

School of Applied Psychology

Master of Science in Counseling Psychology

PSY 736 Cross-Cultural Counseling

Monday 5:30pm-9:20pm | Credits: 3 | Section: 736-01-3 | Term: Fall 2026

Instructor Information

Instructor	Sheena Galutira
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Phone	808-739-8557
Office Location	Behavioral Science Building 106
Office Hours	Tuesdays 11am to 2pm or by appointment
Virtual Office	https://calendar.app.google/UYFhNAW1fPWjxrXa9
Virtual Office Hours	Tuesdays 11am to 2pm or by appointment

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 weekdays.

School & Department

School	School of Applied Psychology
Location	Behavioral Science Building
Phone	(808) 739-8340
Questions?	Contact your instructor or the School of Applied Psychology

Course Description & Materials

Catalog 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

Course Snapshot

Modality	Face-to-Face
Meeting Location	Brogan 101
Meeting Days/Times	Monday 5:30pm to 9:20pm
Time Commitment	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	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com).

Learning Outcomes

Program Learning Outcomes (PLOs)

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

1. Graduates will apply ethical standards, engage in advocacy, and practice within the legal and professional frameworks of the counseling profession across service delivery modalities.
2. Graduates will integrate foundational counseling knowledge with evidence-based clinical skills to conceptualize client concerns, develop treatment or intervention plans, and facilitate therapeutic change with diverse populations.
3. Graduates will apply culturally-sustaining counseling practices that address systemic barriers, honor diverse identities, and advance justice and peace within the communities they serve.
4. Graduates will apply the specialized knowledge, skills, and professional dispositions required for their concentration, including preparation for their respective credentialing.

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

American Counseling Association (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

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

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 gains knowledge in understanding peer behavior. Marianist universities readily adapt and change their methods. The following characteristics are demonstrated in the course:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

Through the course work, the attributes above will be demonstrated.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

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 (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
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.

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 Outcomes(if applicable)				

Attendance & In-Class Participation

Attendance Policy

Please inform the instructor if you will be late, absent, or need to leave class early. Informing the instructor ahead of time can help with any necessary accommodations for assignments.

Quick Reference — Absence Thresholds:

Excused Absence	e.g., illness with documentation, family emergency, University-sponsored activity
Unexcused Absence	If you miss more than one class, without an excused documented absence, you will be given a “C” and you must retake the class. (This is graduate programs policy.) e.g., any absence not pre-approved or documented
Warning Threshold	e.g., 1 unexcused absence — instructor may notify student
Grade Penalty	If you miss more than one class, without an excused documented absence, you will be given a “C” and you must retake the class. (This is graduate programs policy.)
Course Failure	e.g., More than 1 unexcused absences — student may receive a failing grade
Late Arrival / Early Departure	Please inform the instructor

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

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:

- Acknowledge that people have different experiences based on culture, race, class, sex, age, sexuality, etc.
- Think sociologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- 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.

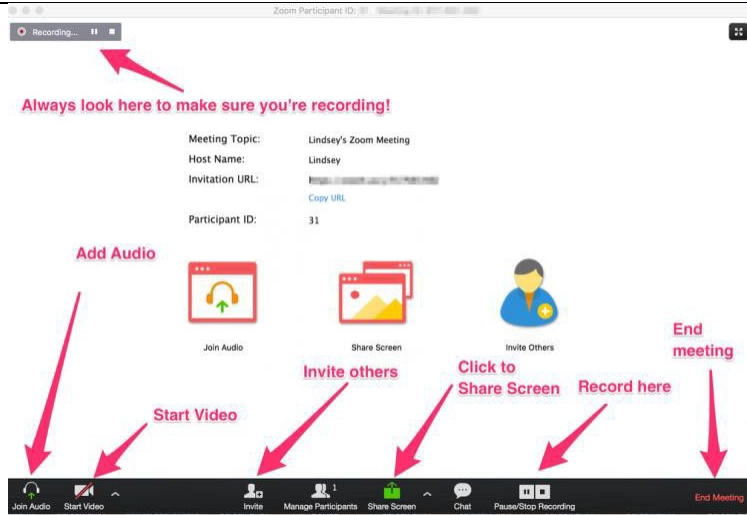
In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading, video material, dyads, and reflection so plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material in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

Course Activities

In-Class Activities	In-class discussions and activities
Homework / Assignments	Papers and class participation
Quizzes / Exams	Final paper
Projects	Project and presentation

Assignments, Presentations, and Papers	Description	Points
Class Facilitation	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. 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. Students are to facilitate a discussion for at least 60 minutes per person in a group. Students in groups of 3 or more will facilitate discussion for about 40 minutes each.	50 pts
Weekly Prompts	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. Please bring your prompts to class and be prepared to engage in discussion with the class. 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. In order to receive full credit for Weekly Prompts, students will also engage in the chapter discussion for the week. 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. *The prompts must be submitted to Canvas prior to the start of class.	30 (6 @ 5 pts)
Weekly Reflection	Students will write a one (1) page minimum reflection based on the week's readings.	25 (5 @ 5 pts)
Assessing Interventions Paper	There are two parts to this paper. The first part is a timeline, and the second part focuses on counseling interventions. Part 1 Students will write a paper including a cultural timeline of Hawaii from pre-contact, post-contact, to the present day. Discuss what	50 pts

	culture was like throughout time and how perspectives, values, beliefs, and practices shifted over time. Part 2 Students will research and read journal articles based on Western and non-Western interventions for counseling. Students will address the following: • 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 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.	
Culturally Inclusive Documentation	Students will create a registration, intake, assessment, and informed consent document that demonstrates cultural inclusivity.	10 pts
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. 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.	125 pts

	 Recorded counseling sessions will be uploaded to the assignment on Canvas for the instructor's to review and assess.	
Project and Presentation	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. The following are some broad categories that you may want to explore. 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. The project and presentation 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	150 (50 pts presentation, 100 pts paper) pts

	• 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 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 and the Hawaiian culture. 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. A minimum of 3 scholarly resources in addition to the textbooks are required. APA formatting for in-text citations and references is required. The presentation will be approximately 15-20 minutes in length.	
Final Reflection Paper	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. Part I The final reflection paper should include the following in relation to the chosen population, Hawaiian culture, counseling, and inclusivity: • 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. Part II Personal reflection based on the research findings, intercultural counseling, cross-cultural counseling, inclusivity, and what you have learned.	100 pts

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. Presentations cannot be made up.
Make-Up Work	Contact instructor. Make-up work will be determined based on attendance and late work policy.
Extra Credit	None
Incomplete Grade	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.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

<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	50
Culturally Inclusive Documentation	10
Culturally Inclusive Intake/Assessment	50 (25 pts dyad, 25 report/reflection)
Project Paper	100
Project Presentation	50
Final Paper	100
Total Points = 465	

Grade	Range
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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Week	Focus & Learning Objectives	Readings	Due
Week 1	- Welcome, Introductions, Course Syllabus - Multicultural Counseling, Intercultural Counseling, Cultural Humility - Discourse	Sue Ch. 1-3 Monk Ch. 1, 5	Facilitation Sign-ups Population Sign-up
Week 2	- Start Reading People and Cultures of Hawai'i (Complete by Week 8) - Assessing Interventions Paper		Assessing Interventions Paper

Week	Focus & Learning Objectives	Readings	Due
Week 3	- Sue Part 2: The Impact and Social Justice Implications of Counseling and Psychotherapy - Monk: Ch. 3 A Short History of Colonization and Decolonization and Why It Matters - Ch. 6 Power and Privilege - Ch. 12 Social Class, Poverty, and the American Dream - Class Discussion	Sue Ch. 4-6 Monk Ch. 3, 6, 12	Weekly Prompt 1 Reflection 1
Week 4	- Sue Part 3: The Practice Dimensions of Multicultural Counseling and Therapy - Monk: Culture and Cultural Identity - Race, Ethnicity, and Identity - Class Discussion	Sue Ch. 7-10 Monk Ch. 2, 4	Weekly Prompt 2 Reflection 2
Week 5	- Sue Part 4: Racial, Ethnic, Cultural (REC) Attitudes in Multicultural Counseling and Therapy - Monk: Ch. 7 Addressing Racism - Ch. 8 Identity Construction - Class Discussion	Sue Ch. 11-13 Monk Ch. 7, 8	Weekly Prompt 3 Reflection 3
Week 6	- Monk: Ch. 9 Gender, Sexuality - Ch. 10 Affirming Gender, Sexual, and Relational Diversity - Ch 11 Globalization of Identity - Class Discussion	Monk Ch. 9, 10, 11	Culturally Inclusive Documentation, Intake, Assessment, and Informed Consent Weekly Prompt 4 Reflection 4
Week 7	- Monk: Ch 13 Models of Community - Ch 14 Bridging the Divide—Towards Interculturality - Class Discussion	Monk Ch. 13, 14	Weekly Prompt 5 Reflection 5
Week 8	- People and Cultures of Hawai'i Book - Class Discussion	People and Cultures of Hawai'i	Weekly Prompt 6 Reflection 6
Week 9	Project Presentations	Chapters 7, 8, 9, 13	Project Paper Due
Week 10	Final Paper		Final Paper