COURSE DESCRIPTION: This course is designed to provide an introduction to theory and research related to multiculturalism and social justice in school psychology. More specifically, students will broaden and deepen their multicultural knowledge and self-awareness in order to improve their ability to serve a multicultural student population. Specific attention is paid to: 1) understanding social systems and structures that reinforce power differentials, privilege and oppression; 2) exploring the unique experiences of traditionally marginalized social groups; and 3) examining how these systems of oppression and marginalization manifest in schools. The pedagogy employed in this course draws heavily on critical self-reflection to explore how students’ personal identities shape experiences related to multiculturalism and social justice.

COURSE OBJECTIVES: Below are the ESSENTIAL course objectives that will be met in this course:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Learning to analyze and critically evaluate ideas, arguments, and points of view
- Learning to apply course material (to improve thinking, problem-solving, and decisions)

NASP DOMAINS: This course meets the following NASP domains:

- Diversity in Development and Learning
- Legal, Ethical, and Professional Practice

APA COMPETENCIES: This course meets the following APA competencies:

- Individual and Cultural Diversity

IDEA COURSE EVALUATION LINK FOR STUDENTS:
Please follow this link to the IDEA Campus Labs website: [http://luc.edu/idea/](http://luc.edu/idea/) to complete the course evaluation at the end of the semester. Please click on Student IDEA Log In located in the top left menu bar to complete the course evaluation.

METHODS OF INSTRUCTION: This course will consist of lectures, experiential activities, readings, and assignments.
CLASS COMMUNICATION: Email and Sakai will be the primary methods of communication with students enrolled in this course. Because Sakai uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account. I will not send emails to personal email accounts.

TECHNOLOGY: Technology is an essential tool for developing one’s own professional skills and for completing any degree program. This course assumes a basic and practical knowledge of technology. I assume students will be proficient at word processing (including creating tables and figures), preparing PowerPoint presentations, communicating via Loyola Outlook e-mail and Sakai, and downloading Microsoft Word and Acrobat Reader files. In terms of performing article searches, it is helpful to have had experience; however, resource librarians are usually more than happy to help you with this. Otherwise, if you are not familiar with the any of the preceding skills/equipment, it is your responsibility to become so.

LIVETEXT. You will have three products that must be submitted to LiveText. The Social Justice Impact Project will be uploaded to Domain 7: Systems-Level Services (Community-School Collaboration). The Social Justice Teach-In webinar will be uploaded to Domain 8: Diversity in Development and Learning. The Cultural Immersion Reflection and Experience Paper will also be uploaded to Domain 8: Diversity in Development and Learning (Personal Reflection Paper).

Each product will be graded using the Livetext rubrics, which will be shared with you later this semester. Note: The grade for the course and the score on the Livetext rubric are separate. If you receive a “Does Not Meet Standard” score in any area on the Livetext rubric then you must revise and resubmit the product, but the course grade will not change. All 3 products must be submitted to LiveText by 12-20-16.

Everyone should have a LiveText account that is active. If you need assistance with the LiveText, you can find more information here: Livetext

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK: The School of Education, as part of a Jesuit, Catholic University, espouses the following mission: Our mission is social justice, but our responsibility is Social Action through Education. More specifically, the content of this course will meet the following Conceptual Framework standards:

- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

To explain, students in this course will develop an understanding of how systems of oppression manifest in schools to create inequality. Students will also learn how to engage in ongoing self-analysis so that they do not become part of that system of oppression. Finally, students will learn how to identify inequalities in educational settings that they can work to dismantle to advance social justice. Thus, the skills you learn will advance the mission of the LUC SOE. Here is the link to the LUC SOE Conceptual Framework: www.luc.edu/education/mission/.

DIVERSITY: In concert with the mission statement for the SOE, faculty, academic activities, and learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect.
DISPOSITION: Professional demeanor, suitability for practice and attitude with which the candidate approaches others, learning instruction and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation. Dispositions will be assessed each semester according to the forms available in the Student Handbook (http://www.luc.edu/media/lucedu/education/pdfs/handbk_spsy-edd_2015.pdf). The purpose of assessing dispositions including, professionalism, fairness and the belief that all students can learn are important considerations in individual professional development.

STUDENTS RIGHTS and RESPONSIBILITIES: Please follow this link (www.luc.edu/education/syllabus-addendum/) to learn more about your rights and responsibilities regarding:

- ACCESSIBILITY
- ETHICS LINE REPORTING HOTLINE
- ACADEMIC HONESTY
- ELECTRONIC COMMUNICATIONS POLICIES AND GUIDELINES:

REQUIRED READINGS: There is no required text for this course. Therefore, all of the course readings will be book chapters and journal articles. The book chapters will be posted on Sakai.

SCHOOL PLACEMENT: You will be assigned a school-based placement where you will complete activities related to your 1st courses, including this course. While at your placement, you are expected to demonstrate the highest standards of professionalism. You will have 3 assignments to complete in your school-based placement for this course. You will work with on-site personnel to complete these assignments. The assignments are detailed below.

COURSE REQUIREMENTS & EVALUATION PROCEDURES: Assignments must be completed on time and submitted via Sakai on the dates noted. Ten percent of the total points possible will be deducted for each day past the due date. All written assignments (unless otherwise specified) must be typewritten, double-spaced, 12-pt font, and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6th edition. There are no page limits for any assignment.

I. Reflection Journal (DUE: Every Thursday by 5:00 pm): Students will write journal entries each week. During weeks 1-2, students will reflect on the self. For this reflection entry, students will reflect on the following questions:

- What is my race and ethnicity?
- What do I believe are the causes of mental health disorders and academic difficulties?
- What do I believe is the degree of responsibility that an individual has over life choices?
- What do I believe are examples of ideal relationships with nature and other human beings?
- What is my attitude about education?
- What do I believe is the ideal approach to education?
- What do I believe are ideal ways to express emotions?
For the remainder of the semester, students should write journal entries each week reflecting on the following questions:

- What information most impacted my current beliefs from the class lecture? Describe the impact and explain why?
- What information most impacted my current beliefs from my school experience this week? Describe the impact and explain why?
- What stereotypes, prejudices, or biases did I realize I hold? Why do I hold that belief?
- How have my beliefs impacted my classmates, students I interact with, parents I interact with, or educators I interact with? Are these interactions positive or not? Why?

Submission: By the end of the semester, you should have 11 journal entries. All journal entries must be typewritten in Microsoft Word. To submit the journal entry, you should create a Word document that will include all journal entries. Label each journal entry by date. You should only have one document that includes all reflections, so each week you should just enter the next reflection into the same document. After entering the last journal entry on 12/15/16, please upload the document (including all journal entries) to the Assignment Folder. There are no length requirements for journal entries.

Grading: The journal entries will be graded as Pass/Fail. In order to receive a Pass, you must complete all journal entries (i.e., 11 journal entries). If you do not complete all journal entries then you will receive a Fail for this assignment. I will not provide feedback on the journals. The purpose of the journals is for me to obtain insight into your processing and understanding of the content to inform my teaching. This assignment is 20% of your course grade.

II. Brief Cultural Immersion Reflection Experience and Paper: This assignment has 2 parts; both parts must be completed.

Part 1 (DUE 11/03/16 by 11:59 pm) Each student will attend at least one free community event that, ideally, is occurring in the community of your school population (e.g., religious service, neighborhood meeting, community center, parent-teacher organization meeting, etc.). After the experience, please reflect on the following questions in your paper:

- Detailed description of event you attended
- What preconceived ideas did you have about participating in this activity?
- What changed in your thinking based on this experience?
- Are there now any behavioral changes that you can anticipate for yourself?
- Describe how this event might be different from a similar event within your own community or culture.
- Based on this experience, what does your experience tell you about the worldview of the students and families you serve?
- Based on what you learned during this experience, what are some themes you might want to explore when working with the students?

Part 2 (DUE: 11/03/16 by 11:59 pm) Each student will attend at least one teacher/staff meeting/event (e.g., teacher/staff meeting, professional development session, etc.) that to better understand the teacher/staff culture. After the experience, please reflect on the following questions in your paper:

- Detailed description of event you attended
- What preconceived ideas did you have about participating in this activity?
What changed in your thinking based on this experience?
Are there now any behavioral changes that you can anticipate for yourself?
Based on this experience, what does your experience tell you about the worldview of the teachers/staff you work with?
Based on this experience, what did you learn about the culture of the school and how is it different from your K-12 school?

**Submission:** Please submit the paper in the Assignments Folder in Sakai by the due date.

**Grading:** Total Points Possible is 100. This assignment is 20% of your course grade.

**III. Social Justice Impact Project (Group) (DUE: 12/01/16 by 11:59 pm):** Students will work in school-based groups to identify an area of need in the school (e.g., lack of tutoring services, mental health services, parents need respite, school volunteers for mentoring, supplies, education on specific topics like mandated reporting, etc.). Once the need is identified, the group will work to develop a resource binder that school personnel and families can use to access these targeted resources. The resource binder should include:

- Overview and Purpose of Binder
  - Includes a description of the need
  - Explanation of how the resources can be helpful
- Name of the Organization
- Resources provided
- Cost of resources
- How to access resources
- Length of time resources could be provided

**Submission:** The resource binder must be in electronic format. One person from each group should submit the binder in the Assignments folder in Sakai. Make sure all group member names are on the binder.

**Grading:** Total Points Possible is 100. This assignment is 30% of your final course grade.

**IV. Social Justice Teach-In (DUE: 12/15/16 by 11:59 pm):** Students can elect to work in school-based groups to identify a topic related to the education and/or mental health of historically marginalized group in US schools. **Note:** Topic can be the same as the topic for the Resource Binder required for III. For example, students could select one of the following groups:

- LGB youth
- Transgender youth
- Children who live in low-income households or are homeless
- English language learners
- Racial/ethnic minorities
- Religious minorities
- Immigrants
- Refugees

And, select one of the following access issues in education/mental health topics to study regarding that group:

- Access to mental health services in schools
- Access to bilingual support
- Access to bathrooms
- Access to qualified teachers and/or effective schools
- Access to appropriate curriculum
- Disciplinary policies (e.g., suspension/expulsion)
- Special education placement
- Gifted placement
- Access to college

Students will develop a presentation to help viewers understand the following:
- Why the group has been historically marginalized in US schools
- How they are marginalized in schools
- How the lack of access to these resources constitutes a social injustice
- Recommendations for steps that can be taken to create for fairness in access

**Submission:** Each group must submit one voice-narrated presentation of their Teach-In in the Assignments folder in Sakai.

**Grading:** Total Possible Points is 100. This assignment is 30% of your final course grade.

**Course Grading:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points Possible</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Reflection Journal</td>
<td>Pass/Fail</td>
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<tr>
<td>Cultural Immersion Paper</td>
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<td>Social Justice Impact Paper</td>
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<tr>
<td>Teach-In</td>
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Final course grades will be assigned as follows:

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**Course Outline**

<table>
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<tr>
<th>Class Session</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>9/1/16</td>
<td>Review of Course Requirements</td>
<td>None</td>
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<tr>
<td>9/8/16</td>
<td>No In-Class Meeting</td>
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| 9/15/16 | **Conceptual Foundations: Power and Privilege**  
Pratto & Stewart (2012). Group dominance and the half-blindness of privilege.  
| Reflection #1 Due (Reflection on Self) |
| 9/22/16 | **Conceptual Foundations: Systems of Oppression**  
| Reflection #2 Due |
| 9/29/16 | **Conceptual Foundations: Social Justice**  
Sheppard, M. (2002). Mental health and social justice: Gender, race, and psychological consequences of |
| Reflection #3 Due |


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>NASP Ethical Code</td>
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<td>Review APA Guidelines for Practitioners</td>
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<td>Self-Exploration and Examination</td>
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<td>Chu-Lien Chao, R. (2013). Race/ethnicity</td>
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</table>
and multicultural competence among school counselors: Multicultural training, racial/ethnic identity, and color-blind racial attitudes. *Journal of Counseling and Development, 91*(2), 140-151.


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**Reflection #7 Due**

**10/27/16** | Racism, Prejudice, and Bias
---|---


Paradies, Y. et al. (2015). Racism as a determinant of health: A systematic
<table>
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<th>Readings</th>
<th>Assignments</th>
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<tr>
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<td>Socioeconomic Status and Class</td>
<td>APA Taskforce Report on SES (2007)</td>
<td>Cultural Immersion Experience Paper Due (Parts I and II)</td>
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<td></td>
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<td>Smith, L. (2013). So close and yet so far away: Social class, social exclusion, and mental health practice. <em>American Journal of Orthopsychiatry, 83</em>(1), 11-16</td>
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<td></td>
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<td>US Census Data on SES</td>
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<td>Sexual Orientation Homophobia</td>
<td>Readings TBD</td>
<td>Social Justice Impact Project Due</td>
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<td>Activity</td>
<td>Readings</td>
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<td>Readings TBD</td>
<td>Reflection #10 Due</td>
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<td>Social Justice Teach-In Due Reflection #11 Due</td>
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