Psychology 270T: Working with Diverse Students and Families
SECTION 1

fessor: Dr. Marilyn S. Wilson *Office Phone:* 278-5129, marilynw@csufresno.edu
  Office: S2 354 *Office Hours. Mon. 1-3pm, Wed. 12-1 pm, Fri. 8-9 am, 12-1 pm*

Course Description: School psychology is a unique, challenging, and rapidly expanding profession dedicated to enhancing the educational and emotional need of all students. The purpose of this course is to provide a format for exploring the social, cultural, and linguistic context of schools.

Course Prerequisites: The course is open only to graduate students.

Text: Thomas, A., & Grimes, J. (2002). *Best practices in school psychology IV.* Bethesda, MD: National Association of School Psychologists.

Pathways to Tolerance: www.naspcenter.org/safe/schools/tolerance.pdf

Course Description: This segment will focus on **Working with students from diverse backgrounds and their families.** Students will discuss the influences of school, community, family, SES, and culture on learning. Awareness of the effects of bilingualism and acculturation on school achievement will be emphasized. Students will continue their study of diversity and how to develop sensitive learning environments.

Course Objectives:
- Students will demonstrate understanding of, respect for, and responsiveness to cultural and individual differences by describing the perspectives of those of other ages, abilities, gender, sexual orientation, or ethnicities.
- Students will explore ways to connect and communicate with all families.
- Students will examine parenting practices and diversity of families.

NASP Domain(s) of School Psychology Training and Practice addressed

   through this course:

   2. Consultation and collaboration
   5. Student diversity in development and learning:
   6. School structure, organization, and climate:
   8. Home/School/Community collaboration

Cheating and Plagiarism: ―Cheating is the practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term ―cheating‖ not be limited to examination situations only, but that it include any and all actions by a student which are intended to gain an

unearned academic advantage by fraudulent or deceptive means" (CSU, Fresno, Faculty Handbook, 1990-91, p. 97).

─Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work" (CSU, Fresno, Faculty Handbook 1990-9 1, p. 97).

The Professor expects students to maintain honesty and integrity in their academic performance and professional conduct. Suspicions of cheating and plagiarism will be dealt with according to the Academic Policy Manual of the CSU, Fresno. If the student has questions regarding the actions that would or would not be acceptable behavior as relating to cheating and plagiarism, it is the responsibility of the student to clarify such activities with the Professor. Furthermore, if a student observes another student(s) cheating or plagiarizing, the student should confront the student(s) directly and notify the Professor. The student(s) suspected in such cases will be afforded due process. Additional guidelines related to this issue are attached.

In addition, accusations of racism, prejudice, or bias are considered intolerable by the Professor. Any suggestions or evidence of such will result in dismissal of the student from the course and the program. Due process will be afforded to the student in question.

Course Ethics: CASP, NASP, and APA Ethical Guidelines will apply to all aspects of this course. Thus, names or identities of children, parents, teachers, etc., who are observed are to be kept strictly *confidential.* Failure to adhere to this policy may result in a grade of F and dismissal from the course and the program.

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in University Center Room 5 (278-2811).

Honor Code: ─Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.csufresno.edu/ITS/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources." Computers will not be used in class except as approved by the professor.

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class." Cell phones should be turned off in class except in case of family emergency.

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:
http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf
For copyright Questions & Answers:
http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf

Grading:
The course is credit/no credit. An important component of class this semester will be participation. You are expected to read any assigned materials prior to class and bring any other relevant readings to share. For some classes a focus is assigned to each school psychology cohort. Each group (2 groups from 1st year, 3 groups from 2nd year, 2 groups from 3rd year) will develop a 20-30 minute presentation on their assigned topic. Videos and activities that involve the entire class are encouraged. Handouts that provide the class in additional information on your topic will be expected.

Attendance: Attendance is expected at all classes. However, due to potential scheduling conflicts, each student may be excused from one class session. The student missing the class will be responsible for obtaining notes and handouts for the class missed from their peers, and will need to turn in a one to two page summary of the topic presented to the instructor prior to our next scheduled class meeting. For each additional class a student misses, the student will be required to write an 8 to 10 page paper (APA style with a minimum of 10 references) on a topic of the professor's choosing.

Subject to change: *This syllabus and schedule are subject to change in the event of extenuating circumstances.*

Course Schedule

SESSION 1   Teaching tolerance video and materials from Poverty Center:
(10-12 AM)   Dr. Wilson
                               Class activities on ―Who are you?‖

SESSION 2   Creating educational environments that promote acceptance.
(10-12 AM)   Each class/cohort will make a 30 minute presentation on one of the
                               following:
- Considerations for gay, lesbian, and bisexual students and families – 3rd YR
- Biracial children: Issues in assessment and acceptance – 2nd YR
- Religion and tolerance: best practices in allowing children of all faiths to feel safe and proud – 1st YR

SESSION 3   Resources for Home-School collaboration
 (10-12 AM)   Readings:
- 1st YR: Esler, A.N, Godber, Y., & Christenson, S.L. (2002). Best practices in supporting home-school collaboration. In A. Thomas and J. Grimes (Eds.) *Best practices in school psychology IV* (pp 389-412). Bethesda, ME: National Association of school Psychologists.
- 2nd YR: Elizalde-Utnick, G. (2002). Best practices in building partnerships with families. In A. Thomas and J. Grimes (Eds.) *Best practices in school psychology IV* (pp 412-430). Bethesda, ME: National Association of school Psychologists.
- 3rd YR: Fish, M (2002). Best practices in collaborating with parents of children with disabilities. In A. Thomas and J. Grimes (Eds.) *Best practices in school psychology IV* (pp 363-376). Bethesda, ME: National Association of school Psychologists.

SESSION 4   Supporting Families for Student Success
(1-3 pm)   Each class will make a 30 minute presentation on one of the following:
2. Poverty, ethnicity, and education: Relationships and Success Stories
3. Parent training with parents from diverse cultures (Ideas and resources: Hispanic – our preschool project, Hmong, see thesis by Ada Wolff, CVRC parenting project, Best Practices Chapter 31)
4. The role of extended family in various cultures: past and present. Consider traditions, immigration, current culture of successful young people leaving home communities and state for employment.
5. Family diversity: biological parents, step-parents, gay and lesbian parents, grandparents as parents, foster parents