



School of Education and Behavioral Sciences
Master of Science in Counseling Psychology

PSY 736 Cross-Cultural Counseling

Behavioral Science 102 Thursdays 5:30 pm – 9:20
pm

Credits: 3 Section: 736-01-3 Term: Winter 2026

Instructor Information

Instructor: Sheena Galutira, LMHC, NCC, CSAC

Email: sheena.galutira@chaminade.edu

Phone: 808-739-8557

Office Location: Behavioral Science Building 106

Office Hours: By Appointment Only

Virtual Office: By Appointment Only

Virtual Office Hours: By Appointment Only

Communication

Questions or concerns for this course can be emailed to the instructor at sheena.galutira@chaminade.edu. Online, in-person, and phone conferences can be arranged. Response time will be within 1-3 days during business hours on the weekdays.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Behavioral Science Building 106

Phone: (808) 739-8557

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

Course Description & Materials

Catalog Course Description

PSY 736 will be an examination of the theory and processes of counseling persons in community, 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 client from a culturally diverse background, and the impact of the client'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 systemic perspective rather than an individual perspective

Time Allocation

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This is a three credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend 30 hours online/in-person on the learning management system and/or in class, 10 hours in writing reflection papers, and 50 hours researching, drafting, and writing papers. There will be an additional 45 hours of work required of work beyond what is listed here (course readings, homework assignments, etc.) This additional work will average about 5 hours per week. Note: There is no way to determine how long course activities will take with 100% accuracy. Some students will work faster, others will work slower. Faculty may estimate the difficulty of

tasks differently than their peers. We are simply seeking a reasonable estimation that is informed by Data provided by the Rice University Center for Teaching Excellence.

Required Materials

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

Monk, G., Winslade, J., Sinclair, S., Polanco, M. (2020). *Intercultural counseling bridging the us and them divide*. Cognella. ISBN: 978-1516533503

Sue, D. W., Sue, D. Neville, H. A., & Smith, L. (2019). *Counseling the culturally diverse*. Wiley. ISBN: 978-1-119-44824-2

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

Canvas is a Learning Management System that Chaminade University uses for its courses. Assignments, quizzes, and course documents can be located in the Canvas shell for this course.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the MSCP program, the student will:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Demonstrate the ability to facilitate the counseling process with clients.
3. Identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes (CLOs)

Upon completion of PSY 736, the student will be able to:

1. Students will 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. Students will identify biases, prejudices, values, and expectations relative to the cross-cultural counseling context (PLO #2). Will be assessed primarily through class activities.
3. Students will 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. Students will identify fundamental concepts in cross-cultural counseling (PLO #1). Will be assessed primarily through class activities

[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 Covid 19 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>

[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.

PSY 736 Cross-Cultural Counseling is guided by the Marianist educational value of Educate for Adaptation to Change. Through this course students apply counseling theories and modalities to individuals. Each individual is different and students gain knowledge in understanding peer behavior. Marianist universities readily adapt and change their methods. The following characteristics are demonstrated in the course:

- Flexible thinking
- Being respectful of differences
- Critical thinking
- Open-mindedness

Through the individual counseling process, the attributes above will be demonstrated.

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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Scientific Method Definitions

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

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

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

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

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

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

The above quotes were taken directly from: Research Design And 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.

The above quotes were taken directly from: 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.

The above quotes were taken directly from: 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.

The above quotes were taken directly from:

<http://allpsych.com/researchmethods/replication.html>

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	3, 5	4, 5	2, 3, 4, 5	2, 3, 5
PLOs	2, 3	1, 3	2, 3	1, 2
Native Hawaiian Values	3, 5	4, 5	2, 3, 4, 5	2, 3, 5
Gen Ed Learning Outcomes (if applicable)				

Course Activities

Assignments, Presentations, and Papers	Description	Points

<p>Class Facilitation</p>	<p>Students will prepare to have a class discussion based on the readings for the week. Students will facilitate in-depth discussions to promote critical thinking, critical analysis, and reflection of values, biases, culture, inclusivity, and ethics in counseling.</p> <p>Topics might be controversial. Students are to facilitate and have discussions in a respectful manner. Evidence from course readings and/or peer-reviewed articles is encouraged.</p> <p>Students are to facilitate a discussion for at least 60 minutes per person in a group.</p>	<p>50 pts</p>
<p>Weekly Prompts</p>	<p>Each week each student will prepare 1-2 prompts to prepare for participation in the class discussion based on the chapter(s) assigned for the week. The prompts will be used to stimulate discussions on topics such as culture, diversity, cultural humility, counselor development, social issues, issues in the helping professions, etc. as they pertain to the week's chapter.</p> <p>Please bring your prompts to class and be prepared to engage in discussion with the class.</p> <p>The discussions will provide students the opportunity to reflect and analyze various perspectives involving diversity, culture, humility, inclusion, and counseling. This exercise helps students develop empathy and humility.</p> <p>In order to receive full credit for Weekly Prompts, students will also engage in the chapter discussion for the week.</p> <p>Participation (responses to your peers) is very important as it contributes positively to the overall learning of the class. Participation is reviewed for both quantity and quality. For example, "I agree" or "I don't agree" without elaboration or explanation does not constitute participation because it does not add new information to the discussion. In order to earn full participation points, your responses must be related to the discussion question and include new ideas or personal perspectives.</p> <p>*The prompts must be submitted to Canvas prior to the start of class.</p>	<p>30 (6 @ 5 pts)</p>
<p>Weekly Reflection</p>	<p>Students will write a one (1) page minimum reflection based on the week's readings.</p>	<p>25 (5 @ 5 pts)</p>

<p>Assessing Interventions Paper</p>	<p>There are two parts to this paper. The first part is a timeline, and the second part focuses on counseling interventions.</p> <p>Part 1 Students will write a paper including a cultural timeline of Hawaii from pre-contact, post-contact, to the present day. Discuss what culture was like throughout time and how perspectives, values, beliefs, and practices shifted over time.</p> <p>Part 2 Students will research and read journal articles based on Western and non-Western interventions for counseling.</p> <p>Students will address the following:</p> <ul style="list-style-type: none"> • What makes a counseling or therapeutic intervention effective? • Do the major contemporary theories in counseling (psychoanalytic, behavioral, Adlerian, CBT, etc.) address all cultures? • What makes it important for counselors to know various interventions including Western contemporary, cultural practices, or other methods? • What are the ethics around cultural understandings and counseling? • How will you know what would be the best/good fit for a client with primarily non-Western practices? • Personal reflection <p>The paper will be at a minimum of 8 pages in length, not including the title and references page, in APA format. There should be at least 4 credible sources.</p>	<p>100 pts</p>
<p>Culturally Inclusive Documentation</p>	<p>Students will create a registration, intake, assessment, and informed consent document that demonstrates cultural inclusivity.</p>	<p>10 pts</p>

Culturally Inclusive Intake/Assessment

Students will complete a 20-30 minute dyad with an individual demonstrating a culturally inclusive informed consent and intake session. Students will use the documents from the Culturally Inclusive Documentation assignment. Students will choose a partner that is of a culture different from them.

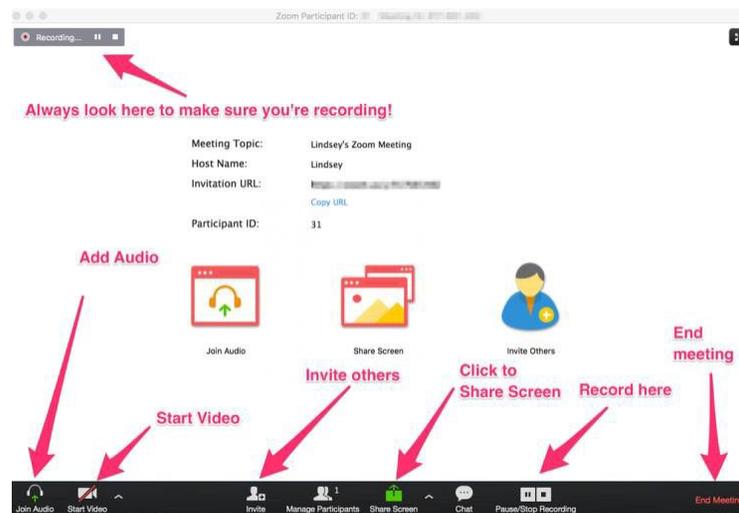
50 pts (25 pts dyad, 25 pts report and reflection)

After the completion of the Intake/Assessment students will write an assessment report in a culturally inclusive manner and write a reflection on the counseling differences and similarities the students have noticed while conducting the intake/assessment with their partner.

Students in the counselor role will RECORD the counseling session.

Recording sessions should have both the client and counselor in the frame.

*For help on Zoom Recording click on video: (<https://youtu.be/AYzPS28rg7E>).



Recorded counseling sessions will be uploaded to the assignment on Canvas for the instructor's to review and assess.

<p>Project and Presentation</p>	<p>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 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 sign up for a specific cultural group that is different from their own.</p> <p>The following are some broad categories that you may want to explore.</p> <ol style="list-style-type: none"> 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 the chosen group and the Hawaiian culture. <p>The project and presentation should compare the two cultures across some of the following values:</p> <ul style="list-style-type: none"> • 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 <p>The project consists of (1) a written paper discussing your findings (50 points) and (2) a presentation (100 points). The paper should be at least 10 pages in length and should discuss the research findings of your chosen population</p>	<p>150 (50 pts presentation, 100 pts paper) pts</p>
--	---	---

	<p>and the Hawaiian culture.</p> <p>Each person must create and present their project. The project will be based on the culture the student signs up for and the Hawaiian culture. A list of cultures will be given to students to sign up.</p> <p>A minimum of 3 scholarly resources in addition to the textbooks are required. APA formatting for in-text citations and references is required.</p> <p>The presentation will be approximately 15-20 minutes in length.</p>	
<p>Final Reflection Paper</p>	<p>Students will write a minimum of 8 pages final reflection paper based on the following criteria. A minimum of 3 scholarly resources in addition to the textbooks are required. APA formatting is required.</p> <p>Part I</p> <p>The final reflection paper should include the following in relation to the chosen population, Hawaiian culture, counseling, and inclusivity:</p> <ul style="list-style-type: none"> • A discussion of the importance of an inclusive environment • A discussion of how harmful a therapeutic space can be if it is not culturally inclusive • Aspects that create a culturally inclusive environment • Tips, for each culture, you will provide to create a counseling approach that is culturally inclusive • Include and incorporate an ‘Ōlelo No‘eau that aligns with the overall theme of your research findings, concepts of cultural inclusivity, and counseling • Discuss Hawaiian values in a counseling context. Some examples of Hawaiian values are ‘ike kupuna, ‘ike, kōkua, kūpono, kuleana, laulima, lōkahi, akua, ‘auamo, kanaka, and pilina. <p>Part II</p> <p>Personal reflection based on the research findings, intercultural counseling, cross-cultural counseling, inclusivity, and what you have learned.</p>	<p>100 pts</p>

Course Policies

Attendance

If you miss more than one class, without an approved documented excuse, you will be given a “C” and you must retake the class. (This is graduate programs policy.)

Class Structure

The format of this course is similar to a seminar that uses the Socratic method of teaching to practice critical thinking and critical analysis in counseling. This course will be comprised of facilitations, reading discussions, and role-plays to demonstrate knowledge and expertise in the subject and concept of culture and counseling. Throughout the course, students will complete dyads, research, and case studies to stimulate discussion and critical thinking, and engage in self-reflection and self-awareness practices to encourage mindfulness to identify any existing bias. The course will end with a final exam, covering all chapters of material covered in this class to assess retention of information, and a project to synthesize the course concepts.

In order to have informed weekly discussions, students must complete the readings prior to any discussions. There are likely to be lively discussions which may include disagreement on issues due to the nature of the class material. Some people may feel uncomfortable or upset by some of the material, so we want to make sure to follow these ground rules:

1. Acknowledge that people have different experiences based on culture, race, class, sex, age, sexuality, etc.
2. Think sociologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
3. Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Be respectful to your peers. Disagreements are welcome as long as people are not personally attacked. Healthy discussion and debate are welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading, video material, dyads, and reflection so plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material in a manner where they are prepared to talk in class with questions and reflections.

Late Work

All assignments are due on the date and time specified on the syllabus and/or Canvas. Assignments submitted late will receive a 10% deduction from your earned grade for the assignment.

Extra Credit

None.

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.

Grades of Incomplete

Incompletes are granted if the student has submitted at least 90% of the assignments by the end of the term and has failed to submit the 10%, which might result in a failing grade. Documentation for reasons an assignment was not submitted in time is required as part of an incomplete request. Contact the instructor for an incomplete request.

Final Grades

Final grades will be determined based on the following:

<u>Assignment</u>	<u>Points</u>
Class Facilitation	50
Weekly Prompts	30 (6 @ 5pts each)
Weekly Reflections	25 (5 @ 5 pts each)
Assessing Interventions Paper	100
Culturally Inclusive Documentation	10
Culturally Inclusive Intake/Assessment	50 (25 pts dyad, 25 report/reflection)
Project Paper	100
Project Presentation	50
<u>Final Paper</u>	<u>100</u>
Total Points = 515	

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

- A = 90% and above
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

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 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 TutorMe. Tutor Me 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 or 808-739-8305.

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/>

- Email: counselingcenter@chaminade.edu
- Phone: 808-735-4845.

Tentative Schedule

Date	Focus & Learning Objectives	Readings	Due
Week 1	<ul style="list-style-type: none">• Welcome, Introductions, Course Syllabus• Multicultural Counseling, Intercultural Counseling, Cultural Humility• Discourse• Start Reading People and Cultures of Hawai'i (Complete by Week 8)	Sue Ch. 1-3 Monk Ch. 1, 5	Facilitation Sign-ups Population Sign up
Week 2	<ul style="list-style-type: none">• Sue Part 2: The Impact and Social Justice Implications of Counseling and Psychotherapy• Class Discussion	Sue Ch. 4-6 Monk Ch. 3, 6, 12	Weekly Prompt 1

Week 3	<ul style="list-style-type: none"> Sue Part 3: The Practice Dimensions of Multicultural Counseling and Therapy Class Discussion 	Sue Ch. 7-10 Monk Ch. 2, 4	Weekly Prompt 2
Week 4	<ul style="list-style-type: none"> Sue Part 4: Racial, Ethnic, Cultural (REC) Attitudes in Multicultural Counseling and Therapy Class Discussion 	Sue Ch. 11-13 Monk Ch. 7, 8	Weekly Prompt 3
Week 5	<ul style="list-style-type: none"> Culturally Inclusive Documentation Culturally Inclusive Intake, Assessment, Informed Consent 		Culturally Inclusive Documentation, Intake, Assessment, and Informed Consent
Week 6	<ul style="list-style-type: none"> Gender, Sexuality, and Globalization of Identity Class Discussion 	Monk Ch. 9, 10, 11	Weekly Prompt 4
Week 7	<ul style="list-style-type: none"> Models of Community Class Discussion 	Monk Ch. 13, 14	Weekly Prompt 5
Week 8	<ul style="list-style-type: none"> People and Cultures of Hawai'i 	People and Cultures of Hawai'i	Weekly Prompt 6 Assessing Interventions Paper
Week 9	<ul style="list-style-type: none"> Project Presentations 		Project Paper Due
Week 10	<ul style="list-style-type: none"> Final Paper 		Final Paper