbian and Gay Parenting – A Resource for Psychologists; <http://www.apa.org/pi/parent.html>
- d. Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients  
<http://www.apa.org/pi/lgbq/publications/guidelines.html>
- e. Resolution on sexual orientation, parents, and children (go to <http://www.apa.org/pi/lgbq/homepage.html>)

**Instructional Methods:** Instruction will take place through lectures, discussions, small and large group activities, and required written products that are designed to integrate and apply class materials to the area of diversity in school psychology. The variety of instructional methods is present to allow students to achieve the course objectives listed above. Active participation is required of all students enrolled. The instructor is not the sole source of information, nor is she all-knowing! Please think of Dr. Anhalt as a facilitator – not a unidirectional lecturer. In order to facilitate learning in this course, everyone will: READ (regular readings will be assigned, to serve as a foundation for discussion); WRITE (each student will complete writing assignments); TEACH (everyone will have a chance to facilitate learning, not only the instructor!); and DISCUSS (I believe learning occurs through sharing ideas, assimilating and accommodating).

**NOTE:** YOU ARE RESPONSIBLE FOR BRINGING A COPY OF THE LECTURE POWER POINT HANDOUT TO CLASS. Dr. Anhalt will e-mail the document as an attachment at least TWO DAYS prior to class. Make sure you have enough space in your e-mail to receive these documents throughout the semester.

### **Assignments**

- 1) Class participation and attendance (25 points)
- 2) Providing discussion questions and facilitating discussion for a class (25 points)
- 3) Tatum Book Review (100 points)
- 4) Comprehensive take-home exam (100 points)

Points equivalent to letter grades for course:

A = 224-250 points  
B = 199-223 points  
C = 174-198 points

## ASSIGNMENTS (CONTINUED)

**1) Attendance and Participation.** Students are expected to attend all classes. Also, students should complete the readings assigned BEFORE every class and be prepared to engage in class discussions. Please contact me as soon as possible if you have an emergency or another situation that will prevent you from attending class.

**2) Providing discussion questions and facilitating discussion during a class.** Every student will sign-up to facilitate group discussion on readings assigned for one class period. The class discussion should be 15 to 20 minutes in length. Each student will provide the class with the discussion questions one week prior to the assigned discussion date, either through photocopies or e-mail. Expect Dr. Anhalt to be an active participant of the group discussion.

### **3) Tatum Book Review, Critique & Insights for Professional Practice Paper**

Students will write a review for the following book: Tatum, B. D. (2003). *Why are all the black kids sitting together in the cafeteria? And other conversations about race* (5<sup>th</sup> ed.). New York: Basic Books.

This book critique, review, and insights for professional practice paper should consist of the following:

- 1) Review and critique of the book (*6 to 8 pages of text*). While synthesizing and summarizing ideas from the book, you should provide both **positive and constructive feedback** about the author's content, style, and structure of the book.
- 2) Identify at least 5 critical factors/issues discussed in Tatum's book that will have an impact on your role as a school psychologist. When you mention each factor, please state why you believe it is critical for practice and the implications for your future work as a school psychologist (*total for this section should be 5 to 7 pages of text*). THIS PAPER MUST BE WRITTEN USING APA STYLE 5th edition. The page ranges for the two sections noted above don't include the title page, abstract, or reference list page. The paper should be written in 12-point font.

The paper should contain a title page, abstract, and a reference list. APA style for headings within the paper should be used. When relevant, you should incorporate material from other class readings.

**4) Comprehensive take-home final.** Specific guidelines will be provided on the date the exam is distributed. Students will be expected to integrate class readings and materials from the entire course.

**For ANY written assignment in this class, the following requirements apply:**

- ✓ With regard to format, citations in text should follow APA style (5th edition). Any works cited need to have a full reference in the "References" page at the end, using APA style. Other APA style issues I will look for include: title page, header and page numbers throughout paper, headings.
- ✓ Correct spelling and grammar are expected for all written assignments
- ✓ Sentence and paragraph construction also will be evaluated
- ✓ Written products should be well-organized and ideas should be presented in a logical manner
- ✓ Ideas that are not your own (e.g., ideas that are taken from an article, chapter, or book), as well as factual statements, need to be supported with citations (e.g., articles and chapters from class or from other classes).
- ✓ Hard copies of written assignments should be handed to the instructor at the beginning of class on the date due. Electronic submission is not acceptable.

**WRITTEN ASSIGNMENTS INCLUDE ASSIGNMENTS 3 AND 4 DESCRIBED ABOVE**

**Class Schedule for Spring 2006**

DATE	CLASS CONTENT	READINGS & ASSIGNMENTS
	Review of syllabus and introduction to course Description of assignments and expectations	
	Why is culture important for school psychologists and mental health providers? Overview of issues affecting culturally diverse students	MHCRE Chapters (Chs.) 1 & 2
	Working with Hispanic children and families Second language acquisition Bilingual education	MHCRE Ch. 6 RHODES chapters 1 and 4
	GUEST LECTURE BY MEGAN EBERTS  Issues of disproportional representation of ethnic minorities in SPED Working with interpreters	GUEST LECTURE BY MEGAN EBERTS RHODES ch. 2 and 6, Ochoa, Robles-Pina, Garcia, & Breuning (1999)
	Issues of Migrant Children Language Proficiency Assessment Issues in Standardized Assessment with English Language Learners	Issue brief # 8 (why migrant education matters) Reynolds & Salend (1990); Henning-Stout (1996) Martinez et al. (1994) RHODES chapters 9, 10, 11, 12

	Working with American Indian children and families	<p>Watch "Smoke Signals" video BEFORE class</p> <ul style="list-style-type: none"> <li>▪ Prepare notes for group discussion during class</li> <li>▪ Identify aspects of the movie that pertain to class readings about American Indians</li> <li>▪ Bring notes on personal reflections about the film. Bring thoughts about new information you have learned regarding American Indians through the film and the readings</li> <li>▪ Consider the following question: Are you concerned with any stereotypes presented in the film or readings?</li> <li>▪ How might you apply the information you have learned in school psychology practice?</li> </ul> <p>MHCRE Ch. 4 TATUM Ch. 8</p>
	Working with African-American Children and Families Overrepresentation of African-Americans in Special Education and School Discipline	<p>MHCRE Ch. 3 Skiba, Michael, Carroll, &amp; Peterson (2002) Skiba, Knesting, &amp; Bush (2002)</p>
	Working with African-American Children and Families (continued) Review of Dr. Tatum's book and discussion of racial identity development Embracing the race dialogue	TATUM—Especially chs. 1, 2, 3, 4, 5, 10
	TO BE ANNOUNCED	TATUM BOOK REVIEW DUE
	NASP; Spring Break	No class
	Issues in interviewing, assessment, and intervention with ethnic minorities	<p>RHODES chapters 7, 8 Sattler pages 258-280 and 309-322 APA guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations APA brochure: Psychological testing of language minority and culturally different children</p>
	Gay, lesbian, and bisexual (GLB) issues *Introduction to sexual orientation issues	<p>Anhalt &amp; Morris (1998) Safren et al. (2001)</p>

	* GLB Youth	Hart & Heimberg (2001) PFLAG handouts (under "online materials): Be Yourself
	GLB issues continued *GLB Youth continued *Issues for parents of GLB youth and about GLB parents *Bisexuality *Transgender issues	PFLAG: Our daughters and sons APA: Lesbian and gay parenting APA: Resolution on sexual orientation, parents, and children APA: Guidelines for psychotherapy with lesbian, gay, and bisexual clients PFLAG: Bisexuality resource packet COMPREHENSIVE TAKE-HOME EXAM DISTRIBUTED
	Working with Asian and Asian American children and families	MHCRE Ch. 5
	Religious Diversity	Readings to be distributed COMPREHENSIVE TAKE-HOME EXAM DUE
	TO BE ANNOUNCED	Finals week

\*Class schedule is subject to change. Additional readings may be given.

**Policy on Grading:** Student proficiency is graded by letter grades as follows: *A* indicates superior attainment, *B* indicates average attainment, *C* indicates below average attainment, and *D* indicates far below average attainment. Grades of *B* will be assigned to students who demonstrate mastery of the curriculum content but whose performance is not exemplary. Grades below *B* will be assigned when students do not demonstrate mastery. Each student's grade will be determined by his/her performance on the course requirements listed below.

**Policy on Plagiarism:** Plagiarism is a serious ethical violation. Any attribution of another's work as one's own without appropriate credit is plagiarism. This applies whether information is obtained from print, presentation, electronic, and/or other sources. Plagiarism detected in this course will be handled in accordance with departmental and Kent State University-based policy regarding this serious ethical violation.

**Students Experiencing Disabilities:** In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Student Disability Services (SDS) in the DeWeese Health Center (672-3391).

**Attendance Policy:** "Regular attendance in class is expected of all students at Kent State University. The individual instructor has both the responsibility and the prerogative for managing student attendance. While classes are conducted on the premise that

regular attendance is expected, the university recognizes certain activities and events as legitimate reasons for absence from class. These include, for example, illness, death in the immediate family, religious observance, among others. Even though any absence can potentially interfere with the planned development of a course, and the student bears the responsibility for fulfilling all course expectations in a timely and responsible manner." Please contact me as soon as possible if you will need to miss a class.

### **Supplemental readings not listed previously in the syllabus**

- Anhalt, K. & Morris, T.L. (1998). Developmental and adjustment issues of gay, lesbian, and bisexual adolescents: A review of the empirical literature. *Clinical child and family psychology review*, 1, 215-230.
- Dicerbo, P.A. (2001). Why migrant education matters. *Issues and briefs: National clearinghouse for bilingual education.*, 8, 1-8.
- Hart, T.A. & Heimberg, R.G. (2001). Presenting problems among treatment-seeking gay, lesbian, and bisexual youth. *Psychotherapy in practice*, 57, 615-627.
- Henning-Stout, M. (1996). Que podemos hacer? Roles for school psychologists with Mexican and latino migrant children and families. *School psychology review*, 25, 152-164.
- Martinez, Y.G., Scott, J., Cranston-Gingras, A., & Platt, J.S. (1994). Voices from the field: Interviews with students from migrant farmworker families. *The journal of educational issues of language minority students*, 14, 333-348.
- Ochoa, S. H., Robles-Pina, R., Garcia, S. B., & Breuning, N. (1999). School psychologists perspectives on referrals of language minority students. *Multiple Voices for Ethnically Diverse Exceptional Learner*, 1-13.
- Reynolds, C.J., & Salend, S.J. (1990). Issues and programs in the delivery of special education services to migrant students with disabilities. *The journal of educational issues of language minority students*, 7, 69-80.
- Safren, S.A., Hollander, G., Hart, T.A., & Heimberg, R.G.( 2001). Cognitive-behavioral therapy with lesbian, gay, and bisexual youth. *Cognitive and behavioral practice*, 8, 215-223.
- Sattler. J.M. (1998). Ethnic minority groups. *Clinical and forensic interviewing of children and families: Guidelines for the mental health, education, pediatric, and child maltreatment fields* (pp. 258-280). San Diego: Jerome Sattler, Inc.
- Sattler. J.M. (1998). Specific ethnic minority groups (only portion of chapter starting with "Refugee" section). *Clinical and forensic interviewing of children and families: Guidelines for the mental health, education, pediatric, and child maltreatment fields* (pp.309-322). San Diego: Jerome Sattler, Inc.
- Skiba, R. J., Knesting, K., & Bush, L. (2002). Culturally competent assessment: More than nonbiased tests. *Journal of Child and Family Studies*, 11, 61-78.
- Skiba, R. J., Michael, R. S., Carroll Nardo, A., & Peterson, R. L. (2002). The color of discipline: Sources of racial and gender disproportionality in school punishment. *The Urban Review*, 34, 317-342.