Chaminade University OF HONOLULU

Course Syllabus
Chaminade University Honolulu
3140 Waiʻalae Avenue - Honolulu, HI 96816
www.chaminade.edu

Course Number: PP-7342-01-7 (Tuesday section) or PP-7342-02-7 (Thursday section)
Course Title: Evaluation and Treatment of Diverse and Marginalized Populations
Department Name: Hawaiʻi School of Professional Psychology
College/School/Division Name: School of Education and Behavioral Sciences
Term: Summer 2022
Course Credits: 03
Class Meeting Days: Tuesdays or Thursdays
Class Meeting Hours: 9:00am–4:00pm
Class Location: Eiben Hall, Rm 102 (Tuesday section), Eigen Hall, 201 (Thursday section)

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Office Hours: Wednesdays, 9:00–4:30pm and by special appointment as needed (please email to schedule an alternative time)

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University Course Catalog Description and Overview
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 populations 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.

This course is designed to sensitize students to issues of inclusion, exclusion, power, and social justice in clinical work with diverse and marginalized populations. It will examine the importance of humility, compassion, and critical thinking in our approach to working with issues of intersectionality and marginalization. The course serves as an introduction to the strengths and challenges of striving to understand identity as the intersection of multiple social identities (e.g., ethnic, racial, and cultural; family; religious and spiritual; socioeconomic status; professional; gender; sexual orientation; abilities; age and cohort; regional; health status; and other groups of voluntary and involuntary affiliation).

The focus of this course begins with the examination of students' ongoing processes of self-exploration, -understanding, and -awareness of the complexities of their own identities and its implications for self-reflexive practice. Theory and research relevant to the mental health needs of marginalized groups is discussed, and students will be facilitated in developing a metacognitive map of how to navigate complex cases.

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 in marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:
- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- 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 ʻŌlelo Noʻeau (Hawaiʻian proverbs) and Marianist core beliefs:
1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God
2. Provide an Integral, Quality Education (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 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 noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies
The Hawaiʻi 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 Hawaiʻi 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 Hawaiʻi School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (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. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.
3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate 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. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

Course Learning Outcomes
1. Students will apply the concept of intersectionality and cultural humility to understanding self and others. (Competency 4)
2. Students will analyze how power, oppression, and privilege impact the experiences and wellbeing of diverse individuals and groups. (Competency 4)
3. Students will analyze, compare, and critique multiple diversity-informed models of identity development. (Competency 4)
4. Students will demonstrate skill in constructing models for conducting clinical assessments, case conceptualizations, and treatment plans that are informed by diversity knowledge and the APA Professional Practice Guidelines. (Competencies 1 and 8)
5. Students will critically review selected professional, theoretical, and research literature related to prevalent issues in diversity, and to examine their implications for practice. (Competency 4)

Required Learning Materials

Required Textbooks

Hays, P. A. (2022). *Addressing cultural complexities in counseling and clinical practice: An intersectional approach.* American Psychological Association.

Hook, J. N., Davis, D., Owen, J., & DeBlaere, C. (2017). *Cultural humility: Engaging diverse identities in therapy.* American Psychological Association.

Required Readings

Agner, J., Barile, J. P., Botero, A., Cha, T., Herrera, N., Kakau, T. M., Nakamura, L., Inada, M., & Hawaii Clubhouse Coalition. (2020, September). Understanding the role of mental health clubhouses in promoting wellness and health equity using pilinahā—An indigenous framework for health. *American Journal of Community Psychology*, 1–12. https://doi.org/10.1002/ajcp.12457

Allen, G. E. K., Conklin, H., & Kane, D. K. (2017). Racial discrimination and psychological health among Polynesians in the U.S. *Cultural Diversity and Ethnic Minority Psychology*, *23*(3), 416–414. http://dx.doi.org/10.1037/cdp0000133

American Psychological Association. (2022). *APA professional practice guidelines.* https://www.apa.org/print-this

Anderson H., & Goolishian, H. (1992). The client is the expert: A not-knowing approach to therapy. In S. McNamee & K. J. Gergen (Eds.), *Therapy as social construction* (pp. 25–39). SAGE Publications, Inc.

Brondolo, E., ver Halen, N. B., Pencille, M., Beatty, D., & Contrada, R. J. (2009). Coping with racism: A selective review of literature and a theoretical and methodological critique. *Journal of Behavioral Medicine*, *32*, 64–88. DOI: 10.1007/s10865-008-9193-0

Brown, C. L., Love, K. M., Tyler, K. M., Garriot, P. O., Thomas, D., & Roan-Belle, C. (2011). Parental attachment, family communalism, and racial identity among African American college students. *Journal of Multicultural Counseling and Development*, *41*, 108–122. DOI: 10.1002/j.2161-1912.2013.00031.x

Clauss-Ehlers, C. S., Chiriboga, D. A., Hunter, S. J., Roysircar, G., & Tummala-Narra, P. (2019). APA *multicultural guidelines* executive summary: Ecological approach to context, identity, and intersectionality. *American Psychologist*, *74*(2), 232–244. http://dx.doi.org/10.1037/amp0000382

Conoley, C. W., Close Conoley, J., Ivey, D. C., & Scheel, M. J. (1991). Enhancing consultation by matching the consultee's perspective. *Journal of Counseling & Development*, *69*, 546–549.

Cordes, C. C. (2021). Disability-affirmative integrated primary care. *Families, Systems, & Health*, *39*(3), 546–550. https://doi.org/10.1037/fsh0000640

Daniels, J. A. (2001). Conceptualizing a case of indirect racism using the White racial identity development model. *Journal of Mental Health Counseling*, *23*(3), 256–268.

Dierckx, K., Valcke, B., & Van Hiel, A. (2019). The trickle-down effect of procedural fairness on perceptions of daily discrimination: How societal actors can build social trust among minority members. *European Journal of Social Psychology*, *51*, 343–359.

Gadson, C. A., & Lewis, J. A. (2022). Devalued, overdisciplined, and stereotyped: An exploration of gendered racial microaggressions among Black adolescent girls. *Journal of Counseling Psychology*, *49*(1), 14–26. https://doi.org/10.1037/cou0000571

Gray, J. S., Wheeler, M. J., & Bender, N. M. (2022). The three sisters garden: A cultural approach to cultivating American Indian/Alaska Native (AI/AN) psychological service providers. *Psychological Services.* Advance online publication. http://dx.doi.org/10.1037/ser0000655

Ishikawa, M. (2018). Mindfulness in western contexts perpetuates oppressive realities for minority cultures: The consequences of cultural appropriation. Simon Fraser University Educational Review, 11(1), 107–115. https://journals.lib.sfu.ca/index.php/sfuer/article/view/757/473

Linnemeyer, R. M., Nilsson, J. E., Marszalek, J. M., & Khan, M. (2018). Social justice advocacy among doctoral students in professional psychology programs. *Counselling Psychology Quarterly*, *31*(1), 98–116. https://doi.org/10.1080/09515070.2016.1274961

Meyer, M. A. (2013). Holographic epistemology: Native common sense. *China Media Research*, *9*(2), 94–101. http://www.chinamediaresearch.net

Patallo, B. J. (2019). The multicultural guidelines in practice: Cultural humility in clinical training and supervision. *American Psychologist*, *13*(3), 227–232. http://dx.doi.org/10.1037/tep0000253

Perrin, P. B. (2019). Diversity and social justice in disability: The heart and soul of rehabilitation psychology. *Rehabilitation Psychology, 64*(2), 105–110. http://dx.doi.org/10.1037/rep0000278

Poston, W. S. C. (1990). The biracial identity development model: A needed addition. *Journal of Counseling & Development*, *69*, 152–155.

Rivas-Drake, D., Umaña-Taylor, A. J., Schaefer, D. R., & Medina, M. (2017). Ethnic-racial identity and friendships in early adolescence. *Child Development*, *88*(3), 710–724. DOI: 10.1111/cdev.12790

Sage, W. M., & Laurin, J. E. (2018). If you would not criminalize poverty, do not medicalize it. *The Journal of Law, Medicine & Ethics*, *46*, 573–581. DOI: 10.1177/1073110518804199

Scott, D. A., & Robinson, T. L. (2001). White male identity development: The key model. *Journal of Counseling and Development*, *79*, 415–421.

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life. *American Psychologist*, *62*(4), 271–286. DOI: 10.1037/0003-066X.62.4.271

Yeo, E., & Torres-Harding, S. R. (2021). Rupture resolution strategies and the impact of rupture on the working alliance after racial microaggressions in therapy. *Psychotherapy*, *58*(4), 460-471. https://doi.org/10.1037/pst0000372

Course Requirements

Attendance and Participation (5pts). Regular attendance and active participation in class discussions and activities are required. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Failure to meet these expectations will result in an individual meeting with the instructor, and if severe or chronic will result in a meeting with the student's academic advisor for remediation. Late or absent students are responsible for missed material, and more than two unexcused absences will require additional work and may result in loss of credit for the course.

Students are expected to familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on the readings.

Ecogram: Exploring Intersectionality (15pts)
Students will construct an ecogram that maps the intersectionality of their multiple social identities. They will then write a brief reflection paper (1–2 pages max.) that discusses the potential implications of their ecogram findings for future clinical practices. For example, how does this map of their emergent identity provide a framework or context for understanding how they currently think about and approach case work (e.g., the focus of their inquiries and follow-up, how they design interventions, etc.)? **(10pts)**

At the end of the term, students will revisit their ecogram and generate a revised reflection informed by what they have learned about diversity. **(5pts)**

Group Exercises (20pts)
Students will participate in a series of experiential learning activities designed to help them see others and approaching others who are different from themselves in a different way—in a more open, curious, and reflexive way.

Thinking Collectivistically. Students will watch the video, *Encanto*, that portrays the family Madrigal that lives in a small, hidden collectivistic community. The story of this family is told in the form of metaphors or "gifts" that represent the roles and functions of each Madrigal family member. As you watch the story of family Madrigal, try to identify each Madrigal family member's role and function in the family and community.

Cross-cultural Simulation. Students will divide into two teams and create a cultural ritual. They will then take turns visiting the other culture. They will try to sensitively immerse into the other culture and generate hypotheses about the values of the other culture and what they think the significance of the ritual may be.

Public Conversation Model. Students will practice using the Public Conversation Model, a systemic intervention used to transform divisive debates into focused conversations.

Diversity-informed Identity Development Models. Students will examine, compare, and critique some of the prevailing diversity-informed identity development models of the modern and postmodern era. They will also discuss how they might use some of these models to inform their practice.

Essays (25pts)
Students will write two, short essays on each of the following diversity issues. Students will focus these papers on a specific community and area of challenge or interest to them. The references used to inform your essay may include some theoretical and secondary source readings, but it must be informed by a minimum of at least three (3) peer reviewed, research articles. It must also be written in APA Publication Manual (7th ed.) format. Each essay must be concisely written, and be no more than 5 pages long (not counting references). Please include a title page and references. No abstract is required.

Essay 1: **Power, Oppression, and Privilege (10pts)**
Explore how issues of power, oppression, and privilege may have impacted an individual with whom you have worked clinically. How did oppression, marginalization, and/or stigma impact treatment accessibility, treatment acceptability, and treatment efficacy? How did you assess the accuracy of your diagnosis or theoretical case conceptualization (includes both the problem formulation and treatment plan) in order to inform practice with your knowledge of their intersectionality?

Essay 2: **Meta-cognitive Map for Best Practices in Diversity Work (15pts)**
Students will generate a working model for applying their diversity knowledge to practice. The model should include the following:
1. a working definition or theory of diversity,
2. a discussion of the clinical relevance of an intersectional approach,
3. a discussion of the challenges of an intersectional approach and how you might resolve some of these challenges,
4. an overview of the relevant dimensions of diversity you would examine when gathering clinical information over time,

5. a step-by-step procedure or cyclical process you might use to generate a more phenomenologically attuned understanding of a client,
6. how you would reconcile a client's diversity issues with the use of standardized tests that may not be normed on the population you are serving and manualized approaches to care,
7. a plan for identifying and addressing limits of competence.

Journal Article Presentation (10pts)
Students will present one article from a selected subset of the articles listed, above, under "Assigned Readings." Please see weekly schedule and sign up to present one of the articles; articles marked with an asterisk (*) can be reviewed and presented for this assignment.

Students will provide a 15-minute article presentation. They will (1) present 3-5 main points from the article, (2) link the article information directly to the material being covered on the week of their presentation, and (3) provide a written summary, to be distributed to their peers (the summary can be presented as a one-page Word document of PowerPoint). After the summary, students will be required to lead their peers in a five-minute discussion regarding the themes of the article if it is a theoretical paper or a five-minute discussion of the methodological rigor of the study if it is an empirical paper (quantitative or qualitative study). Please see rubric for this assignment.

Group Presentation with Case Vignette (20pts)
Students will create a short presentation on a specific diversity issue. The presentation will consist of a brief PowerPoint presentation and descriptive one-page case vignette that will be used to facilitate class application of the material presented to a novel case. Alternately, the vignette can be used as the basis for an experiential exercise (i.e., roleplay) that introduces students in the class to a particular skill that can be used in addressing the diversity issue.

No later than the day before the group's presentation, students will provide the professor with a copy of their PowerPoint and vignette, so it can be uploaded to the course Google Drive folder by the instructor, making it accessible to all members prior to coming to class.

The total grade for this component of the class (presentation + vignette) is 35pts. The total time allowed for each presentation is 50 minutes. Students are encouraged to practice their presentations so that they are able to complete the presentation in this time frame.

Grading

Project/Assignment	Point Value
Attendance and Participation	5
Ecogram: Exploring Intersectionality*	15
Group Exercises (PCM, thinking collectivistically, diversity-informed identity development models, and cross-cultural simulation)*	20
Essays (2 essays)*	25
Journal Article Presentation*	10
Group Presentation with Vignette*	25
Total	100

*Students MUST receive a minimum competency passing grade of 80% (demonstrating mastery) on each of these course requirements in order to pass the course.

Grading Scale
Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100)   A- = 3.67 (90-92)
B+ = 3.33 (88-89)   B = 3.00 (83-87)   B- = 2.67 (80-82)
C = 2.00 (70-79); Failed - No credit given   F = 0.00 ($\leq$ 69); Failed - No credit given

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.

Course Policies
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 is 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 Kōkua ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

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, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported 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: 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 they should make arrangements to obtain missed information and 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.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

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 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.

Professionalism with Class Topics and Discussions:
It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content).

Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

Academic Conduct Policy: 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 HSPP Program Catalog, 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 Program Catalog, 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 and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty at the Hawaiʻi 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 an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.

Schedule

Week	Date	Topics	Readings (to be completed before attending class)	Assignments Due
1	5/10 or 5/12	Introduction Why diversity matters Changing pedagogical model for diversity training Intersectionality Cultural Humility Syllabus APA Professional Practice Guidelines The personal ecogram: The complexity of identity GROUP ACTIVITY: Thinking collectivistically	Hays: Chs 1, 5 Hook et al.: Chs 1, 2 APA Professional Practice Guidelines Clauss-Ehlers et al. (2019) Patallo (2019)	
2	5/17 or 5/19	The origins of prejudice • Individual and social biases • Social cognition and categorization; "us" and "them" • Is bias in the brain? • Cultural encapsulation Power, oppression, and privilege • Social dominance: Social roles and power • Overt discrimination and microaggressions • Stigma and marginalization • Implicit biases in psychological practice • APA gender-free language guidelines • Diagnostic expectations	Hays: Chs 2, 3, 4 Hook et al.: Ch 3 Sue et al. (2007) *Brondolo et al. (2009): Article Presenter _____ *Allen et al. (2017): Article Presenter _____ *Gadson & Lewis (2022): Article Presenter _____	Ecogram: Generate a diagram of your personal intersectionality. Discuss the potential clinical implications of your findings. Journal Article Presentation (if applicable)

		Moral praxis: Our role in social justice		
3	5/24 or 5/26	Cosmology and worldviews • Origin stories Cross-cultural communication • Individualism and collectivism • High- and low-context cultures • Direct and indirect communication GROUP ACTIVITY: Cultural simulation Creating positive alliances GROUP ACTIVITY: The Public Conversation Model • Exploring our personal narratives: personal experiences of marginalization and cultural learning	Hays: Ch 6 *Meyer (2014): Article Presenter: _____	Essay 1: Power, Privilege, and Prejudice Journal Article Presentation (if applicable)
4	5/31 or 6/2	Diversity and assessment • GUEST (Tuesday): KATHRYN CHUN, PhD "Embracing Healthy Skepticism in Psychological Assessment Issues" • GUEST (Thursday): KATHERINE LIANG "Culturally Informed Assessments and Treatment: Future Directions" Diversity and therapy • Cultural humility; reflexive practice • Diversity-informed case formulations • Establishing strong working alliances • Learning to repair relationship ruptures • Adopting a not-knowing approach • Phenomenological attunement and matching rationales • Organizational culture	Hays: Chs 7, 9, 10 *Yeo & Torres-Harding (2021): Article Presenter _____ Anderson & Goolishian (1992) *Conoley et al. (1991): Article Presenter _____ *Dierckx et al. (2019): Article Presenter _____	Journal Article Presentation (if applicable)
5	6/7 or 6/9	Racial diversity • Racial identity models • Racism and xenophobia • Immigration status GROUP ACTIVITY: Comparing and contrasting, and critiquing diversity-informed identity development models Culture loss • Colonialization	Hays: Chs 8, 11, 12 Hook et al.: Chs 6, 7 *Brown (2009): Article Presenter _____ Daniels (2001) Scott & Robinson (2001) Poston (2001)	Journal Article Presentation (if applicable)

		• Forced acculturation • Soul wounds GUEST (Tuesday and Thursday): HEATHER MEDICINEBEAR, MPH "An approach to inquiry and research through an Indigenous (perspective), while the other eye sees through a Western lens" DANIELLE PAGAT, PSYD "The Gila River Indian Community"		
6	6/14 or 6/16	Socioeconomic Status • Poverty and homelessness GROUP PRESENTATIONS: 1: 2: Gender diversity • Gender socialization: different ways of knowing • Sexism • Trans* oppression Sexual orientation diversity • Heterosexism • LGBTQIA+	Sage & Laurin (2018)	Group Presentation with Vignette write-up (if applicable)
7	6/21 or 6/23	Religious and spiritual diversity • Religious oppression Age and cohort differences • Ageism • Geropsychology: working with the elderly Ability and disability • Ableism • Health status GUEST: ADRIANA BOTERO "Hawaii's Clubhouse Coalition: Promoting Wellness and Health Equity" GROUP PRESENTATIONS: 3: 4:	Hays: Ch 14 *Perrin (2019): Article Presenter _____ Agner et al. (2020) Cordes (2021)	Group Presentation with Vignette write-up (if applicable) Journal Article Review (if applicable)

		Creating a working model for best practices		
8	6/28 or 6/30	Contemporary diversity issues: Consultation - Working with special populations - Limits of competence Decolonizing psychology - Cultural appropriation of indigenous practices - Decolonizing research Advocacy - Social justice advocacy - Mentoring	Hays: Chs 13, 14 Hook et al.: Ch 8 Ishikawa (2018) *Linnemeyer et al. (2018): Article Presenter _____ *Gray et al. (2022): Article Presenter _____	Journal Article Presentation (if applicable) Essay 2 Updates to Ecogram