

CHAMINADE  
UNIVERSITY

**SPSY 705 Applied Leadership and Practice in Diverse Systems (3)**

**Instructor: Margary Martin**

**Office Hours:** By Appointment: <https://live.vcita.com/site/mmartin/>

**Office Telephone:** 808-339-5601

**Email:** [margary.martin@chaminade.edu](mailto:margary.martin@chaminade.edu)

Class Time: Hybrid:

Online

5 classes

Location: Online (<https://chaminade.instructure.com/>)

Live sessions:

Wednesdays from 5.30-7.30 (see course schedule for 5 live classes)

<https://meet.google.com/tvh-oicg-otf>

**Required Texts**

*NASPs Best Practices* Volumes 2 & 3.

Fergus, E. (2017). *Solving disproportionality and achieving equity*. Corwin Press Inc.

Safir, S. (2017). *The Listening Leader: Creating the Conditions for Equitable School Transformation*. John Wiley & Sons.

*Additional articles located in Canvas Modules*

**EdS in School Psychology Program Learning Outcomes (PLO)**

EdS in School Psychology students will:

1. Exhibit competency in varied models and methods of assessment and data collection to identify strengths and needs, monitor progress, and engage in data-based decision-making related to academic, behavioral, and mental health functioning. (NASP Domains 1, 2, & 4)
2. Employ knowledge and skills to promote services at the individual, family, group, and system levels intended to enhance school climate, learning, and mental health and develop the necessary skills for students to become effective learners. (NASP Domains 3, 5, 6, & 7)
3. Apply knowledge of diversity factors in development, culture, and individual differences to provide effective services, advocate for social justice, and enhance family and school partnerships. (NASP Domains 7 & 8)
4. Exhibit legal, ethical, and professional standards in the application of skills in

- communication skills of communication, collaboration, and supervision to improve school and community climates. (NASP Domains 6 & 10)
5. Display skills to evaluate and apply research, translate evidence-based practices to professional work, and demonstrate knowledge of varied school psychology service delivery models. (NASP Domains 1, 5, & 9)

## **Course Description**

This course examines the application of leadership principles and inclusive practices in diverse schools and organizational systems. Models of change management, conflict resolution, and crisis response will be explored. Strategies for consulting, collaborating, and advocating to improve policies, programs, climate, and outcomes across culturally diverse settings will be emphasized.

## **Characteristics and Values**

SPSY 705 Applied Leadership and Practice in Diverse Systems is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, “new times call for new methods.” This could not be truer for the field of School Psychology. School Psychology seeks to identify and understand why we do what we do and think what we think within the context of diversity. This value guides this course through its focus on the development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

This will be found in our class discussions and in our capstone culture presentation.

## **Course Learning Outcomes**

School Psychology students will:

1. Apply leadership principles to promote change, resolve conflicts, and guide decision-making within schools and organizations. (NASP 7)
2. Develop consultation, collaboration, and advocacy skills to improve policies, programs, and practices in diverse systems. (NASP 7 & 8)
3. Evaluate approaches for family-school-community partnerships and culturally responsive systems-level services. (NASP 7)
4. Examine strategies for creating supportive, inclusive climates that value diversity and address institutional biases. (NASP 8)
5. Demonstrate leadership to enhance capacity in schools and agencies for meeting student, family, and organizational needs. (NASP 7 & 8)

## Course Approach

We will be utilizing an online seminar approach; thus, we will be incorporating class discussions via our online format in Canvas and Google Meets. Students must complete the readings prior to posting any discussion material; otherwise, the discussions will not be informed ones. Due to the nature of the material we are discussing, there is likely to be some lively discussion and some disagreement on issues. In addition, some people may feel uncomfortable or upset by some of the material. As such, we want to make sure to follow these ground rules:

- Acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.
- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading and video viewing, so do make sure to plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material such that they are prepared with questions and reflections. This allows for more coherent participation in the course discussions. Although specific readings and videos will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings and videos.

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software, please feel free to contact me or Chaminade Help Desk at [cstechsupport@chaminade.edu](mailto:cstechsupport@chaminade.edu) or (808) 735-4855.

## Course Requirements

### Assignments

Assignment	Points	CLO
Preparation and Participation	50 pts (5 pts per class)	CLOs 1, 2, 4
Course Modules	50 pts	CLOs 1,2,3,4,5
Best Practices Reports	50 pts (25 pts each)	CLOs 3,4
Course Final (Signature Assignment)	100 pts	CLOs 1,2,3,4,5

### Grading

Final grades will be based on the quality of work and will be assigned based on a straight percentage basis using the following table:

(90%) - (100%)	A
(80%) - (89%)	B
(70%) - (79%)	C
(60%) - (69%)	D
(59%) or below	F

### Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and decide to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Students are expected to actively participate in course room discussions. Students should notify their instructor when illness or circumstances prevents them from actively participating in class for periods longer than one week.

Unexcused absences equivalent to more than three days of classes may lead to a grade

reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

### **Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester.

Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total.

student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy (as shown above). Students enrolled in this course are anticipated to spend on average of 9 hours per week engaged in this course. This includes 38 hours completing the final, signature assignment, 16 hours researching and writing your discussion responses, 7.5 hours responding to your peers, and approximately 73.5+ hours of additional class engagement (e.g., assigned readings and videos).

### **Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a university official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

### **Academic Conduct Policy**

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf> (Links to an external site.) (Links to an external site.)

### **Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX

Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Marianist Educational Values**

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

#### **Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

#### **Provide an Excellent Education**

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

#### **Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

#### **Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and

the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

### **Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course however, the main focus is on the Marianist value of educating for adaptation and change. Psychology, by its nature, looks at how people adapt and change depending on the environment and circumstances that they are in. Cross cultural psychology looks at the impacts of culture on human behavior and helps us to understand how people are able to adapt and change as cultures change and the world becomes more of a global community.

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma‘alea a kū‘ono‘ono (‘Olelo No’eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (‘Āina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

### **Scientific Method Definitions**

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and



evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations

among events, develop theories, and this helps professionals to make predictions of future events.

#### Research Design in Counseling

Heppner, Kivlighan, and

Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

#### Research Method in Social Relations

Kidder

**THEORIES** are not themselves directly proved or disproved by research.

Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html> (Links to an external site.)

## Course Schedule

Date	Type	TOPIC	Readings/Module	Due
Week 1: 10/3	Zoom*	Course Introduction: How are School Psychologists leaders and advocates?	<i>The Landscape of Advocacy in Public Schools: The Role of School Psychologists</i> by Olen & Eklund	Reading: Sunday, October 8 by 11.59 pm
Week 2: Week of 10/9	Canvas Module in your section**	Equity in School Settings: Leveraging Partnerships–Community, Gift Based Approaches	The Listening Leader: Introduction and Ch1/Module 1	Reading and Module: Sunday, October 15 by 11.59 pm
Week 3: Week of 10/16	Google Meets Wednesday, October 18th 5.30-7.30 pm	Data as an Equity Leadership Strategy Where we are heading (Introduction to Signature Assignment)	The Listening Leader Pt 1	Reading: Wednesday, October 18 by class time
Week 4: Week of 10/23	Canvas Module in your section	Data as an Equity Leadership Strategy:	The Listening Leader Pt 2 and Appendix D/Module 2	Reading and Module: Sunday, October 29 by 11.59 pm
Week 5: Week of 10/30	Canvas Module in your section	Culturally Responsive, Culturally Sustaining, Transformative, Strength Based approaches (NASP Domain 8)	NASP Best Practices V2 #24 AND 1 more Domain 8 (TBD)/Module 3	<b>Best Practices Report 1 due:</b> Sunday, November 5 by 11.59 pm

Date	Type	TOPIC	Readings/Module	Due
Week 6: Week of 11/6	Canvas Module in your section	Culturally Responsive, Culturally Sustaining, Transformative, Strength Based approaches	Solving Disproportionality: Introduction-Ch2 + Chapter 3 Section 2 Case Studies /Module 4	Reading and Module: Sunday, November 12 by 11.59 pm
Week 7: 11/13	Google Meets Wednesday, November 15 from 5.30-7.30	Culturally Responsive, Culturally Sustaining, Transformative, Strength Based approaches	Solving Disproportionality Ch5	Reading by class November 15 by class time
Week 8: Week of 11/20	Canvas Module in your section	(Short week for Thanksgiving Holiday) Our Families, Our Communities: Decolonizing our partnerships with families (NASP Domain 7)	NASP Best Practices Domain 7 (TBD)/ Module 5	<b>Best Practices Report 2 due:</b> Sunday, November 19 by 11.59 pm
Week 9: Week of 11/27	Google Meets Wednesday, November 29 from 5.30-7.30	Final Project		Draft of Signature Assignment due Sunday December 2 by 12 pm
Week 10: Week of 12/4	Individual zoom appts all week  Wednesday, December 6 from 5.30-7.30 flash presentations	Final Project 1-1 Meetings Presentations in small groups  .		FINAL DUE not later than Friday December 8 by 5 pm

\*All live classes starting 10/18/23 will take place at: <https://meet.google.com/tvh-oicg-ofj> Note that recordings from live sessions and materials will be posted within 48 hours after class.

\*\*All Canvas Modules open by 5 am each Monday