



Academic School Name

Department Name

## PSY736: Cross-Cultural Counseling

Online Asynchronous

Credits: 3      Section: #90-3      Term: Spring 2025

### Instructor Information



**Instructor:** Dale Fryxell, PhD

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

**Phone:** 808 739-4678

**Office Location:** Brogan 110

**Office Hours:** by appointment

**Virtual Office:** Zoom ID 594 690 5450

**Virtual Office Hours:** by appointment

### Communication

My goal is always to respond to all emails or phone calls, Monday through Friday, within 48 hours. Also, I try to grade all assignments within one week of the due dates, so if for some reason you don't see a grade and comments for an assignment within that time frame, make sure to let me know.

### School & Department Information

#### School of Education and Behavioral Sciences

Office Location: Brogan Hall, Room 110

Phone: 808.739.4652

If you have questions regarding the MSCP program, reach out to your Instructor or the School of Education and Behavioral Sciences.

## Course Description & Materials

### Catalog Course Description

This course will be an examination of the theory and processes of counseling persons in mental health, school, and marriage and family contexts from the perspectives of clients from diverse cultural backgrounds by counselors of equally diverse cultural backgrounds. The focus of the course will be on the impact of the counselor's prejudices, biases, values, ethics, and social/cultural expectations on the counselor from a culturally diverse background. The client must be seen as part of an integrated system of mutually reciprocal components (family, environment, school, social structure, friends, culture, etc.). The counseling context will be viewed from a holistic, integrative perspective rather than an individual perspective.

### Time Allocation

This is a three-credit hour course requiring a minimum of 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend about 30 hours completing course activities, 15 hours researching and preparing the culture project, 20 hours participating in course discussions. There will be an additional 70 hours of work required beyond what is described here including the reading course materials (including the 3 textbooks) and reviewing course presentations, averaging 7 hours each week.

### Required Materials

1. Sue, D. W., Sue, D. Neville, H. A., & Smith, L. (2019). Counseling the culturally diverse. Wiley. ISBN: 978-1-119-44824-2
2. Paniagua, F. A. (2014). Assessing and Treating Culturally Diverse Clients: A practical Guide (4th Edition). Thousand Oaks, CA: Sage Publishing. ISBN: 9781412999779
3. McDermott, J. F., Andrade, N. N. (2011). People and Cultures of Hawaii: The evolution of culture and ethnicity (2nd ed.). Honolulu, HI: University of Hawaii Press. ISBN: 9780824835804

### Recommended Items

NA

### Canvas (<https://chaminade.instructure.com>)

Canvas is our online learning system and will be where all course materials will be found.

Canvas Technical Assistance:

- Search for help on specific topics or get tips in Canvas Students

- Live chat with Canvas Support for students
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this video to get you started
- Online tutorials: click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of MSCP degree, the student will be able to:

1. identify core counseling theories, principles, concepts, techniques and facts.
2. identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) counseling.
3. facilitate the counseling process with clients.
4. identify the relationship between adaptation and change and the counseling process.

### Course Learning Outcomes (CLOs)

Upon completion of PSY521, the student will be able to:

1. describe how the counselor and client may be seen within the context of a social, cultural, familial, and psychological integrated system (PLO #1). Will be assessed primarily through class activities.
2. identify biases, prejudices, values, and expectations relative to the cross-cultural counseling context (PLO #2). Will be assessed primarily through class activities.
3. articulate information about cultures from around the world and compare them to the Native Hawaiian culture (PLO #2). Will be assessed primarily through a PowerPoint and paper.
4. identify fundamental concepts in cross-cultural counseling (PLO #1). Will be assessed primarily through class activities.

### 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, and integrity of creation.
5. Educate for adaptation and change.

This course focuses on the Marianist value of Educate for Adaptation to Change. In the midst of rapid social, cultural, and technological change, counseling and the way we assess and help people is rapidly changing. The ability to readily adapt and changing methods and structures is directly related to the idea that, “New times call for new methods,” which is a phrase that Father Chaminade often repeated. This course works to help students be able to look positively towards the future confidently, with on the one hand knowing that we draw on rich cultural histories, and on the other fully aware for that for the field of counseling to remain vibrant in changing times, adaptations often need to be made while remembering the unique cultures and backgrounds that make every person unique.

### 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

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
<b>Marianist Values</b>	x		
<b>PLOs</b>	x	x	

<b>Native Hawaiian Values</b>		x	
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## Course Activities

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

- A. Project = 150 points
- B. Weekly Activities (10 @ 25) = 250 points
- C. Weekly Discussions (10 @ 10) = 100 points

### A. Final Project

The term project will provide an opportunity for each student to conduct research on a specific cultural group and to then present that information to the class through a paper and Powerpoint presentation. The purpose of the project is to contribute to the advancement of the cross-cultural knowledge, skills, and understanding of each student in the class. Each person will select a specific cultural group for investigation (*you cannot pick your own cultural group*). The following are some broad categories that you may want to explore. When you decide on a cultural group that you are interested in let me know so that I can approve the choice. If the group has already been selected by someone else, I will ask you to make another choice.

1. Racial pride and identity including ethnic heroes and important historical events.
2. Socioeconomics: facts about income, employment, population, occupation, and level of education.
3. Communication: language differences, nonverbal behaviors, and special ethnic phrases important to the group.
4. Cultural values.
5. Sexual, marital, and family issues; customs that differ from those of the majority population.
6. Contemporary issues and concerns.
7. Stereotypes associated with this group.
8. Counseling strategies to consider when working with this group.

You may want to consider information from books, magazines, journals, observations, and/or interviews in completing this project.

The "project" consists of (1) a written paper discussing your findings (50 points) and (2) a Powerpoint presentation (100 points). The paper should be approximately 5 - 6 pages in length and should discuss information from the categories listed above.

Each person must create and present their project using PowerPoint. **As part of each Powerpoint presentation you should compare and contrast the information that you have on the cultural group that you are presenting with the Hawaiian Culture.** There must be a minimum of 3 sources for references cited in the presentation.

The presentations should compare the two cultures across some of the following values:

Primacy of individual Primacy of relationship

Nuclear family structure Extended family structure

Fulfillment of individual needs

Achievement of collective goals

Expression of feelings Control of feelings

Morality anchored in person Morality linked to relationships

Time Orientation – Past, Present, Future Religious beliefs

Value of Western education

Work ethic: quality performance/quality product

Value of being responsible for one's own learning

Cooperating and working together with those outside of their culture

**Please submit your paper and PowerPoint in both the Assignments and Discussion drop boxes.**

## **B. Weekly Activities**

A variety of activities will be posted during the semester to help students understand and integrate course information. The activities for each week should be deposited by Sunday at midnight of the week that they are assigned.

## **C. Discussions**

Weekly Discussions (10 @ 10 points) Ten weekly class discussion question will be posted. Sometime between Monday and Thursday each week, you should respond to the question. Then, sometime between Friday and Sunday, you should go back and read all of the submissions and respond to at least three of your classmate's posts. It is expected that each student's posts for each week will be approximately one page in length. The following guidelines should be used to actively and intelligently participate in the class discussions

(adopted from <http://www.rasmussen.edu/student-life/blogs/college-life/tips-for-writing-thoughtful-discussion-responses/> (Links to an external site.)Links to an external site..

- Ask open-ended questions to promote discussion. Open-ended questions require individuals to write more than a simple one- or two-word answer. Open-ended questions require the use of critical thinking skills and allow individuals to reflect on their thoughts and feelings about a particular topic.
- Don't be afraid to disagree. It is okay to disagree with what someone has to say or play the "devil's advocate." However, when you choose to disagree, remember to do so respectfully. Everyone is entitled to their own opinion and it is okay for you to offer your own interpretation.
- Give reasons for your opinion. It is important to provide reasons for your thoughts and feelings about the topic. You may even choose to make a personal connection or share a personal experience with your classmates. Applying class information to real-world situations is a great way to demonstrate that you truly understand what you are learning.
- Think outside the box. Online discussions can get boring when everyone's posts begin to sound the same. Don't be afraid to propose a new idea or ask a probing question to generate conversation.
- Include outside resources. It is often helpful to include outside resources in your responses. Share an article or a website that is relevant to the topic of discussion. Introducing new, relevant ideas from resources, other than the provided class materials, can help take learning to the next level.

### 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.)Links to an external site.

## Course Policies

### 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 make arrangements 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.

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.

### Late Work

No late assignments are excepted.

## Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

## Final Grades

Grades will be assigned according to the quality of the work produced using a straight percentage format (total possible points = 500).

90% - 100% = A (450-500 points)

80% - 89% = B (400-449 points)

below 79% = C (below 399 points)

Final grades are submitted to [Self-Service](#):

## Important Information

### 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, in addition to more obvious dishonesty.

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 Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### [Title IX and Nondiscrimination Statement](#)

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### [Nondiscrimination Policy & Notice of Nondiscrimination](#)

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### [CUH Alert Emergency Notification](#)

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via tutor.com. tutor.com can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### Self-Care Information

#### ACA Ethical guidelines for Self-Care and Self-Monitoring

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all

of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

## ACA 2014 Code of Ethics: Section C: Professional Responsibility

### Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

### C.2.g: Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>Links to an external site.  
Barnett, J. E. (2007). In pursuit of wellness: The self-care imperative. *Professional Psychology: Research and Practice*, 2007, Vol. 38, No. 6, 603– 612.

file:///C:/Users/0034826/Downloads/psychologists%20and%20self%20care.pdf

Posluns, K. & Gall, T. L. (2019). Dear mental health practitioners, take care of yourselves: A literature review on self-care. *International Journal for the Advancement of Counselling* (2020) 42:1–20.

<https://mail.google.com/mail/u/0/#search/Pamela.Silva-Patrinosa@chaminade.edu/FMfcgxwJXpPjlgLnFJfczJZBWldtFGKr?projector=1&messagePartId=0.2>Links to an external site.

### Chaminade Counseling Center

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling

Center services, please visit: [https://chaminade.edu/student-life/counseling-center/counseling-services/Links to an external site](https://chaminade.edu/student-life/counseling-center/counseling-services/Links%20to%20an%20external%20site).

Email: [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu)

Phone: 808-735-4845.

## Readings & Due Dates

It is very important that you manage your time effectively and submit assignments by the due dates that are outlined in the syllabus. Generally, most assignments are due by Sunday night at midnight of the week that they are assigned. No late assignments are accepted!

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<b>Week</b>	<b>Topics</b>	<b>Reading/Assignments</b>
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#1 April 7 - The Affective and Conceptual Dimensions of Multicultural Counseling and Therapy

Sue Part 1 (Chapters 1-3)

Paniagua Chapter 1

Activity 1

Discussion 1

Start reading the McDermott book (you should finish it by week 9)

#2 April 14 - The Impact and Social Justice Implications of Counseling and Psychotherapy

Sue Part II (Chapters 4-6)

Activity 2

Discussion 2

#3 April 21 -The Practice Dimensions of Multicultural Counseling and Therapy

Sue Part 3 (Chapters 7-10)

Paniagua Chapter 2

Activity 3

Discussion 3

#4 April 28 - Racial, Ethnic, Cultural (REC) Attitudes in Multicultural Counseling and Therapy

Sue Parts IV and V (Chapters 11–13)

Paniagua Chapters 7 - 9

Activity 4

Discussion 4

#5 May 5 - Counseling African Americans

Sue Chapter 14

Paniagua Chapter 3

Activity 5

Discussion 5

#6 May 12 - Counseling Native Americans

Sue Chapter 15

Paniagua Chapter 6

Activity 6

Discussion 6

#7 May 19 - Counseling Asian Americans and Pacific Islanders

Sue Chapter 16

Paniagua Chapter 5

Activity 7

Discussion 7

#8 May 26 - Counseling Latinx Americans and Multiracial Populations

Sue Chapters 17 & 18

Paniagua Chapter 4

Activity 8

Discussion 8

#9 June 2 – Counseling and Special Circumstances Involving Racial/Ethnic Populations

Sue Part VIII (Chapters 19 – 21)

Paniagua Chapters 10 & 11

McDermott (complete book)

Activity 9

Discussion 9

#10 June 9 – Counseling and therapy with other multicultural populations

Sue Part VIII (Chapters 22 - 26)

Activity 10

Discussion 10

Submit your final project by Wednesday, June 11th