

PH 630 – Cultural Competency in Healthcare (3 Credits)
– Fall 2015 Syllabus –
Office of Public Health Studies
Department of Public Health Sciences, University of Hawai‘i at Mānoa

1) Meeting Place and Time

Day & Time: Wednesdays, 2:00 p.m. – 5:00 p.m.
Meeting Place: Biomedical Building, Room D-211

2) Instructor Information

Instructor: Jeanelle Sugimoto-Matsuda, Dr.P.H.
Phone: (808) 692-1910
Email: sugimotoj@dop.hawaii.edu
Course Website: <https://laulima.hawaii.edu/portal>
Office Location: Biomedical Building – Room T-102A
Goldbond Building (677 Ala Moana Boulevard) – Suite 301
Office Hours: Before/after class period, or by appointment

3) Course Description

“Cultural competency” is one of public health’s primary tools to closing the disparities gap in healthcare. It encompasses behaviors, attitudes, and policies that are integrated in a system, agency, or group of professionals that enables effective work in cross-cultural settings and situations. While “culture” is commonly associated with race/ethnicity, it encompasses the language, thoughts, communications, actions, customs, beliefs, and values of any social group. This course will examine both analytical and practical approaches to cultural competency in public health. Concepts, models, frameworks, and communication that occur in cross-cultural health situations will be discussed, but also the application of these concepts in real interventions and programs.

Each class will generally include a short lecture, practical activities, and discussion. The lecture will review pertinent concepts for the week’s topic area. Activities will include readings, student-led discussions, guest lecturers, and other in-class exercises. The course’s major projects include: 1) research (via readings and interviews) of a particular ethnic culture; and 2) a culminating presentation and paper on a specific topic relating to cultural competency in healthcare.

4) Student Learning Objectives

By the end of the course, each student should be able to:

- 1) Define key terms and concepts relating to cultural competency in healthcare, including key factors identified in the literature that are necessary for the delivery of culturally competent healthcare/health promotion.
- 2) Explain the role of cultural competency in addressing health disparities and the care of various racial/ethnic and vulnerable populations.
- 3) Demonstrate an understanding of the fundamentals of cross-cultural communication, and the planning and delivery of culturally competent health education programs.
- 4) Improve written and verbal communication skills.

5) Required Textbooks

One textbook is required (see below). All other assigned readings and articles will be posted on the class Laulima site (<https://laulima.hawaii.edu/portal>).

- 1) McDermott, J. F., & Andrade, N. N. (Eds.). (2011). *People and cultures of Hawai‘i: The evolution of culture and ethnicity* (2nd ed.). Honolulu, HI: University of Hawai‘i Press.

6) Course Schedule and Assignments

Adjustments may be made to this course schedule, the readings, and assignment deadlines as needed. Any adjustments will be openly communicated with students.

Week	Date	“Cross-Cultural” Topic	Activity and/or “Culture of Focus”	Due Today (“Text” refers to “People and Cultures” textbook)
1	8/26/15	Course overview <ul style="list-style-type: none"> • “People and Cultures” book “‘The foundations” <ul style="list-style-type: none"> • Definitions • Writing tips 	“Origins” activity Develop questions for author interviews	N/A
2	9/2/15	“Foundations” continued <ul style="list-style-type: none"> • Self-identity 	Guest speaker – Dr. Amber Strong Makaiau – self-identity Students share self-identity write-ups	Readings <ul style="list-style-type: none"> • Text – preface, introduction, and chronology • Makaiau, A. S., & Freese, A. R. (2013). A transformational journey: Exploring our multicultural identities through self-study. Other <ul style="list-style-type: none"> • Identity exercise – bring a copy (electronic or hard copy) to share in class, and upload electronic copy (Word format) to Laulima no later than 2:00 p.m.
3	9/9/15	Field trip to ‘Iolani Palace <ul style="list-style-type: none"> • Meet there at 2:30 p.m. – 364 South King Street (come earlier if you’d like to explore the grounds, browse the gift shop, etc.) • Tour starts at 3 p.m., and ends at approximately 4 p.m. • Possible guest speaker from 4 to 5 p.m. 		Readings <ul style="list-style-type: none"> • Text – Chapter 1 – The Hawaiians
4	9/16/15	“Foundations” continued <ul style="list-style-type: none"> • Cultural competency in healthcare • CLAS Standards • Health disparities 	Review and discussion of CLAS Standards (video – “Think-speak-act cultural health”) Guest speaker – Mr. Brent Oto – military culture	Readings <ul style="list-style-type: none"> • Betancourt, J. R., Green, A. R., & Carrillo, J. E. (2002). Cultural competence in health care: Emerging frameworks and practical approaches. • Betancourt, J. R., Green, A. R., Carrillo, J. E., & Ananeh-Firempong, O. (2003). Defining cultural competence: A practical framework for addressing racial/ethnic disparities in health and health care. • Department of Health and Human Services (2013). National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care.
5	9/23/15	Inequality and health <ul style="list-style-type: none"> • Social determinants of health • Social justice 	Guest speaker – Mr. Dave Rehuher – chapter author of “The Micronesians” Video – Unnatural causes	Readings <ul style="list-style-type: none"> • Text – Chapter 15 – The Micronesians • Institute of Medicine (2002). Unequal treatment: What healthcare providers need to know about racial and ethnic disparities in healthcare. • Institute of Medicine (2002). What healthcare consumers need to know about racial and ethnic disparities in healthcare.
6	9/30/15	Cultural competence in education and training programs	Guest speaker – Dr. Martina Kamaka – cultural competence in medical education	Readings <ul style="list-style-type: none"> • Dykes, D. C., & White III, A. A. (2011). Culturally competent care pedagogy. • Smith, W. R., Betancourt, J. R., Wynia, M. K., Bussey-Jones, J., Stone, V. E., Phillips, C. O., Fernandez, A., Jacobs, E., & Bowles, J. (2007). Recommendations for teaching about racial and ethnic disparities in health and health care.

Week	Date	“Cross-Cultural” Topic	Activity and/or “Culture of Focus”	Due Today (“Text” refers to “People and Cultures” textbook)
7	10/7/15	Intersection of culture and psychological processes	Guest speaker – Dr. J. Keawe‘aimoku Kaholokula – culture, acculturation, stress, and health	REMINDER – CLASS TO BE HELD AT GOLDBOND BUILDING, SUITE 301 (677 ALA MOANA BOULEVARD) <ul style="list-style-type: none"> FYI – HPHA Annual Meeting – registration at 4:30 p.m., meeting begins at 5 p.m. Readings <ul style="list-style-type: none"> Kaholokula, J. K., Grandinetti, A., Keller, S., Nacapoy, A. H., Kingi, T. K., & Mau, M. K. (2012). Association between perceived racism and psychological stress indices in Native Hawaiians. Kaholokula, J. K., Grandinetti, A., Nacapoy, A. H., & Chang, H. K. (2008). Association between acculturation modes and Type 2 diabetes among Native Hawaiians.
8	10/14/15	Models for assessing and implementing cultural competency	Guest speakers – Ms. JoAnne Balberde-Kamali‘i and Ms. Tracey Wise – working with local communities	Readings <ul style="list-style-type: none"> Chun, M. B. J., Yamada, A.-M., Huh, J., Hew, C., & Tasaka, S. (2010). Using the cross-cultural care survey to assess cultural competency in graduate medical education. Gozu, A., Beach, M. C., Price, E. G., Gary, T. L., Robinson, K., Palacio, A., Smarth, C., Jenckes, M., Feuerstein, C., Bass, E. B., Powe, N. R., & Cooper, L. A. (2007). Teaching and learning in medicine: An international journal. The Lewin Group (2002). Indicators of cultural competence in health care delivery organizations: An organizational cultural competence assessment profile.
9	10/21/15	Culturally tailored programs and interventions	Guest speakers – Ms. Kris Bifulco and Ms. Jo Chang – working with LGBTQ communities	Readings <ul style="list-style-type: none"> Castro, F. G., Barrera Jr., M., & Martinez Jr., C. R. (2004). The cultural adaptation of prevention interventions: Resolving tensions between fidelity and fit. Okamoto, S. K., Kulis, S., Marsiglia, F. F., Holleran-Steiker, L. K., & Dustman, P. (2013). A continuum of approaches toward developing culturally focused prevention interventions: From adaptation to grounding.
10	10/28/15	Communication and cultural competency	STUDENT DISCUSSIONS – 4 students	Readings <ul style="list-style-type: none"> Text – 4 chapters Ngo-Metzger, Q., Sorkin, D. H., Phillips, R. S., Greenfield, S., Massagli, M. P., Clarridge, B., & Kaplan, S. H. (2007). Providing high-quality care for limited English proficient patients: The importance of language concordance and interpreter use.
11	11/4/15	Patient-provider concordance	Guest speaker – Dr. Anthony Guerrero – chapter author of “The Filipinos”	Readings <ul style="list-style-type: none"> Text – Chapter 9 – The Filipinos Blanchard, J., Nayar, S., & Lurie, N. (2007). Patient-provider and patient-staff racial concordance and perceptions of mistreatment in the health care setting. Jerant, A., Bertakis, K. D., Fenton, J. J., Tancredi, D. J., & Franks, P. (2011). Patient-provider sex and race/ethnicity concordance: A national study of healthcare and outcomes.
12	11/11/15	NO CLASS – HOLIDAY (VETERAN’S DAY)		
13	11/18/15	Culturally competent healthcare systems	STUDENT DISCUSSIONS – 4 students	Readings <ul style="list-style-type: none"> Text – 4 chapters Anderson, L. M., Scrimshaw, S. C., Fullilove, M. T., Fielding, J. E., Normand, J., & the Task Force on Community Preventative Services (2003). Culturally competent healthcare systems. Castillo, R. J., & Guo, K. L. (2011). A framework for cultural competence in health care organizations.

Week	Date	"Cross-Cultural" Topic	Activity and/or "Culture of Focus"	Due Today ("Text" refers to "People and Cultures" textbook)
14	11/25/15	Cultural competence in research and evaluation	STUDENT DISCUSSIONS – 2 students	Readings <ul style="list-style-type: none"> • Text – 2 chapters • Centers for Disease Control and Prevention (2014). Practical strategies for culturally competent evaluation.
15	12/2/15	Cultural competence in policy Future of cultural competence	STUDENT DISCUSSIONS – 2 students Legislation activity	Readings <ul style="list-style-type: none"> • Text – 2 chapters • Lee, R. M., Vu, A. M., & Lau, A. (2013). Culture and evidence-based prevention programs. Other <ul style="list-style-type: none"> • Legislation activity – choose state and be prepared to orally summarize in class (https://www.thinkculturalhealth.hhs.gov/Content/LegisatingCLAS.asp)
16	12/9/15	Last day of class FINAL PRESENTATIONS (10-15 minutes per student)		Other <ul style="list-style-type: none"> • Upload electronic copy of presentation to Laulima no later than 2:00 p.m.
17	12/16/15	Finals week (no classes)		FINAL PAPERS DUE NO LATER THAN WEDNESDAY, DECEMBER 16, 2015 (11:59 P.M.), VIA LAULIMA SITE (DO NOT EMAIL). PLEASE UPLOAD IN WORD FORMAT.

7) Supplemental Resources and Websites (not required)

- Articles and reports
 - Agency for Healthcare Research and Quality (2015, May). *2014 National Healthcare Quality and Disparities Report*. Rockville, MD: Agency for Healthcare Research and Quality.
 - Ezzati, M., Friedman, A. B., Kulkarni, S. C., & Murray, C. J. L. (2008). The reversal of fortunes: Trends in county mortality and cross-county mortality disparities in the United States. *PLoS Medicine*, 5(4), 1-12.
 - Meyer, P. A., Yoon, P. W., & Kaufmann, R. B. (2013). Introduction: CDC Health Disparities and Inequalities Report – United States, 2013. *Morbidity and Mortality Weekly Report*, 62(3), 1-186.
 - Shek, D., & Yamada, S. (2011). Health care for Micronesians and constitutional rights. *Hawai'i Medical Journal*, 70(11), Supplement 2, 4-8.
 - Smedley, B. D., Stith, A. Y., & Nelson, A. R. (Eds.) (2003). *Unequal treatment: Confronting racial and ethnic disparities in health care*. Washington, DC: National Academic Press.
 - US Department of Health and Human Services (2011). *HHS action plan to reduce racial and ethnic health disparities: A nation free of disparities in health and health care*. Washington, DC: US Department of Health and Human Services.
 - US Department of Health and Human Services (2013, April). *National standards for culturally and linguistically appropriate services in health and health care: A blueprint for advancing and sustaining CLAS policy and practice*. Washington, DC: Office of Minority Health, US Department of Health and Human Services.
- Websites
 - US Department of Health and Human Services (DHHS)
 - Health Resources and Services Administration (HRSA)
 - Main website
 - <http://www.hrsa.gov/culturalcompetence/index.html>
 - National Center for Cultural Competence (funded by HRSA)
 - <http://nccc.georgetown.edu/>
 - The mission of the NCCC is to increase the capacity of healthcare and mental health care programs to design, implement, and evaluate culturally and linguistically competent service delivery systems to address growing diversity, persistent disparities, and to promote health and mental health equity.

- National Institutes of Health (NIH)
 - Office of Communications and Public Liaison
 - <http://www.nih.gov/clearcommunication/culturalcompetency.htm>
- Office of Minority Health
 - Center for Linguistic and Cultural Competency in Health Care
 - <http://minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&lvlid=34>
 - The Office of Minority Health established the Center for Linguistic and Cultural Competency in Health Care (CLCCHC) to address the health needs of populations who speak limited English. Its mission is to collaborate with federal agencies and other public and private entities to enhance the ability of the health care system to effectively deliver linguistically appropriate and culturally competent health care to limited English-speaking populations.
- Think Cultural Health
 - <https://www.thinkculturalhealth.hhs.gov/index.asp>
 - Think Cultural Health (TCH) is dedicated to advancing health equity at every point of contact. With growing concerns about health inequities and the need for health care systems to reach increasingly diverse patient populations, cultural competence has become more and more a matter of national concern.
- Unnatural Causes (partnership with the National Association of County and City Health Officials [NACCHO])
 - <http://www.unnaturalcauses.org/>
 - “Unnatural Causes” is the acclaimed documentary series broadcast by PBS and now used by thousands of organizations around the country to tackle the root causes of our alarming socio-economic and racial inequities in health.

8) Course Policies

1. **Do the assignments on-time.** All students are expected to read the assigned chapters and articles on Lulima by the respective dates of discussion, and complete all course assignments at graduate-level proficiency. Maximum benefit from this class can be achieved only if you attend class, complete the readings, assignments, and projects as they are assigned, and actively participate in the class discussions. It is the student’s professional responsibility to be aware of assignment deadlines and make the instructor aware of any reasons why you may not be able to meet them before the deadline passes. Your grade for the course can, and will, be affected by late work. Points may be deducted for late assignments, especially if no communication has been made before the deadline passes.
2. **Show up on time and participate.** All students are expected to **show up on time** and **attend all classes**. Since so much “in-class” learning and participation will be occurring, missing a class means missing critical knowledge, activities, and experiences that are difficult to re-create. If a student misses a class they will be required to contact the instructor before the next class session, and obtain instructions for a possible make-up assignment. If more than two classes are missed, it may affect the student’s grade for the overall course. It is the student’s professional responsibility to notify the instructor of any anticipated absences in advance.
3. **Use the proper format.** Please use American Psychological Association (APA) format (double-spaced, 1-inch margins, 11 or 12-point font, and with **proper citations**) for the final paper. A quick guide can be found at <https://owl.english.purdue.edu/owl/section/2/10/>. Submit all assignments by the due date through the “Assignments” section in the Lulima system at <https://lulima.hawaii.edu/portal>. Please ensure that your document is Microsoft Word compatible. You should also have access to your assignments, either electronically or printed out, for review during class.
4. **Grades.** Final grades are based on completed assignments, prompt class attendance, and participation. All assignments must be completed for a passing grade. There will be no extra credit assignments. Assignments must be submitted by 2:00 p.m. on the due date to receive full credit for the assignment (with the exception of the final paper). Points will be deducted for late assignments. Grades can and will be affected by late work.

5. **Conduct Code—Do original work.** Original written work is expected with **appropriate citation of references** (use APA style). **Plagiarism is unacceptable** and will result in a failing grade for the assignment and possibly for the course, depending on the extent of the violation. Please be familiar with the University of Hawai‘i Student Conduct Code, available online, at the Office of Student Affairs at the Student Services.
6. **Syllabus may be revised as needed.** The course schedule and assignments may need to be revised and some topics re-scheduled depending on the availability of guest speakers, pace of learning, size of the class, and the needs of the students.
7. **Appointments with instructor.** Students are welcomed and encouraged to meet with the course instructor to review their progress or clarify course assignments and expectations. Please contact the instructor before or after class, by phone, or by email to set up appointments.
8. **Demonstration of Professionalism.** Throughout the course, students are expected to conduct themselves with a high level of professionalism, as would be expected of graduate-level scholars.

9) Description of Assignments, Due Dates, and Grading

	Assignment	Points	Percentage	Due Date
1.	Attendance and participation	20	8%	Throughout the semester
2.	In-class activity – self-identity write-up <ul style="list-style-type: none"> • Prepare a brief (approximately 1-2 pages) write-up on your cultural background – however you would like to define “culture” (e.g., ethnicity, hobbies, field of study, workplace, geography, etc.). • Upload an electronic copy to Laulima no later than 2 p.m. on the due date. Also, bring a copy (electronic or paper) to class, and be prepared to share with your classmates. 	10	4%	September 2 nd , 2 p.m. Upload to Laulima, and bring a copy (electronic or paper) to class to share
3.	In-class activity – cultural competency in policy/legislation <ul style="list-style-type: none"> • Select a state from the map at https://www.thinkculturalhealth.hhs.gov/Content/LegisatingCLAS.asp (we will select states in class, to ensure no duplication). • Prepare a brief (approximately 1-2 pages) review and critique as to how the state has tried to address cultural competency via policy/legislation. • Upload an electronic copy to Laulima no later than 2 p.m. on the due date. Also, bring a copy (electronic or paper) to class, and be prepared to share with your classmates. 	10	4%	December 2 nd , 2 p.m. Upload to Laulima, and bring a copy (electronic or paper) to class to share
4.	Research and presentation on ethnic group <ul style="list-style-type: none"> • Select a chapter/ethnic group from the “People and Cultures” textbook (we will select in class, to ensure no duplication). If possible, do NOT choose an ethnic group that you personally belong to. • Use “legitimate sources” to research basic health statistics relating to your selected group – e.g., population size in the US/Hawai‘i, disease rates, biggest health disparities, access to care, etc. • Make contact with a chapter author (names and contact information will be provided by instructor), and conduct a brief (approximately 30 minutes) interview. We will create a list of interview questions in class. • Brainstorm potential techniques and challenges in providing culturally competent healthcare/services to this population. • Prepare an oral presentation using slides (i.e., powerpoint) to summarize all of the above. Your presentation to be approximately 20 minutes long. 	50	20%	Throughout the semester (October 28 th , November 18 th , November 25 th , or December 2 nd) We will select groups and presentation dates within the first few weeks of class

	Assignment	Points	Percentage	Due Date
5.	Class project – proposed topic <ul style="list-style-type: none"> • Prepare 1 paragraph to describe your planned paper topic (see below for details). • Upload an electronic copy to Laulima no later than 2 p.m. on the due date. Also, bring a copy (electronic or paper) to class, and be prepared to share with your classmates. 	10	4%	September 23 rd , 2 p.m. Upload to Laulima, and bring a copy (electronic or paper) to class to share
6.	Class project – final presentation <ul style="list-style-type: none"> • Prepare an oral presentation using slides (i.e., powerpoint) to summarize your final paper. Your presentation should be fairly brief (approximately 10-15 minutes long). • Upload an electronic copy to Laulima no later than 2 p.m. on the due date. 	50	20%	December 9 th , 2 p.m. Upload to Laulima
7.	Class project - final paper <ul style="list-style-type: none"> • Papers should be on a topic relevant to cultural competency in public health/healthcare. Your paper must focus on a cross-cutting topic, technique, issue, application, etc. – and not on a specific cultural group (though you may discuss a cultural group/s in your paper as an example of the cross-cutting topic). • Topics may be changed and/or modified subject to instructor approval. • Papers should be between 10-12 pages in length (not including citations), and in APA format. References should be used appropriately. • Upload an electronic copy (Word format) to Laulima no later than the due date. 	100	40%	December 16 th , 11:59 p.m. Upload to Laulima
Total		250	100%	

10) Grading System – PH 630 does not use the plus or minus (+/-) grading system.

A = 90-100	Excellent, distinctive work. Demonstrates sophisticated understanding, and nuanced and insightful accounts. Powerful and effective application of concepts, frameworks, and theories, as articulated in class discussions and written work.
B = 80-89	Above average work. Demonstrates accomplished understanding, and thorough, well-documented accounts. Adequate and apt application of concepts, frameworks, and theories, as articulated in class discussions and written work.
C = 70-79	Average work. Sufficient, but not distinctive. Acceptable view with some misconceptions or oversights. Acceptable but limited application of concepts, frameworks, and theories, as articulated in class discussions and written work.
D = 60-69	Poor, insufficient work. Naïve or inadequate understanding. Simplistic account and use of concepts, frameworks, and theories during class discussions. Unable to articulate thoughts and ideas in written work.
F < 60	Unacceptable work.

11) Department-Approved Competencies Addressed

By graduation, MPH students must demonstrate ability to apply public health perspectives, knowledge, and skill in the areas of core and cross cutting areas. The table below lists all competencies that will be addressed in this course.

MPH CORE COMPETENCIES	
CPH13.	Interpret the cause of social and behavioral factors that affect health of individuals and populations [SBHS].
CPH14.	Describe the roles of history, power, privilege, and structural inequality in producing health disparities [DIVERSITY/CULTURE].
CPH15.	Demonstrate ability to interact respectfully and effectively in diverse groups [DIVERSITY/CULTURE].
CPH16.	Recognize system-level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments [SYSTEMS THINKING].
CPH17.	Communicate in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency [COMMUNICATION/INFORMATICS].
CPH18.	Apply public health ethical standards of practice into all interactions with individuals, organizations, and communities [ETHICS/PROFESSIONALISM].
CPH19.	Demonstrate professionalism in public health research and practice based on principles of professional conduct and ethical practices of public health [ETHICS/PROFESSIONALISM].
DrPH COMPETENCIES	
DPH2.	Demonstrate effective written and oral skills for communicating with persons across the lifespan from diverse cultural, lifestyle, socioeconomic, educational, racial, ethnic and professional backgrounds [COMMUNICATIONS].
DPH3.	Facilitate and expand collaborative relationships with a variety of entities (e.g., government, non-profits, community, and academia) [COMMUNITY COLLABORATION].
DPH4.	Utilize the integrating concepts and skills involved in culturally appropriate community engagement, empowerment, and intervention translation with diverse communities [COMMUNITY COLLABORATION].
DPH5.	Demonstrate and apply high ethical standards to all activities, including communication and interaction with diverse populations, the conduct of research, and the handling of information and data [ETHICS].

12) University Policies for Opportunity and Accommodation

Equal Opportunity and Affirmative Policy

The University of Hawai‘i is an equal opportunity/affirmative action institution, and is committed to a policy of non-discrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, status as a covered veteran, pregnancy, and domestic or sexual violence victim status. This policy covers admission and access to and participation, treatment, and employment in the University’s programs and activities.

For more information on equal opportunity and affirmative action policies and complaint procedures for the UH Mānoa Campus, contact:

- Students: Lori Ideta, Assistant Vice Chancellor & Dean of Students, EEO/AA, Title IX & ADA Coordinator
 - 956-3290 (V/T), idgeta@hawaii.edu
- Employees: Mie Watanabe, EEO/AA Director, Title IX & ADA Coordinator
 - 956-7077, eeo@hawaii.edu
- Students with Disabilities: Ann Ito, KOKUA Program Director
 - 956-7511 (V/T), kokua@hawaii.edu

Accommodations

A student who may need an accommodation based on the impact of a disability is invited to contact me privately within the first weeks of the course. I would be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at 808-956-7511 or 808-956-7612 (voice/text), and is located in room 013 of the Queen Lili‘uokalani Center for Student Services.