

Instructor Toolkit

ICUPO: Learning & Assessing Using AI-Driven Tools

Examples for Competence Category #4 (Cultural Responsiveness & Diversity)

The purpose of this toolkit is to provide specific recommendations to address the [International Collaboration on Undergraduate Psychology Outcomes \(ICUPO\)](#) competence category that covers psychology-relevant cultural responsiveness (#4). Teaching and assessment examples (labeled “minimal”) are provided in the Supplementary Appendix 2 (ICUP, 2024, p. 35). An adjacent column (labeled “commendable”) in the appendix is currently empty (Gamma.R2 Version). This Instructor Toolkit provides practical examples that incorporate artificial intelligence (AI) into teaching and assessment examples to improve cultural responsiveness and encourage diverse thought.

Competency 4. Psychology-relevant Cultural Responsiveness & Diversity (see ICUP, 2024, pp. 35-36)

4.1 Demonstrate reflexivity regarding the impact of one’s own and others’ historical, social-cultural, and geopolitical contexts and roots in understanding self and others – on an ongoing basis

Reflexivity: “Reflexivity is finding strategies to question [on an ongoing basis] our own attitudes, thought processes, values, assumptions, prejudices and habitual actions, to strive to understand our complex roles in relation to others. To be reflexive is to recognise we are active in shaping our surroundings, and begin critically to take circumstances and relationships into consideration rather than merely reacting to them, and help review and revise ethical ways of being and relating to our [ever-changing] world” (from <https://learningforsustainability.net/reflective-practice>) [words in square brackets added] Explanatory note: With ‘reflexivity’, there is a particular emphasis on the ongoing examination of one’s own values/ethics/beliefs/capabilities, and how this influences our behaviour and our impact on others. (p. 13)

Direct Excerpt from [Walker et al. \(2014\)](#):

[Tannoch-Bland \(1998\)](#) (hyperlink to 47 examples) wrote that racism is dialectical: there are those who are disadvantaged by it and those who benefit from it. White race privilege is taken for granted and reproduced in everyday institutions. Privilege refers to a variety of situations which disproportionately benefit white people; it ranges from being in control of the economic and political system to more simple forms such as being able to buy band-aids and cosmetics suitable for white skin, and watching television programs that are representative of white people. Tannoch-Bland provides 40 [sic] examples of the kinds of invisible privilege and unearned benefits associated with whiteness. We have selected 10 examples for illustrative purposes.

1. I can be reasonably confident that in most workplaces my race will be in the majority, and in any case that I will not feel as isolated as the only, often token, member of my race.

2. When I am told about Australian history or about 'civilisation', I am shown that people of my colour made it what it is.
3. I can send my children to school in unironed uniforms without it reflecting on their race.
4. I can dress down, or get drunk in public without reinforcing negative stereotypes about my race.
5. When I speak in public my race is not on trial.
6. When I'm late, my lateness isn't seen as a reflection of my race.
7. When I win a job or a scholarship, I am not suspected of doing so because of my race rather than my merit.
8. When I need legal or medical help, my race doesn't work against me.
9. I expect that neighbours will be neutral or friendly to me.
10. From among the people of my race, I can choose from a wide range of professional role models. (pp. 34-36)

Read the examples above and list three examples of benefits that you believe come from your race/ethnicity/gender/position/location. (pp. 212-213)

Cultural Values and Heritage Questionnaire

Consider using a survey tool that will digitally collect the answers to student responses. In settings, allow for a copy of their responses to be electronically delivered to their email address. Information collected from the questionnaire can be used as an informational profile for AI/GPT journaling.

BASIC INFORMATION

Full name:

Age:

Gender:

Country of birth:

Current country of residence:

ETHNIC & CULTURAL BACKGROUND

What is your ethnic background?

What is your nationality?

What languages do you speak fluently?

FAMILY & HERITAGE

Describe your family structure (e.g., nuclear, extended).

What are the cultural or ethnic backgrounds of your parents or guardians?

Are there any family traditions or customs that are significant to you?

CULTURAL PRACTICES & TRADITIONS

List any cultural or religious holidays you celebrate.

Describe any traditional foods or dishes that are important in your culture.

Are there any cultural music, dance, or art forms that you engage with?

VALUES & BELIEFS

What values are emphasized in your culture (respect, community, independence)?

How does your culture view education and learning?

Are there any cultural beliefs or practices that influence your daily life?

COMMUNITY & SOCIAL LIFE

Are you involved in any cultural or community groups? If so, describe your involvement.

How does your culture influence your social interactions and relationships?

CULTURAL IDENTITY

How do you identify culturally (e.g., nationality, ethnicity, religion)?

What aspects of your culture do you feel most connected to?

Are there any challenges you face in maintaining your cultural identity?

PERSONAL REFLECTIONS

What do you appreciate most about your cultural heritage?

How do you think your cultural background influences your perspective on the world?

Is there anything else about your cultural background that you would like to share?

IMPACT OF CULTURE ON THOUGHTS & BEHAVIORS

How does your cultural background influence your decision-making process?

In what ways does your culture shape your views on social issues?

How does your cultural identity affect your interactions with people from different backgrounds?

OPEN-ENDED QUESTIONS

Share a story or experience that highlights the impact of your culture on your life.

Describe a situation where your cultural background influenced your behavior or thoughts.

ADDITIONAL IDEAS FOR QUESTIONNAIRE DEVELOPMENT

Include questions that address:

- Individualism/collectivism
- Power distance
- Uncertainty avoidance
- Make it a collaborative exercise with the class (lead from behind)
 - Family traditions
 - Communication styles
 - Conflict resolution approaches
 - Experiences with discrimination or privilege

Rationale for integrating AI with reflective journaling

- Personalized prompts
- Feedback & insights
- Diverse perspectives
- Resource recommendations

- Language & expression

Using AI with personal reflection journaling to increase optimal cultural responsiveness

Some Advantages by Journal Method

	Traditional Journaling	AI-Assisted Journaling
Personal Reflection	Encourages deep, personal reflection without external influence.	Guided reflection with tailored prompts and questions.
Emotional Expression	Writing by hand can be therapeutic and help in expressing emotions freely.	Provides feedback and insights, highlighting patterns or biases.
Privacy	Journals are private and secure, with no risk of digital data breaches.	Convenient and accessible from multiple devices.
Unstructured Creativity	Offers complete freedom in how thoughts are recorded, encouraging creativity.	AI can analyze entries over time to identify trends and areas for growth.

Some Disadvantages by Journal Method

	Traditional Journaling	AI-Assisted Journaling
Limited Feedback	Lacks external input or feedback, which might limit the identification of blind spots.	Digital entries may be vulnerable to data breaches or unauthorized access.
Time-Consuming	Writing by hand can be slower and may discourage frequent entries.	Users might become dependent on AI for reflection, potentially limiting introspection.
Lack of Guidance	Without prompts or guidance, it may be challenging to explore certain areas effectively.	Typing may not provide the same emotional release as writing by hand.
Storage and Accessibility	Physical journals can be lost or damaged and are not as easily accessible as digital formats.	AI algorithms may have inherent biases that could influence the feedback provided.

4.2 Demonstrate cultural responsiveness and humility, that is, behaviour that is respectful, compassionate, culturally appropriate, and sensitive in relation to individuals, groups, and communities from diverse cultural and personal backgrounds.

4.3 Propose, implement and/or evaluate interventions based on psychological science to meet the needs of diverse cultural groups including historically marginalized groups.

Using AI with case studies to increase optimal cultural responsiveness (addressing competencies 4.2 & 4.3)

While AI can create varied scenarios within case studies to reflect different cultural backgrounds and challenges, it can also use information from prewritten case studies to help students explore how cultural contexts influence behavior and decision-making.

In the case of Jason below, a useful exercise could simulate role-playing or perspective-taking from different stakeholders. Some examples include:

- Therapist
- Healthcare providers
- Friends
- Family members

Depending on the course objectives, psychology students with an interest in clinical work might dually benefit from considering the interpretation of the ethical code and cultural influences. In the case of Jason below, some potential cultural context variables contributing to ethical code interpretation are summarized in the following table.

Ethical Standard	Description	Cultural Context Impact
Confidentiality	Maintain client confidentiality.	In cultures valuing family involvement, Jason's estrangement might affect confidentiality decisions.
Autonomy	Respect the client's autonomy and decision-making.	Jason's choice to stop medication might be viewed differently in cultures prioritizing community welfare.
Non-Maleficence	Do no harm.	Jason's use of marijuana might be stigmatized in some cultures, affecting perceptions of harm.
Beneficence	Act in the best interest of the client.	Balancing Jason's quality of life desires with a counselor's view of beneficence requires cultural sensitivity.
Cultural Competence	Provide culturally competent services.	Addressing issues related to sexual orientation and

		religious beliefs requires understanding Jason's cultural background.
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The Case of Jason from Herlihy and Corey (2006):

Jason is a 38-year-old gay man with AIDS. In his counseling session, he presents with concerns about dealing with the progression of his illness and uncertainty about his future. He reports that he has struggled with depression and anxiety for much of his life and was suicidal during adolescence when he was coming to realize he was gay. He has been estranged from his family of origin (parents, older brother, and younger sister) since he came out to them when he was in his early 20s. He was also rejected by his church and believes that “God turned His back on me, so I turned my back on Him.” He does have some friends in his local gay community and in the HIV support group he attends once a week, but he has not been able to maintain a significant relationship since learning of his HIV status.

Jason learned he was HIV positive 8 years ago, but based on how sick he was when he was tested, he reports that his physicians think he has been infected for at least 15 years. He started on medications immediately, but he has developed resistance to most of them because of an admitted lack of adherence to the sometimes complicated regimen. During a recent medical exam, Jason was told that the combination of medications he is now taking seems to be holding the HIV in check. But he does not appear to be getting any better, and there are no other options for him at this point. His physician told him that she could not predict how much longer these medications would continue working but that it could be years and that new types of drugs are coming out on a regular basis. Jason thinks his quality of life is poor right now because of the side effects of the medications and the advanced state of his HIV infection, with his daily symptoms including night sweats, nausea, diarrhea, fatigue, and numbness or pain in various extremities. He has been unable to work on a plant assembly line for the last 6 years because of the HIV and associated problems. Even if he could work, he doesn’t think he would be able to find a job given his condition and the job market in the area.

Jason is not sure he wants to continue living this way, especially because he has seen several of his friends in the HIV support group and in the larger gay community die terrible deaths related to HIV disease. He adds that, because it looks like he is going to die anyway, he might as well have a good quality of life the last few months and has seriously considered stopping his medications so the side effects go away. When he mentioned to his physician the idea of a “drug holiday,” which has been discussed in the HIV magazines he reads, his doctor said that if he stopped the medication he could expect to die within a few months and, at least right now, there would be no medications to start again if he changed his mind.

In addition to the HIV medication, Jason is taking two types of antidepressants, which help some with his anxiety. He has a prescription for an additional anxiolytic, which he reports taking more frequently recently because of his increased anxiety when he goes out in public. Jason thinks his HIV positive status is more apparent now and that people are staring at him and judging him. Jason also has a prescription for sleeping pills, a narcotic pain medication, and a

prescription for the nerve condition he has developed. In addition, he is taking medications to counter the side effects of the other medicines, so he also has pills for nausea and diarrhea. As a result, Jason may take 30 or more pills a day, depending on how bad his symptoms are, and he is getting tired of having to do this day in and day out. Another side effect of all this medication is that he has little appetite and nothing tastes good. He smokes marijuana on a regular basis, both to increase his appetite as well as to help with the nausea. Although he admits that he used to drink every day, he stopped using alcohol and other recreational drugs (other than marijuana) when he began his HIV medications.

At the end of the session Jason says that he has appreciated talking and that it has helped him to look at everything he facing in his life and what his future holds. He says that after listening to himself, he has decided that it makes the most sense to stop taking his HIV medication and enjoy the little time he has left by traveling. He wants to see parts of the country he has never explored instead of being stuck at home or at least close to a bathroom because of the side effects of the medications. He indicates that he may as well cash in his life insurance policy and pay for everything with his few remaining credit cards: it will not matter if ruins his credit rating, and there is no one to whom he wants to leave his insurance money. Finally, he says that he does not think he needs another session because he will either be really sick or will be on the road in the next few weeks. (Herlihy & Corey, 2006, pp. 228-229)

Other AI uses to reinforce and assess competency 4.3

Consider using AI to:

- Detect bias in educational materials and interactions
- Simulate potential outcomes for therapeutic interventions (given cultural variables)
- Utilize evaluation metrics to tailor treatment options

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