



Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waiialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP7342A

Course Title: Evaluation and Treatment of Diverse and Marginalized Populations

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: College of Education and Behavioral Sciences

Term: Summer I 2019

Course Credits: 3.0

Class Meeting Days: Tuesdays

Class Meeting Hours: 9:00am-4:00pm

Class Location:

Instructor Name: Yvonne N. Awana, Psy.D.

Email: yvonne.awana@chaminade.edu

Phone: 808.739.7427

Office Location: Kieffer Hall, Rm 04

Office Hours:

University Course Catalog Description

This course is designed to sensitize the student to the presence of cultural and racial stereotypes that interfere with optimal understanding and treatment of racial and ethnic population in American society. Theory and research are reviewed so as to understand cultural differences and the interplay among concepts of pathology, treatment, and cultural stereotyping. Information is provided about the unique mental health needs of Pacific Islanders, African Americans, Asians, Hispanics, Native Americans, gay, lesbian, bisexual, and transgendered populations.

Course Overview

This course is also designed to sensitize students to issues of inclusion, exclusion, and power in clinical work with ethnically, racially, and culturally-defined groups, women and men, gay/lesbian/bisexual/transgendered people, people with disabilities, elders, people with HIV disease, and other groups of involuntary and voluntary affiliation. Students' awareness of their own biases and strengths in human relations is facilitated. Theory and research relevant to the mental health needs of marginalized groups is reviewed, and students develop strategies for integrating this knowledge base into clinical practice. The focus of this course is to empower students' continual process of self-understanding and awareness in considering the nuances that may impact them as clinicians. In addition, this course will support students in their assessment, case conceptualization, and treatment of diverse and marginalized populations as a means of promoting clinician competency, providing ethical and professional services, critical thinking, and maintaining self-reflexivity.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

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 (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

HSPP Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.

Learning Outcomes

1. Students will demonstrate an understanding of the current body of knowledge in applied areas of psychology that serve as foundations for clinical practice. One of these areas is diversity, in particular minority and marginalized populations. (3, 4)
2. Students will demonstrate an understanding of the APA Code of Ethics as that code applies to themselves and to other professionals during all interactions with students, staff and faculty, a in all courses and practicum by anticipating ethical dilemmas, consider potential solutions, and initiating consultation as need, to create ethical solutions as it relates to diversity in psychology. (1, 2, 3, 4)
3. Student will demonstrate the necessary knowledge and skills for working with diverse clients (broadly defined as issues related to gender, age, sexual orientation, race/ethnicity, national origin, religion, physical ability, & SES in their coursework. (1, 2, 3, 4)

Course Format

Through readings, lecture, group discussion, presentations, interviews, and experiential components, concepts in the Evaluation and Treatment of Diverse and Marginalized Populations will be explored. They include theories in the area of diversity, issues related to therapy, conceptualization and treatment of diverse and marginalized populations, and self-reflexivity.

Course Expectations

- This course is heavily experiential.
- It is anticipated that in the course of students' graduate education, they *will have a variety of emotional experiences and reactions to didactic lectures, discussions of psychodiagnostic and psychotherapy clinical case materials, and in their practicum and internship experiences with patients/clients. Being in contact with one's own internal states and understanding one's emotional reactions around contacts with clinical material is understood to be an integral part of one's professional responsibility.* Chaminade

University encourages students to share or discuss these experiences as appropriate and relevant to course material in the classroom. The self-disclosure of emotional experiences should be at the discretion of each individual student, and at a level that each is comfortable with. It is expected that such self-disclosure should take place in a supportive and non-intrusive context. Chaminade University policy, while encouraging appropriate self disclosure, regards such disclosure as voluntary. Requirements or pressure on the part of either faculty or fellow students on individuals to share such emotional experiences when they are unwilling to do so is understood to contradict the policy of this school.

- Throughout this course, self-disclosure will be considered voluntary. In the event that affective reactions to the material presented in this course become overwhelming, students are encouraged to speak with the instructor, seek out sources of informal support, and/or, seek out formal support in the form of individual therapy.
- **It is expected that students be respectful and sensitive towards their peers and themselves.**

Diversity Component: Diversity will be addressed as a broad construct to include issues related to age, ethnicity, culture, family patterns, gender, physical disability, religious preference, sexual orientation, social class, and spirituality. Diversity will be incorporated into didactic learning in this course. Students are encouraged to reflect on their personal and professional biases, preferences, and expectations regarding diversity as a means of refining and strengthening professional competence and skill in administering, scoring, and interpreting projective assessments.

Critical Thinking Component: Students will be encouraged and supported to apply critical thinking skills (i.e. deductive and inductive reasoning skills, logic, judgment, reflection, and questioning) when assessing, conceptualizing, evaluating, and discussing cases and assessment profiles throughout this course.

Ethics and Professional Behavior Component: Throughout the course students will be encouraged to discuss ethical and legal issues that emerge within the framework of the assessment process. Classroom discussions will be used to further the understanding and development of ethical principles and professional behavior of students, specifically involving projective assessment.

Course Prerequisites

None

Required Learning Materials

Required Textbook

Cohen, A. B. (Ed.). (2014). *Culture reexamined: Broadening our understanding of social and evolutionary influences*. Washington, DC: American Psychological Association.

Other Required Readings

American Psychological Association. (2006). Evidence-based practice in psychology. *American Psychologist*, 61(4), 271-285.

Chorpita, B. F., & Daleiden, E. L. (2009). Mapping evidence-based treatments for children and adolescents: Application of the distillation and matching model to 615 treatments from 322 randomized Trials. *Journal of Consulting & Clinical Psychology*, 77(3), 566-579.

Cochran, S. V. (2005). Evidence-based assessment with men. *Journal of Clinical Psychology*, 61(6), 649-660.

Dyche, L., & Zayas, L. H. (2001). Cross-cultural empathy and training the contemporary psychotherapist. *Clinical Social Work Journal*, 29(3), 245-258.

Greene, B. (2005). Psychology, diversity and social justice: Beyond heterosexism and across the cultural divide. *Counselling Psychology Quarterly*, 18(4), 295-306.

Huey, S. J., & Polo, A. J. (2008). Evidence-based psychosocial treatments for ethnic minority youth. *Journal of Clinical Child & Adolescent Psychology*, 37(1), 262-301.

- Jacob, K. S., & Kuruville, A. (2012). Psychotherapy across cultures: the form-content dichotomy. *Clinical Psychology & Psychotherapy, 19*(1), 91-95.
- Messer, S. B. (2004). Evidence-based practice: Beyond empirically supported treatments. *Professional Psychology: Research and Practice, 35*(6), 580-588.
- McDonald, K. E. (2010). Transculturals: Identifying the invisible minority. *Journal of Multicultural Counseling & Development, 38*(1), 39-50.
- Northey, W. F., & Hodgson, J. (2008). Empirical studies in family therapy: Keys to implementing empirically supported therapies. *Journal of Family Psychotherapy, 19*(1), 51-84.
- Rutherford, K., McIntyre, J., Daley, A., & Ross, L. E. (2012). Development of expertise in mental health service provision for lesbian, gay, bisexual and transgender communities. *Medical Education, 46*(9), 903-913.
- Swartz-Kulstad, J. L., & Martin, W. E. Jr. (1999). Impact of culture and context on psychosocial adaptation: The cultural and contextual guide process. *Journal of Counseling and Development, 77*(3), 281-293.
- Weisz, J. R., & Gray, J. (2008). Evidence-based psychotherapy for children and adolescents: Data from the present and a model for the future. *Child & Adolescent Mental Health, 13*(2), 54-65.

Technology

The following technology may be required in order to complete courses in the Clinical Psychology program:

Minimum technology requirements. For PCs: at least an Intel® or AMD x86 processor running at 1.3 GHz or faster; 4GB of RAM, 10 GB hard drive space, 1024x576 display, and a DVD-ROM drive (video hardware acceleration is optimal); one of the following operating systems: Windows 7, Windows Server 2003 with Service Pack 2 and MSXML 6.0 (32-bit Office only), or Windows Server 2008 or later 32 or 64-bit OS. For Macs: at least an Intel processor, Mac OS X 10.5.8 or later; 1 GB of RAM, 10 GB free hard drive space, 1280x800 display, and a DVD-ROM drive.

Software requirements. Current Norton Antivirus (Version 10.2 or higher); Microsoft Office Professional (Version 2010 for PC and 2011 for Mac) containing Powerpoint and Word; Acrobat (full version).

Internet requirements. 56K or faster Internet or broadband connection; web browser: Microsoft Internet Explorer, Mozilla Firefox, or Google Chrome for PC users, Apple Safari, Mozilla Firefox, or Google Chrome for Mac users.

Grading

Course Requirements & Assignments

- **Attendance/Tardy/Participation:** Given the course's focus on didactic, discussional, participation, and especially experiential learning, students are expected to attend all classes and be on time. It is also expected that students will inform the instructor ahead of time if they will be late or absent for a class. If students are tardy or miss a class, they are responsible for finding out what material was covered in addition to making up missed work. I encourage students to consult with me to review material missed and for make-up work. Additionally, excessive tardies may be considered a missed class session(s). As a courtesy to others, please try to be in class on time. Students who miss 3 or more classes will be required to repeat the class.
- **Readings:** Prior to coming to class, students will have completed all assigned readings.
 1. **Student Presentations:** Students will Present on Chapters from:

Cohen. A. B. (Ed.). (2014). *Culture reexamined: Broadening our understanding of social and evolutionary influences*. Washington, DC: American Psychological Association.

Group 1: 1, 2, 3, 4

Group 2: 5, 6, 7, 9

Student Presentations should reflect: salient themes; critical analysis; clinical implications, and addressing personal biases, beliefs, assumptions, and expectations. Presentations should be approximately 45 minutes with an additional 15 minutes for questions and feedback. (Please be mindful of the time)

2. **Personal Process Paper:** Students will write a 5 page Personal Process Paper that reflects their experience of the course, diversity, and their reflexive processes.
3. **Final Project:** Students will creatively create a symbol of themselves that reflects how they identify with their understanding of their Being (culture, ethnicity, gender, religion, spirituality, role, etc)

Grading Scale

Method	% of Grade
Attendance and Participation	10
Student Presentation	35
Personal Process Paper	15
Final Project	40
Total:	100

Grading Scale (final scores > .5 will be rounded up)

A = 90 – 100

B = 80 – 89

C = 70 – 79

F = 69 and below

Course Policies

Grades of "Incomplete"

An Incomplete Grade will be given to a student who is experiencing hardship. Students are responsible for discussing their need for an incomplete grade and submitting the necessary paperwork in a timely fashion.

Instructor and Student Communication

Questions for this course can be emailed to the instructor. Online, in-person and phone conferences can be arranged. Response time will take place up to 2 days.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

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 the Counseling Center 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 Counseling Center at (808) 735-4845 for further information.

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.

Attendance Policy

The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade. Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

From the 2018-2019 Graduate Academic Catalog (p. 21):

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>

All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 6th Edition* (2010). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th Edition* for thesis and paper format.

Scholarly writing: The faculty at the Hawaii School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from

academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Schedule

Week 1 – May 28

- Dr. Patrick Kamakawiwo`ole
- Introduction/Contact Information
- Personal Cultural and Ethnic Identity
- Autobiographical Experience of Marginalization
- Review Syllabus
- Course Expectations
- Sign-Up For Group Presentations
- Diversity and Expression in Art
- “Dear White People”

Week 2 – June 4

Course is based on philosophy of PCM

1. How is the issue personally meaningful to me?
2. What is at the Heart of the matter?
3. Where do I go from here?
4. Prejudice, Stereotype, Racism, Discrimination, Sexism, Heterosexism, and Being Self-Reflexive in working with diverse and marginalized populations
5. Ideographic Perspective, Emic Perspective, Ecosystemic Approach
6. Mutual/Relational Empathy: A bi-directional experience in therapy
7. Self-Reflexivity
8. Self-Empathy
9. Personal philosophical assumptions and choice of theoretical orientation(s)
10. Critical Thinking in Clinical Case Conceptualization
11. Meet with groups

Week 3 – June 11

- Minority Identity Model: Atkinson, Morten, & Sue
(Primary Source: *Atkinson, D. R., Morten, G., & Sue, D. W. (Editors)(1998). Counseling American Minorities: A Cross Cultural Perspective* (5th Edition). McGraw. Hill Company.
- Kim’s Asian American Identity Model
(Primary Source: *Processes of Asian American Identity Development: A Study of Japanese American Women’s Perceptions of Their Struggle to Achieve Positive Identities as Americans of Asian Ancestry* by Kim, Jean, Educ.D., University of Massachusetts Amherst, 1981, 216 pages: AAT 8118010)
- Janet Helm’s White Racial Identity Model (WRID)
(Primary Source: Helms, J. (1990) *Toward a Model of White Racial Identity Development* in Helms, J (Ed.). *Black and White Racial Identity*, 49-66. Westport, CT: Prager Press.)
- Cross’s Black Identity Development Model
(Primary Source: *The Psychology of Nigrescence: Revising the Cross Model*. Handbook of Multicultural Counseling. Cross, William E., Jr. (1995))
- Ruiz’s Latino/Hispanic American Identity Development Model
(Primary Source: Ruiz, A. S. (1990) *Ethnic Identity: crisis and resolution*. *Journal of Multicultural Counseling and Development*, 18(1), 29-40.)
 - **Discussion of Identity Models**

Week 4 – June 18

Dr. Joy Tanji – Symbols and Metaphor in Psychotherapy

- The Food Project
 1. Each student will be respectful and sensitive to each other in the process of the Food Project

2. Each student will conduct themselves ethically and professionally
 3. There will be no bartering or coercing in the Process of the Food Project
 4. This project heavily embraces the student's ability to be self-reflexive
 5. You are to follow the professor's directions carefully
 6. Groups are able to consult with the professor throughout the Food Project process
- Meet with groups

Week 5 – June 25

- Cultural Psychodrama
- **Meet with groups**

Week 6 – July 2

- Group Presentations
- Giving Back to the Community

Week 7 – July 9

- Personal Process Paper Due
- Final Project Due

Week 8 – July 16