



Chaminade
University
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

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

3140 Wai'ālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP-7342-01-7 (Tuesday section)

Course Title: Evaluation and Treatment of Diverse and Marginalized Populations

Department Name: Hawai'i School of Professional Psychology

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

Term: Summer 2026

Course Credits: 03

Class Meeting Days: Tuesdays

Class Meeting Hours: 9:00 AM – 4:00 PM

Class Location: Behavioral Sciences Bldg., Rm. 101

Instructor Name: Joy Tanji, PhD

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Office Location: Behavioral Sciences Bldg., Rm. 110

Office Hours: Wednesdays, 12:00 PM – 1:00 PM; Thursdays, 12:00 PM – 1:00 PM, 4:00 – 5:00 PM, or by appointment (please email)

Teaching Assistants for the Course:

Teaching Assistant: Rebekah Hubacek

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Teaching Assistant: Taylor-Ann Takatani

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University Course Catalog Description and Overview

This course is part of a broader equity, diversity, and inclusion training to prepare students to serve individuals of varying backgrounds in diverse settings. Students' awareness of their own biases and strengths in human relations is facilitated. Theory and research relevant to the mental health needs of marginalized groups is reviewed and students develop strategies for integrating this knowledge base into clinical practice. The focus of this course is to empower the students' continual process of self-understanding and awareness in considering the nuances that may affect them as clinicians. In addition, this course supports students in their assessment, case conceptualization, and treatment of diverse and marginalized populations as a means of promoting clinicians competency, providing ethical and professional services, and maintaining self-reflexivity.

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:

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

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 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'ēau 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'ēau 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'ēau ('Ōlelo No'ēau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change ('Āina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'ēau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies

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

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the 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 concepts of intersectionality and cultural humility to understanding self and others through the use of an ecogram, in-class assignment on thinking collectively, a cultural simulation, and public conversation model training. (Competency 4)
2. Students will analyze how power, oppression, and privilege impact the experiences and wellbeing of diverse individuals and groups as assessed by their resolution of Essay 1. (Competency 4)
3. Students will analyze, compare, and critique multiple racial identity development models for strengths and limitations, and consider the implications of applying these models to clinical practice. (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 as assessed by their resolution of Essay (Meta-cognitive Map) and group presentation with vignette on a specific diversity issue. (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 as assessed by their journal article presentation. (Competency 4)

Required Learning Materials

Required Textbooks

Hays, P. A. (2022). *Addressing cultural complexities in counseling and clinical practice: An intersectional approach* (4th ed.). American Psychological Association.

Required Readings

- Agner, J., Barile, J. P., Botero, A., Cha, T., Herrera, N., Kakau, T. M., Nakamura, L., Inada, M., & Hawai'i 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. (2021a). *APA equity, diversity, and inclusion framework*. <https://www.apa.org/about/apa/equity-diversity-inclusion/framework>
- American Psychological Association. (2021b). *APA equity, diversity, and inclusion: Inclusive language guide*. <https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines>
- American Psychological Association. (2017). *Multicultural guidelines: An ecological approach to context, identity, and intersectionality*. <http://www.apa.org/about/policy/multicultural-guidelines.pdf>
- Andrushko, Y., & Lupei, M. (2025). Acculturation processes and the experience of traumatization in the case of forced Ukrainian migrants. *International Journal of Psychology*, 60, e70036. <https://doi.org.10.1002/ijop.70036>
- Campeau, J. D. (2020). From soul wounds to soul healing: Decolonizing trauma healing practices. *Journal of NAIIITS*, 18, 11–27. <https://doi.org/10.2307/j.ctt1p5f2bw.3>

- 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>
- Faber, S. C., Williams, M. T., & Skinta, M. D. (2024). Editorial: Power, discrimination, and privilege in individuals and institutions. *Frontiers in Psychology*, *15*, 1376169. doi: 10.3389/fpsyg.2024.1376169
- Ford, Y. R. (2017). “We’re different, and it’s okay that we’re different”: Long-term breast cancer survivorship among African American Women. *Journal of Best Practices in Health Professions Diversity: Education, Research, & Policy*, *10*(1), 27–40.
- 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>
- Jara, C., & Phan, N. T. (2024). An analysis of Hawaiian identity and life satisfaction through cultural reclamation: Implications for Hawaiian well-being. *AlterNative (Nga Pae Maramatanga (Organ))*, *20*(1), 167–177. doi: 10.1177/11771801241235206
- Kaholokula, J. K., Antonio, M. C. K., Townsend, C. K., Herмосura, A., Hall, K. E., Knight, R., & Wills, T. A. (2017). The effects of perceived racism on psychological distress mediated by venting and disengagement coping in Native Hawaiians. *BMC Psychology*, *5*(2), 1–10. doi: 10.1186/s40359-017-017-6
- Kepic, M., Randolph, A., & Hermann-Turner, K. M. (2018). Care for caregivers: Understanding the need for caregiver support. *Adulthood Journal*, *18*(1), 40–51. doi: 10.1002/adsp.12068
- 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>
- Rides at the Door, M., & Shaw, S. (2023). The other side of the ACEs pyramid: A healing framework for indigenous communities. *International Journal of Environmental Research and Public Health*, *20*, 1–8. <https://doi.org/10.3390/ijerph20054108>
- 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
- Stubbe, D. E. (2020). Practicing cultural competence and cultural humility in the care of diverse patients. *Focus*, *18*(1), 49–51. <https://doi.org/10.1176/appi.focus.20190041>
- Tsarenko, Y., & Polonsky, M. J. (2011). ‘You can spend your life dying or you can spend your life living’: Identity transition in people who are HIV-positive. *Psychology and Health*, *26*(4), 465–483. doi: 10.1080/08870440903521761
- U.S. Department of Health and Human Services. (2014). *Improving cultural competence (TIP 59)*. HHS Publication No. (SMA) 14-4849. Substance Abuse and Mental Health Services Administration.
- Velez, B. L., Scheer, J. R., Adames, C. N., Cavic, E., & Breslow, A. S. (2024) Development and validation of the Gender Identity and Expression Microaggressions in Therapy Scale (GIEMTS). *Psychotherapy*. Advance. Online publication. <https://dx.doi.org/10.1037/pst0000523>
- Wedgwood, N., Connell, R., & Wood, J. (2023). Deploying hegemonic masculinity: A study of uses of the concept in the journal *Psychology of Men & Masculinities*. *Psychology of Men & Masculinities*, *24*(2), 83–93. <https://doi.org/10.1037/men0000417>
- Wells, C., Van Gordon, W., & Barrows, P. (2026). Mindfulness and Buddhist principles in oncology: Risks, misconceptions and recommendations for ethical integration. *Journal of Psychosocial Oncology*, *44*(2), 248–263. doi: 10.1080/07347332.2025.2551625
- 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

Course Requirements in Relation to Credit Hours. 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 doctoral-level course are anticipated to spend a minimum of 45 hours in class. The additional 90+ hours outside of classes are estimated to be 2-4 hours per week on course readings and class preparation, and 2-4 hours per week of work on future assignments (e.g., presentations, projects, papers, exams).

Attendance and Participation (5 pts)

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.

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 16-week term.

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 (15 pts)

1. At the beginning of the term, students will construct an ecogram that maps the intersectionality of their multiple social identities. They will then write a brief reflection paper (2–3 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.)? **(10 pts)**
2. At the end of the term, students will revisit their ecogram and generate a revised reflection informed by what they have learned about diversity. **(5 pts)**

Group Exercises (20 pts)

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.

1. **Individualism vs Collectivism: Looking at Experiences Through Different Lenses.** Students will watch the video, *Encanto*, that portrays the Madrigal family 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 the Madrigal family, try to identify each Madrigal family member's role and function in the family and community.

In groups of 3-4, students will then discuss how they might begin to conceptualize the psychological challenges for one of the following family members if this individual came in for treatment: Abuela Alma, Isabela, Luisa, or Mirabel. Students will then discuss how they might

conceptualize the psychological challenges of the family or community, and how they might provide treatment intervention for the family or community. **(5 pts)**

2. **Cross-cultural Simulation.** Students will divide into two teams and create a cultural ritual based on the core values of their simulated community. 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. **(5 pts)**
3. **The Hero's Journey.** Students will explore this pancultural metaphor for personal growth and psychological transformation. They will consider how it is similar and different from modern/postmodern models of psychological change. They will apply the model to a clinical case or fictional character from literature or film. **(5 pts)**
4. **Public Conversation Model.** Students will practice using the Public Conversation Model, a systemic intervention used to transform divisive debates into focused conversations. **(5 pts)**

Essays (25 pts)

Students will write two 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 the title page or references). Please include a title page and references. No abstract is required.

Essay 1: Power, Oppression, and Privilege (10 pts)

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 initial theoretical case formulation as you gained an understanding of their intersectionality?

Essay 2: Meta-cognitive Map for Best Practices in Diversity Work (10 pts)

In groups of 3–4, students will generate a working model for applying their diversity, equity, and inclusion 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 to clinical practice
3. a discussion of the challenges of an intersectional approach (e.g., making sure that one considers equity and inclusion in this 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, and a strategy for determining which of these dimensions are relevant to the case
5. 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

6. a step-by-step procedure or cyclical process based on a treatment orientation with which you are familiar (it does not have to be your preferred theoretical orientation at this time), and discuss how you might generate a more phenomenologically attuned understanding of a client over time
7. a plan for identifying and addressing your limits of competence and countertransference issues

Journal Article Presentation (15 pts)

In groups of 3-4, 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 20-minute article presentation. In their slide presentation, they will (1) present an overview of what the study was about, (2) an overview of its design/methodology, (3) an overview of its findings, (4) a critique of the study, and (5) facilitate a discussion with the class regarding the implications of the study in relation to material being covered in class. Please see rubric for this assignment.

Group Presentation with Case Vignette (25 pts)

In groups of 3–4, students will create a short presentation on a specific diversity issue that may be overlooked in clinical practice, resulting in an inaccurate diagnosis or ineffective treatment plan. 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.

No later than a week 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 (group presentation + vignette) is 25 pts. 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 systemically, the heroes journey, and cross-cultural simulation)*	20
Power, Oppression, and Privilege Essay	10
Best Practices Essay	10
Journal Article Presentation	15
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 (87-89)	B = 3.00 (83-86)	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.

Instructional Contact and Credit Hours

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 a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. 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. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes. 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.

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.

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 Kōkua '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 Kōkua '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.

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.

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 prevent them from attending class, and they should arrange 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 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 an 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 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.

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 Publication Manual of the American Psychological Association, 7th Edition format. The faculty at the Hawai'i 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. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Similarly, the program needs to evaluate a student's *competency* in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is *not permitted* for program submissions and will be considered 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	5/12	<p>INTRODUCTION</p> <p>Why diversity competence matters in clinical practice</p> <p>The changing pedagogical model in clinical training</p> <ul style="list-style-type: none"> • Intersectionality • Cultural humility <p>Syllabus</p> <ul style="list-style-type: none"> • APA Guidelines <p>INDIVIDUALISM VS COLLECTIVISM</p> <p>GROUP ACTIVITY: Looking at Experiences Through Different Lenses</p>	<p>Hays: Ch. 1</p> <p>APA Equity, Diversity, and Inclusion Framework (2021a)</p> <p>APA Multicultural Guidelines (2017)</p> <p>Patallo (2019)</p>	
2	5/19	<p>INDIVIDUALISM VS COLLECTIVISM (continued)</p> <p>THE COMPLEXITY OF IDENTITY: EXPLORING ONE'S OWN INTERSECTIONALITY</p> <p>It begins with an exploration of one's own self</p> <ul style="list-style-type: none"> • The personal ecogram: Exploring the complexity of one's own identity • Exploring one's personal filters: Conducting a self-assessment of one's potential biases and their clinical implications <p>CULTURAL HUMILITY AS REFLEXIVE PRACTICE</p> <ul style="list-style-type: none"> • Establishing strong working alliances • Learning to repair relationship ruptures • Adopting a not-knowing approach • Phenomenological attunement and matching rationales • Working within your limits 	<p>Hays: Chs. 2, 3, 6</p> <p>SAMHSA (2014)</p> <p>Stubbe (2020)</p> <p>Clauss-Ehlers et al. (2019)</p>	

3	5/26	<p>POWER, OPPRESSION, AND PRIVILEGE</p> <ul style="list-style-type: none"> • Power • Social dominance: Social roles and power • Overt discrimination and microaggressions • Stigma and marginalization • When power and privilege shift in a society <p>IMPLICIT POWER AND PRIVILEGE IN PRACTICE</p> <ul style="list-style-type: none"> • Using power optimally • Implicit biases in psychological practice <ul style="list-style-type: none"> • Inclusive language guidelines • Diagnostic expectations • Treatment implications • Advocacy <ul style="list-style-type: none"> • Our role in social justice • Types of Advocacy <p>ACTIVITY: The Safety Pin Movement</p> <p>COSMOLOGY AND WORLDVIEWS</p> <ul style="list-style-type: none"> • Origin stories • The Hero's Journey • Cross-cultural communication <ul style="list-style-type: none"> • Individualism and collectivism • High- and low-context cultures • Direct and indirect communication <p>GROUP ACTIVITY: Cross-cultural simulation</p>	<p>Hays: Chs. 4, 5</p> <p>Faber et al. (2024)</p> <p>APA (2021) Inclusive Language Guidelines</p> <p>Sage & Laurin (2018)</p> <p>*Allen et al. (2017)</p>	<p>Ecogram (Part 1) Due</p>
4	6/2	<p>THE ORIGINS OF PREJUDICE</p> <ul style="list-style-type: none"> • Is bias in the brain? • Social cognition and categorization; othering: The "them" and "us" • Individual and social biases: Macro and microaggressions • The importance of relational repair <p>CULTURALLY RESPONSIVE ASSESSMENT: TESTING AND DIAGNOSIS</p> <p>RACIAL DIVERSITY AND CULTURAL ENCAPSULATION</p> <ul style="list-style-type: none"> • Racial identity development • Racism and xenophobia • Immigration status • Code switching • Cultural appreciation vs cultural appropriation <p>Journal Article Presentation 1 Presenters:</p> <hr/>	<p>Hays: Chs. 7, 9, 10</p> <p>*Yeo & Torres-Harding (2021)</p>	<p>Essay 1: Power, Oppression, and Privilege Due</p> <p>Journal Article Presentation (Presenters from group 1 submit their presentation slides)</p>

5	6/9	<p>SOCIOECONOMIC STATUS Poverty and Homelessness</p> <ul style="list-style-type: none"> • The Criminalization and Medicalization of Poverty <p>Journal Article Presentation 2 Presenters:</p> <hr/> <p>GENDER DIVERSITY</p> <ul style="list-style-type: none"> • Gender socialization: different ways of knowing • Sexism • Trans* oppression <p>SEXUAL ORIENTATION DIVERSITY</p> <ul style="list-style-type: none"> • Heterosexism • LGBTQIA+ <p>Journal Article Presentation 3 Presenters:</p> <hr/>	<p>Hays: Ch. 8</p> <p>Wedgwood et al. (2023) Velez et al. (2024)</p>	<p>Journal Article Presentation (Presenters from group 2 submit their presentation slides)</p> <p>Journal Article Presentation (Presenters from group 3 submit their presentation slides)</p>
6	6/16	<p>Journal Article Presentation 4 Presenters:</p> <hr/> <p>GROUP ACTIVITY: The Public Conversation Model</p> <ul style="list-style-type: none"> • Exploring our personal narratives: personal experiences of marginalization and cultural learning <p>ABILITY AND DISABILITY</p> <ul style="list-style-type: none"> • Ableism • Health status • Ageism and geropsychology • Special Populations: Elderly, PTSD, Cancer <ul style="list-style-type: none"> ○ RICHARD LUI: <i>Unconditional</i> 	<p>Hays: Ch. 11</p> <p>*Agner et al. (2020) Ford (2017) *Tsrenko & Polonsky (2011) Kepic et al. (2018)</p>	<p>Journal Article Presentation 4 (Presenters from group 4 submit their presentation slides)</p>
7	6/23	<p>RELIGIOUS DIVERSITY</p> <p>GROUP PRESENTATION 1: Presenters:</p> <hr/> <p>UNDERSTANDING TRAUMA</p> <ul style="list-style-type: none"> • Colonialization • Forced acculturation • Culture loss 	<p>Hays: Ch. 12</p>	<p>Ecogram (Part 2) Due</p> <p>Group Presentation with Vignette 1 (Presenters from group 1 submit their presentation)</p>

		<ul style="list-style-type: none"> • Soul wounds <p>GROUP PRESENTATION 2: Presenters:</p> <hr/> <p>CULTURALLY RESPONSIVE THERAPY Culturally Adapted Tools and Techniques Creating a Working Model for Best Practices</p> <ul style="list-style-type: none"> • Culturally responsive diagnoses • Culturally responsive therapy 	<p>Andrushko & Lupei (2025) Campeau (2020) Jara & Phan (2024) Kaholokua et al. (2017)</p>	<p>slides)</p> <p>Group Presentation with Vignette 2 (Presenters from group 2 submit their presentation slides)</p>
8	6/30	<p>GROUP PRESENTATION 3 Presenters:</p> <hr/> <p>GROUP PRESENTATION 4 Presenters:</p> <hr/> <p>CONTEMPORARY DIVERSITY ISSUES Cultural appropriation and commodification of indigenous practices</p> <ul style="list-style-type: none"> • Risks and benefits of integrated practice • Decolonizing psychology <p>REPRISE: Culturally Responsive Treatment</p> <ul style="list-style-type: none"> • Recognizing intersectionality • Acknowledging limits of competence • Seeking consultation • Seeking supervision • Seeking mentoring • Gathering information from extant research 	<p>Hays: Chs. 13, 14</p> <p>Ishikawa (2018) Rides at the Door (2023) Wells et al. (2026)</p>	<p>Group Presentation with Vignette 3 (Presenters from group 2 submit their presentation slides)</p> <p>Group Presentation with Vignette 4 (Presenters from group 3 submit their presentation slides)</p> <p>Essay 2: Meta-cognitive Map for Best Practices</p>

* Indicates articles that may be selected for the Journal Article Presentation assignment