

Alachua County Public Schools

African and African American Studies

Title: Infusing African American Psychologists into the Introductory Curriculum	
Writer: Jon Rehm/ Victoria McNeil	Grade Level: 9-12
School: District Office/ UF	Subject Area(s): Psychology

Unit Objectives:

Students will be able to identify and describe African American contributions/Influences on the field of psychology.

Students will be able to discuss the necessity for African American psychologists and the field of Black Psychology to be incorporated into the psychology curriculum.

Students will be able to analyze the specific needs of African Americans as related to the field of psychology.

Standards/ Benchmarks:

[SS.912.P.1.2](#)- Describe the emergence of psychology as a scientific discipline.

[SS.912.P.1.3](#)- Describe perspectives employed to understand behavior and mental processes.

[SS.912.P.16.5](#)- Differentiate personality assessment techniques.

[SS.912.P.16.6](#)- Discuss the reliability and validity of personality assessment techniques.

[SS.912.P.16.8](#)- Discuss stability and change.

[SS.912.P.16.9](#)- Discuss connection to health and work on personality.

[SS.912.P.16.10](#)- Discuss self-concept.

[SS.912.P.16.11](#)- Analyze how individualistic and collectivistic cultural perspectives relate to personality.

[SS.912.P.10.1](#)-Define culture and diversity.

[SS.912.P.10.3](#)- Discuss the relationship between culture and conceptions of self and identity.

[SS.912.P.10.4](#)- Discuss psychological research examining race and ethnicity.

[SS.912.P.10.6](#)- Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.

[SS.912.P.13.1](#) Discuss intelligence as a general factor.

[SS.912.P.13.2](#) Discuss alternative conceptualizations of intelligence.

[SS.912.P.13.4](#) Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.

[SS.912.P.17.2](#)-Describe historical and cross-cultural views of abnormality.

[SS.912.P.17.3](#)- Describe major models of abnormality.

[SS.912.P.17.4](#)- Discuss how stigma relates to abnormal behavior.

[SS.912.P.17.5](#)- Discuss the impact of psychological disorders on the individual, family, and society.

[SS.912.P.18.1](#)- Explain how psychological treatments have changed over time and among cultures.

[SS.912.P.18.8](#)- Identify other factors that improve the efficacy of treatment.

Infusion Point:

Module 1: History of Psychology
Module 2: Personality Theory
Module 3: Social Psychology
Module 4: Intelligence and Testing
Module 5: Treatment/ Help Seeking Behavior

Unit Focus Area		7 Elements of African/ African American Studies	
	Africa		Ancient Africa: Pre- Columbus
x	African Americans		African Exploration of the World
	Africans in the Caribbean		Invasion and Weakening of Africa
	Africans in South America		Slavery: In the Americas
	Combination	x	Neo-Slavery: Abolition, Civil Rights
	Other (please specify)	x	Soul of African Descent People
		x	Contributions to the World and USA

Cultural Context/ Background:

An introductory psychology course explores a wide range of topics and subfields within the discipline of psychology. Rarely does the course address the impact of social, economic, and cultural factors on psychological development (Whitten, 1993). Through the introduction of Black psychology, defined as *the scientific field that focuses on how people of African descent know and experience the world* (Belgrave & Allison, 2019), into the course each of these elements can be addressed while introducing students to the most important African American research and researchers in the field. While this is not viable for the totality of course, there are 5 units through which the introduction of Black psychology to the topics and subfields of an introductory course are appropriate. These are the history of psychology, personality theory, social psychology, intelligence and testing, and treatment/ help seeking behavior. This will be explored through the work of the following psychologists. [Dr. Francis Sumner](#): Father of Black Psychology, first Black to Earn a PhD in Psychology. [Dr. Robert Williams](#): Specializes in Areas of Cultural Bias Testing and Racism, Founding Member of ABPsi. [Dr. Reginald Jones](#): Known for his work in special education and the psychology of African Americans, Wrote and Published "Black Psychology" an anthology of work from prominent Black Psychologists. [Dr. Joseph White](#): Published "Toward a Black Psychology" in Ebony Magazine, Founding member of ABPsi. [Drs. Kenneth and Mamie Clark](#): Black Psychologists best known for their 1940s experiments using dolls to study children's attitudes about race. [Dr. Linda James Myers](#): Specializes in psychology and culture, moral and spiritual identity development and healing patterns of psychotherapeutic processes. [Dr. Inez Beverly Prosser](#): First Black Woman to earn a PhD in Psychology. [Dr. Janet Helms](#): Research focuses on Black/White Racial Identity Development, Created the Model of White Racial Identity [Dr. Margaret Beale Spencer](#): Specializes in the development of Black children and adolescents, known for the Phenomenological Variant of Ecological Systems Theory (PVEST).

Timeline:

1879- Wilhelm Wundt founded the first formal laboratory of Psychology at the University of Leipzig, marking the formal beginning of the study of psychology.

1883- The first laboratory of psychology in America is established at Johns Hopkins University.

1886- Sigmund Freud began performing therapy in Vienna, marking the beginning of personality theory.

1892- Foundation of the American Psychological Association (APA) headed by G. Stanley Hall, with an initial membership of 42.

1920- Francis Sumner I became the first African American to receive a doctoral degree in psychology at the University of Cincinnati,

1933- Inez Beverly Prosser became the first African American woman to receive a doctoral degree in psychology at the University of Cincinnati, in educational psychology.

1954- Brown v Board, cited Clarke and Clarke (1950) study in ruling.

1968- Founding of the Association of Black Psychologists.

1970- Kenneth Clark is the first African American to be elected president of the APA.

1972- Publication of the book "Black Psychology"

Alachua County Public Schools African and African American Studies

Module 1 Title: History of Psychology	
Subject Area: Psychology	Time Requirement: 1 class period/ Approximately 50 minute

Module Objectives/ Essential Questions:

Include more contributions of Blacks/ African Americans into the current History of Psychology Unit

Discuss what obstacles prevented many Black Americans from entering the field of Psychology in the beginning of the 20th century (e.g., cost of attendance, racism, longer periods of matriculation, location)

Discuss the creation of the Association of Black Psychologists (ABPsi) and its separation from the American Psychological Association (APA)

Standards/ Benchmarks:

[SS.912.P.1.2](#)- Describe the emergence of psychology as a scientific discipline.

[SS.912.P.1.3](#)- Describe perspectives employed to understand behavior and mental processes.

Key Terminology:

[Dr. Francis Sumner](#)

[Dr. Robert Williams](#)

[Dr. Reginald Jones](#)

[Dr. Joseph White](#)

[Drs. Kenneth and Mamie Clark](#)

[Dr. Linda James Myers](#)

[Dr. Inez Beverly Prosser](#)

[Dr. Janet Helms](#)

[Dr. Margaret Beale Spencer](#)

Activities:

1. Introduce students to important African American Psychologists and why it is important to study Black Psychologists utilizing [PPT](#)
2. [Psychologist Matching](#)- Students will work in groups to complete this activity. Each group will be given pictures of influential Psychologists/Black Psychologist, a list of names of the Psychologists and a list of descriptions of their important contributions to the field of Psychology. Students will be given 5 minutes to match as many pictures, names, and descriptions as they can. The team with the most correct matches at the end of the activity wins.
3. [Influential Psychologist Heads Up](#) - Students will each be given an index card/sticky note with the name of an Influential Psychologist/Black Psychologist. Students will be instructed not to look at their cards and place their cards on their forehead. Students will walk around the room and provide clues to each other in an effort to help their classmates identify what influential Psychologist/ Black Psychologist they were assigned.
4. Black Psychologist matching Quiz- Students will match the psychologists name with their contribution to the field
5. (Also available as alternate activities/ Assessments) [Kahoot](#), [Quizlet](#)

Higher Order Thinking Questions:

1. Why is it important to study Black psychologists?
2. What obstacles prevented many Black Americans from entering the field of Psychology in the beginning of the 20 th century?
3. Why did Black psychologists feel it was necessary to form their own organization separate from the APA?

Assessments/ Assessment Grading Criteria (please attach copies of any assessment handouts to the end):

[Black Psychologist Matching Activity](#)

[Black Psychologist heads up results](#)

[Kahoot](#)

[Quizlet](#)

Technology Needs:

Projector for PPT, ability to print

Materials (please attach copies of any handouts to the end of the lesson):

[PPT Black Psychologists](#)

[Black Psychologist Matching Activity](#)

[Black Psychologist heads up results](#)

References:

<https://www.apa.org/pi/oema/resources/ethnicity-health/psychologists/sumner-prosser>

[https://en.wikipedia.org/wiki/Robert_Williams_\(psychologist\)](https://en.wikipedia.org/wiki/Robert_Williams_(psychologist))

https://en.wikipedia.org/wiki/Association_of_Black_Psychologists

https://en.wikipedia.org/wiki/Reginald_L._Jones

<https://www.apa.org/pi/oema/resources/ethnicity-health/psychologists/white>

<https://www.apa.org/pi/oema/resources/ethnicity-health/psychologists/clark>

<https://www.apa.org/pi/oema/resources/ethnicity-health/psychologists/linda-james-myers>

<https://www.apa.org/monitor/2008/11/prosser>

<https://www.bc.edu/bc-web/schools/lynch-school/sites/isprc/about/meet-the-staff/JanetHelms.html>

<https://humdev.uchicago.edu/directory/margaret-beale-spencer>

Alachua County Public Schools African and African American Studies

Module 2 Title: Theories of African American Personality

Subject Area: Psychology

Time Requirement: 1 class period/
Approximately 50 minute

Module Objectives/ Essential Questions:

- Include a discussion of Africentric Theories of Personality into the current Theories of Personality Unit
- Define Theories of Personality
- Differentiate between Western and Africentric values and discuss how they contribute to theories of personality.
- Discuss Major Theories of Personality/Africentric Personality
- Apply Theories of Personality/Africentric Personality

Standards/ Benchmarks:

[SS.912.P.16.5](#)- Differentiate personality assessment techniques.

[SS.912.P.16.6](#)- Discuss the reliability and validity of personality assessment techniques.

[SS.912.P.16.8](#)- Discuss stability and change.

[SS.912.P.16.9](#)- Discuss connection to health and work on personality.

[SS.912.P.16.10](#)- Discuss self-concept.

[SS.912.P.16.11](#)- Analyze how individualistic and collectivistic cultural perspectives relate to personality.

Key Terminology:

[Wade Nobles' Extended Self-Model](#)

[Na'im Akbar's Divine Spiritual Core Model](#)

[Robert Williams' WEUSI Model](#)

[Kobi Kamfon's African Self-Consciousness Theory](#)

Activities:

1. Discussion of Western vs Africentric Theories of Personality
2. Introduce students to important Afrocentric theories of personality utilizing PPT (see materials)
or
3. Jigsaw excerpts from [Theories of African American Personality](#)
4. Theory of Personality Case Study- ([Case Studies/ Case Studies with Western Theorists included](#)) Each student will be assigned a theory of personality and will be given a case study consisting of a client's demographic information as well as their presenting issues. Students will use their assigned theory of personality to conceptualize their client/case. They will identify: 1) the components of personality as dictated by their theory 2) Key Concepts and processes involved in healthy and unhealthy development 3) Therapeutic Changes

Higher Order Thinking Questions:

What is a Theory of Personality?

Why is it important to study different theories of personality?

Can personality be shaped by the place you live? Explain.

Assessments/ Assessment Grading Criteria (please attach copies of any assessment handouts to the end):

[Case Studies/ Case Studies with Western Theorists included](#)

Technology Needs:

Projector

Materials (please attach copies of any handouts to the end of the lesson):

[Theories of African American Personality](#)

[Case Studies/ Case Studies with Western Theorists included](#)

References:

<https://books.google.com/books?id=I9R1AwAAQBAJ&pg=PA62&dq=wade+nobles+extended+self&hl=en&sa=X&ved=2ahUKEwjloqiWs8bkAhXEslkKHAD1CBYQ6AEwAHoECAUQAg#v=onepage&q=wade%20nobles%20extended%20self&f=false>

https://books.google.com/books?id=I9R1AwAAQBAJ&pg=PA62&lpg=PA62&dq=divine+spiritual+core+model+akbar&source=bl&ots=5gxPB3Mxl&sig=ACfU3U0_sV2Ffo8na2MpURMxZHPVfk5xQ&hl=en&sa=X&ved=2ahUKEwii6ZvbssbkAhUuwFkKHwLVAvIQ6AEwE3oECAoQAQ#v=onepage&q=divine%20spiritual%20core%20model%20akbar&f=false

<https://books.google.com/books?id=I9R1AwAAQBAJ&pg=PA63&dq=robert+l+williams+weusi+model&hl=en&sa=X&ved=2ahUKEwjgxpW0s8bkAhUn1VkKHfSA1IQ6AEwAHoECAYQAg#v=onepage&q=robert%20l%20williams%20weusi%20model&f=false>

<https://books.google.com/books?id=I9R1AwAAQBAJ&pg=PA66&dq=kobi+K.K.+Kambon%27s+African+Self-Consciousness+Theory&hl=en&sa=X&ved=2ahUKEwijzsittMbkAhXs01kKHY0xDhgQ6AEwAXoECAQQAg#v=onepage&q=kobi%20K.K.%20Kambon's%20African%20Self-Consciousness%20Theory&f=false>

<http://www.jpanafrican.org/docs/vol3no8/3.8Theories.pdf>

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Module 3 Title: Race as a Social Psychological Construct	
Subject Area: Psychology	Time Requirement: 2 class period/ Approximately 1 hour and 40 minute

Module Objectives/ Essential Questions:

Discuss the conceptualization and creation of race as a social construct

Discuss Racial Identity as an aspect of self-concept and social identity

Analyze and Discuss Models of Racial Identity Development

Discuss Clark and Clark Doll studies as a means of exploring/studying the self-concept and racial identity of Black children

Standards/ Benchmarks:

[SS.912.P.10.1](#)-Define culture and diversity.

[SS.912.P.10.3](#)- Discuss the relationship between culture and conceptions of self and identity.

[SS.912.P.10.4](#)- Discuss psychological research examining race and ethnicity.

[SS.912.P.10.6](#)- Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.

Key Terminology:

[Race](#)

[Racial Identity](#)

Activities:

- 1) Watch video clip from [Race the Power of an Illusion: The Story We Tell](#) (minutes 28:30-41:35; (You will need to create a free account to access)
- 2) Discuss race as a social concept and [racial identity](#)
- 3) [Social Identity Wheel Activity](#): This activity is designed to help students identify their own set of social identities and how these identities contribute to their life experiences and experiences with others.
- 4) Complete the [Multidimensional Model of Black Identity \(MMBI\)](#)
- 5) [Racial Identity Stage Identification Journal Activity](#)- Using the models of racial identity development as a guide, students will respond to a journal prompt in which they identify which stage of racial identity development they are currently in and give examples for why they think they are in that stage. Additionally, students will write about their encounter experiences (i.e., moments when the issue of race became particularly salient for them and forced them to think about their own racial or ethnic identity)
- 6) Watch video on the Clark and Clark Doll Study:
 - a) [History of Doll Tests and Brown V Board of Education](#) (1954):
 - b) Updated reproduction of the Clark Study from CNN: [Part I](#)- [Part II](#)
- 7) Discuss results of both studies (see [Discussion Questions](#))

Higher Order Thinking Questions:

Race the Power of an Illusion: The Story We Tell

1. How did the idea of race in America develop?
2. How as science used to justify racial differences?
3. What racial differences were justified by race?
4. Are any of the “scientific” differences attributable to race still used today?

C-Span History of Doll Tests and Brown V Board of Education (1954)

1. Why did the Clarks conduct the doll test?
2. What was Kenneth and Mamie Clark’s hypothesis?
3. What procedures did the Clarks use to test their hypothesis?
4. What were the Clarks’ findings?
5. What other theories from psychology that we have already studied, relate to the Clarks research? Explain your answer.

Inside AC360 Doll Study:

1. Describe the procedures for the experiment described in the video.
2. How is the study similar or different from the experiment conducted by the Clarks?
3. What were the findings of the experiment in this video?
4. How are the results of this experiment similar or different from the results of the Clarks?
5. Were you surprised by the results? Explain your answer using examples from the

videos.

Assessments/ Assessment Grading Criteria (please attach copies of any assessment handouts to the end):

Journal Prompt

[Discussion Questions for videos](#)

Technology Needs:

Computer and projector for videos

Materials (please attach copies of any handouts to the end of the lesson):

Videos:

[Race the Power of an Illusion: The Story We Tell](#)

[History of Doll Tests and Brown V Board of Education](#)

AC360 reproduction of the Clark Study from CNN: [Part I](#)- [Part II](#)

[Discussion Questions for videos](#)

[Racial Identity Models handout](#)

[MMBI handout](#)

References:

<https://www.facinghistory.org/resource-library/video/race-power-illusion-story-we-tell>

<https://www.youtube.com/watch?v=a7sX1cn5aO4>

<https://www.youtube.com/watch?v=DYCz1ppTjiM>

<https://www.youtube.com/watch?v=EQACkg5i4AY>

<http://labs.psychology.illinois.edu/~lyubansk/Conflict/Identity.htm>

<https://www.apa.org/topics/race/>

<https://www.sciencedirect.com/topics/computer-science/racial-identity>

Alachua County Public Schools African and African American Studies

Module 4 Title: Biases in Intelligence and Testing

Subject Area: Psychology

Time Requirement: 1 class period/
Approximately 50 minute

Module Objectives/ Essential Questions:

Include a discussion of cultural biases in constructs of intelligence and standardized tests.

Discuss Racial Disparities in Education.

Discuss Cultural Biases in Testing with African Americans.

Evaluate IQ tests for cultural bias.

Design tests to minimize cultural biases in testing.

Standards/ Benchmarks:

[SS.912.P.13.1](#) Discuss intelligence as a general factor.

[SS.912.P.13.2](#) Discuss alternative conceptualizations of intelligence.

[SS.912.P.13.4](#) Discuss the history of intelligence testing, including historical use and misuse in the context of fairness

Key Terminology:

[Validity](#)

[Reliability](#)

[Cultural Bias](#)

Activities:

- 1) Students are to take one of the following IQ tests
 - a) [The Black Intelligence Test of Cultural Homogeneity \(BITCH Test\)-Robert Williams](#)
 - b) [The Rap IQ est- Reddon-Simmons](#)
 - c) [The Counter Balance General Intelligence Test \(Chitlin Test\)- Dove](#)
- 2) Discuss test results. Discussion should include : How the test is designed to demonstrate how cultural content on intelligence tests may lead to culturally biased score results.
- 3) Review with students the monograph [Testing and Assessment with Persons and Communities of Color](#)
- 4) In groups of 4 students are to create a 10 question IQ test free from bias

5) As an individual students are to write a paragraph explaining how they tried to eliminate bias from their IQ test.

Higher Order Thinking Questions:

Why are IQ tests biased?

Is bias in testing inherent or can it be eliminated?

How can bias in testing be reduced?

Is it enough to know that a bias existed?

What is the relationship between bias and validity and reliability?

Assessments/ Assessment Grading Criteria (please attach copies of any assessment handouts to the end):

Paragraph on how to eliminate bias from IQ tests.

Technology Needs:

None

Materials (please attach copies of any handouts to the end of the lesson):

[The Black Intelligence Test of Cultural Homogeneity \(BITCH Test\)-Robert Williams](#)

[The Rap IQ est- Reddon-Simmons](#)

[The Counter Balance General Intelligence Test \(Chitlin Test\)- Dove](#)

References:

<https://www.simplypsychology.org/validity.html>

<https://www.simplypsychology.org/reliability.html>

<https://www.brighthubeducation.com/student-assessment-tools/65699-standardized-testing-and-cultural-bias/>

[Testing and Assessment with Persons and Communities of Color](#)

https://www.islandhoppinginthephilippines.com/team-building-travel-asia/_wilderdom.com/10-Multicultural,%20Cross-cultural%20&%20Intercultural%20Games%20and%20Activities/Cultural%20Bias%20in%20Intelligence%20Testing.htm

<https://www.apa.org/pi/oema/resources/testing-assessment-monograph.pdf>

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Module 5 Title: African Americans and Help Seeking Behavior

Subject Area: Psychology

Time Requirement: 1 class period/
Approximately 50 minute

Module Objectives/ Essential Questions:

Include a discussion of help seeking attitudes of Black Americans into the current Help-Seeking and Therapy unit

Discuss the challenges Black Americans face when seeking help

Discuss racial/ethnic differences in mental health service utilization

Discuss concepts to consider when engaging in therapy with Blacks/African Americans

Standards/ Benchmarks:

[SS.912.P.17.2](#)-Describe historical and cross-cultural views of abnormality.

[SS.912.P.17.3](#)- Describe major models of abnormality.

[SS.912.P.17.4](#)- Discuss how stigma relates to abnormal behavior.

[SS.912.P.17.5](#)- Discuss the impact of psychological disorders on the individual, family, and society.

[SS.912.P.18.1](#)- Explain how psychological treatments have changed over time and among cultures.

[SS.912.P.18.8](#)- Identify other factors that improve the efficacy of treatment.

Key Terminology:

Psychotherapy

Help Seeking Behavior

Cross Cultural Competence

Activities:

1. Think Pair Share Group Activity- Students will work in small groups to identify characteristics of Blacks/African Americans based on the following categories and will then discuss the clinical/therapeutic implications of these characteristics:
 - a. Group 1: Ethnic/Racial Identity
 - b. Group 2: Family Structure
 - c. Group 3: Spiritual and Religious Values
 - d. Group 4 Education
2. Students will read excerpts from [Racial/ Ethnic Differences in Mental Health Services](#). (pages 11-20) Discuss racial and ethnic differences and the charts from the excerpt.
3. In groups students will brainstorm a list of concepts to consider when engaging in therapy with African Americans. Students will then present their lists to the class.
4. Project list of considerations and compare students lists to the projected list.
5. Students will write a reflective journal entry on the necessity for cross cultural competence when treating patients.

Higher Order Thinking Questions:

Is it necessary for the therapeutic process of individuals of different races to be different? Explain.

How does race affect the therapeutic process?

What should therapists consider when conducting therapy with individuals of different races?

Assessments/ Assessment Grading Criteria (please attach copies of any assessment handouts to the end):

Journal Entry

Technology Needs:
Projector

Materials (please attach copies of any handouts to the end of the lesson):
Copies of excerpt from [Racial/ Ethnic Differences in Mental Health Services](#)
[Therapy Considerations Handout](#)

References:

<https://www.integration.samhsa.gov/MHServicesUseAmongAdults.pdf>

Attachments:

[Module 1: Historical Black Psychologists Matching](#)

[Module 1: History of Black Psychologists PPT](#)

[Module 1: Historical Black Psychologists Heads Up Cards](#)

[Module 2: African American Case Studies](#)

[Module 2: African American Case Studies w/ Western Models](#)

[Module 2 Theories of African American Personality PPT](#)

[Module 3: Racial Identity Models](#)

[Module 3 Video Discussion Questions](#)

[Module 3: MMBI](#)

[Module 4: BITCH IQ test](#)

[Module 4: RAP IQ test](#)

[Module 4: RAP IQ test w/ Answers](#)

[Module 4: Chitling IQ Test](#)

[Module 4: BITCH 100 Research Article](#)

[Module 4: Testing and Assessment with Persons and Communities of Color](#)

[Module 5: Therapy Considerations](#)