



COUGARS

Syllabus for PSYC 585

Multicultural Issues in School Psychology

Department of Psychology

Summer 2025

About the Instructor & Class Location

Professor: Sarah Conoyer, Ph.D.
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Phone/Email: 650-3569; sconoye@siue.edu

Class Location: AH 0201
Class Time: MW, 11:00 – 1:50pm, F online
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.
- Best Practices Volume 7 Chapters and *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 & Best Practices. Each pair of students will lead a Hot Topics & Best Practices session during class. This is your chance to explore a timely, relevant, or thought-provoking topic and guide your classmates through a meaningful, interactive discussion. Your session should not only connect to themes we've explored in class, but also draw on a professional framework by engaging with a chapter from the *Best Practices in School Psychology* series that has not yet been discussed in our course.

What You'll Do:

1. As a pair, choose a current or relevant topic that connects to themes we've explored in class.
2. Select 1 – 2 readings and/or media for the class to review in advance. These could include:
 - a. Articles from *Communiqué*
 - b. Short videos or podcasts
 - c. News stories or other media sources that help illuminate your topic
3. Select one chapter from the *Best Practices in School Psychology* series that we have **not** covered in class.
 - a. This chapter should inform the way you approach your topic and shape the design of your session.
 - b. You are expected to read and engage meaningfully with the chapter, not just summarize it, but apply it to how you plan and lead your session.
4. You will lead a 1-hour class session. Your goal is to create a space where your classmates can actively engage with the topic, not just by talking, but by doing, thinking, and connecting.

Your session must include:

1. A 5-minute introduction to your topic and materials. Explain the key ideas and why the topic matters.
2. An interactive activity that helps your peers engage with the topic. This might be:
 - A case simulation
 - [A thinking routine](#) (like "See-Think-Wonder" or "Connect-Extend-Challenge")
 - A small group task, debate, or roleplay or any [creative approach](#) that encourages active learning

3. A guided discussion built around open-ended questions that encourage thoughtful conversation and connect the topic to broader course themes.
4. Integration of ideas from your selected *Best Practices* chapter. This may shape your facilitation style, the content you emphasize, your framing of the issue, or how you propose a solution.

What You'll Submit:

To make sure your session runs smoothly, you must submit the following to me on **June 16th**:

- Your selected reading(s) and/or media
- A detailed outline of your session, including:
 - A rough timeline for the 1-hour session
 - A short description of your topic and why it matters
 - Your goals for the session
 - A plan for the activity and the key discussion questions you'll ask
 - A brief (150 - 200 word) explanation of how you are using ideas from your chosen *Best Practices* chapter to guide your session

What I'll Be Looking For:

- A strong understanding of the reading(s)/media and topic
- Creative and thoughtful planning
- An interactive activity that encourages classmates to think deeply and engage actively
- Balanced facilitation: both partners contribute, without dominating or disappearing
- A discussion that connects the topic to course themes and invites peer-to-peer dialogue
- Thoughtful application of your selected *Best Practices* chapter
- Good time management to keep the session focused and flowing

This assignment is designed to give you meaningful practice in planning and leading professional learning, a core responsibility in your future career. By engaging with a chapter from *Best Practices in School Psychology* outside of class discussions, you'll expand your understanding of applied skills and principles in the field. You are encouraged to try new strategies and take risks. If something doesn't go exactly as planned, that's okay. What matters most is that your work is intentional, well-informed, and engages your classmates in thoughtful learning.

Worldview Reflection Journal. This assignment is designed to help you develop self-awareness, cultural competence, and a deeper understanding of how personal beliefs influence interactions in school settings. Through a series of structured reflections, you will examine your worldview, explore how it impacts your professional role, and consider strategies for working with individuals who may have different perspectives. You will integrate course readings, discussions, and personal experiences to critically analyze these concepts. This reflection journal consists of three structured entries, each addressing different aspects of self-awareness and professional application. You may choose to submit your reflections in either a traditional written format or a recorded video reflection.

Entry 1: Understanding Your Worldview

In this first entry, you will define and explore your worldview by responding to the following questions, adapted from Ingraham (2017):

- 1) Defining Your Worldview
 - a) What are some of the values and beliefs that shape how you perceive events in the world?
 - b) How does your identity and culture create the context for this worldview? What aspects of your culture influence your perspective?
 - c) Using the four empirically derived worldviews (Ibrahim et al., 2016), which type(s) of worldview do you hold?
- 2) Your Lens in Schools
 - a) How do you perceive events within schools? What influences your perspective as you enter school environments?
 - b) Are there past personal or educational experiences that shape how you view schools, teachers, parents, or students?
 - c) What do you believe are the main concerns of teachers, parents, and students?

Entry 2: Your Worldview in Practice

This entry focuses on how your worldview impacts your professional role and interactions within schools. Reflect on the following:

- 1) Perceptions and Differences
 - a) How might others (students, parents, teachers, or colleagues) perceive you when you enter a school setting?
 - b) In what ways might your students, families, and colleagues have worldviews that differ from yours?
 - c) Consider a challenging school-based situation (real or hypothetical) where differing worldviews might create a barrier to communication or collaboration. How would you approach this situation using self-awareness and cultural responsiveness?
- 2) Navigating Differences
 - a) What kinds of different worldviews might you encounter in your work?
 - b) How will you work effectively with individuals whose worldviews differ from your own?
 - c) What aspects of your worldview will you want to make transparent in your professional role, and why?
 - d) What aspects of your worldview should you closely monitor to remain open to diverse perspectives?

Entry 3: Growth and Application In the final entry, you will reflect on the overall learning process and the implications for your future work. Address the following:

- 1) Personal Insights
 - a) What did this reflection and articulation of your worldview lead you to conclude?
 - b) What new questions do you have about your worldview and professional practice?
 - c) What did you learn about yourself from engaging in these reflections?
- 2) Professional Growth
 - a) How has this assignment, along with course readings and discussions, influenced how you view your future role as a psychologist?
 - b) What areas of growth have you identified for yourself?
- 3) Action Plan
 - a) Based on your reflections, identify one specific goal for continuing to develop cultural competence and self-awareness as a school psychologist.
 - b) Outline one concrete step you will take to work toward this goal.

What I'll Be Looking For: This journal may be completed as a written document (three entries, 500-800 words each) or a recorded video reflection (5-8 minutes per entry). Integration of course readings and discussions are required. Each entry should reference at least two course readings to connect theory with your reflections.

Program Evaluation Project (PEP). 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)

What I'll Be Looking For: 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 (grades will not be rounded)		
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

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.

Late or Missed Assignments. Assignment Due Dates: All assignments will be due at **11:59 pm** the day they are due. Because this class occurs over such a shortened time, I will give a **24-hour grace period** for journal reflections. If any part of the assignment is turned in after the grace period, the grade for the entire assignment will drop by an additional 10% each business day until the completed assignment is turned in.

Technology. This course will use Blackboard (<https://bb.siue.edu>) as the primary vehicle for disseminating class materials. Announcements, updates, grades, and other important course information will be posted to Blackboard. It is your responsibility to regularly check this course's Blackboard website throughout the semester. All assignments will be turned in on Blackboard (when applicable) unless otherwise instructed to do something differently by the instructor of this course.

Course and University policies

Academic integrity/plagiarism. Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with university policies about academic honesty as stated in the [University's Student Academic Conduct Code](#). **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, except for assignments that are described above as being group assignments.**

GenAI Use Policy – Level 1: Organizational Use Only. This course follows GenAI Usage Expectation Level 1, as defined by [Illinois State University](#).

What This Means for You: You are expected to create your own, original work in this class. However, you may use Generative AI (GenAI) tools like ChatGPT, Gemini, or Copilot for personal efficiency. This includes:

- Summarizing lecture notes or assigned readings
- Clarifying difficult concepts
- Organizing study materials
- However, you may not use GenAI to generate or draft work that you submit for a grade. All submitted work must be fully your own and created without GenAI assistance unless otherwise specified by the instructor.

If you're ever unsure about what's allowed, please ask before using a GenAI tool for any assignment-related purpose.

Why This Matters: This policy ensures that your learning and development remain authentic, while still allowing you to benefit from technology as a support tool. Being transparent about GenAI use helps uphold academic integrity and supports fair learning experiences for all students. (*Attribution statement: This syllabus policy was created in collaboration with ChatGPT (OpenAI). The AI was used to draft and refine the wording, and all instructional decisions and final edits were made by the course instructor.*)

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.
- *****A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments due to errors, or from 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.

Department of Psychology Writing Policy

As a student in this course, you will be expected to display university-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 paper including headings, citations and references, per the 7th edition of the APA manual.
- Suspected GenAI usage over Level 1

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/lss/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.**

Department of Psychology Policy on Incomplete Grades and Withdrawal

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siue.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic.

It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

The Psychology Department's 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.

Technical Support

Contact ITS at [618-650-5500](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

University Policies and Information

University policies and guidance that address teaching, learning, and student support services are available at: <https://kb.siue.edu/132378>. Students are encouraged to visit this resource site for current information on:

- Regular and Substantive Interaction
- Recordings of Class Content
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.), Cougar Care, etc

Course Calendar (Subject to change)

Date	Topic	Readings	Assignments Due
6/2	What is Culturally Responsive Practice?	Goforth Intro & Ch 1 Barrett Ch 2 Causadias (2020)	
6/4	Challenging ourselves, others, and systems	Goforth Ch 2 Barrett Ch 3 Shriberg & Kim (2021)	HT: Assign Groups & Topics
6/6	Online Class* Worldviews Matter	Barrett Ch 9 Ibrahim & Heuer (2016)	WV Reflection 1
6/9	Accountability and Equity in School Discipline: From Systems Change to Individual Protections	Goforth Ch 11 BP (Orange) Ch 13 BP (Blue) Ch 14	
6/11	Using Leadership and Program Evaluation to Create More Inclusive Schools	BP (Orange) Ch 16 & 21 Ballard et al (2021)	PEP: Data Analysis Plan
6/13	Online Class* Culturally Responsive Problem Solving & Supporting Language Diverse Students	YouTube Video Pt 1 & 2 Goforth Ch 5 BP (Orange) Ch 8*	
6/16	Culturally Response MTSS & Positive School Climate	Goforth Ch 8 & 9 BP (Blue) Ch 9 & 10	HT: Readings & Outline Due
6/18	Culturally Responsive Assessment	Goforth Ch 4 Barrett Ch 5 Communique Articles (on BB)	PEP: Analysis Results Draft
6/20	Online Class* Challenging IQ & Standardized Assessments	Goforth Ch 6 Radio Lab Podcast : "G" Episodes 1 & 2	WV Reflection 2
6/23	Hot Topics & Best Practices - 1 & 2	TBD	
6/25	Hot Topics & Best Practices - 3 & 4	TBD	PEP: Recommendations Draft
6/27	Online Class* Creating Positive Relationships with Families	Goforth Ch 3 Barrett Ch 7 BP (Blue) Ch 36	
6/30	Hot Topics & Best Practices - 5 & 6	TBD	WV Reflection 3
7/2	PEP: Evaluation Report Presentations in Class		
7/4	Holiday – No Class		

*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.