San José State University  
Department of Psychology  
PSYC 190,  
Capstone Seminar: Current LGBTQ Issues in Psychology,  
Section 05, Spring 2012

Instructor:  
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NOTE: When contacting me by email, please put “PSYC Capstone” in the subject line.  
Course syllabus, schedule, assignments, and other materials may be downloaded via D2L or MySJSU

Office Hours:  
MW 11:45am -1:00 pm and by appointment

Class Days/Time:  
MW 1:30 pm – 2:45pm

Classroom:  
SH 344

Prerequisites:  
Prerequisite: PSYC 100W and senior standing.  
Pre/Corequisite: PSYC 120 or PSYC 018.

Course Description

Integrative survey of current viewpoints and issues in psychology, how they developed and likely future directions of psychology.

This course is a capstone course in psychology, and is designed to provide you with a context for integrating the learning you have gained over the course of obtaining a Bachelor’s degree in psychology. This course is designed to provide you with an integrative survey of current viewpoints and research regarding LGBTQ issues in Psychology.

The primary goal is to improve and refine student’s critical thinking skills and knowledge applicable to the study of LGBTQ issues in psychology and to appreciate this in a broad cultural context.

Course Format

This course will include lecture and discussion are designed to provide the foundation and direction for subsequent investigation. Course will provide in depth analysis and review of particular LGBTQ psychology topics. This course will include lecture, group discussion, writing assignments and student presentations. The final paper is an individual assignment where student will explore one topic in depth.
An important aspect of the course is the understanding of how the research findings have been interpreted. Specific topics will be researched and explored in detail, providing students with research and critical thinking skills, as well as an in-depth understanding of particular current LGBTQ topics in the field of psychology.

Many class sessions will involve group discussions. Therefore it is imperative that students read before each class and come prepared to actively participate in class discussions. The success of this class is directly dependent on participation by students.

NOTE: Many topics in this course may evoke strong emotions. Within the framework of individual expression, students are expected to show respect for others and their viewpoints, even when those views are opposed to those of the student.

**Course Goals and Student Learning Objectives**

Upon successful completion of this course, students will have:

1. Enhanced critical thinking about contemporary LGBTQ issues
2. Developed an understanding of the real-world challenges faced by LGBTQ individuals, couples and families.
3. Demonstrated the ability to focus, refine and present complex theory and research ideas by way of class presentations and facilitation of class discussions.
4. Demonstrated competence in written communication by analyzing, synthesizing, and integrating existing psychology literature relevant to this topic
5. Demonstrated an integration of knowledge and skills developed across the psychology major
6. Provided evidence of skills in researching the psychology literature (including accessing electronic and print journal articles in libraries and beyond)
7. Ability to apply these skills to LGBTQ topics of interest
8. Awareness of future research needs in regards to LGBTQ psychology.

**Required Texts/Readings**

**Textbook**

There is no textbook for this course

**Other Readings**

Mandatory reader will be provided by Instructor via downloads available through D2L

**Classroom Protocol**

This class will use a seminar format with assigned reading and classroom discussion/debate. This classroom is a professional environment, and should be treated that way. Please practice the following guidelines to help the class run more smoothly as well as to limit the amount of distractions that occur.
Each member of the class is expected to:

1. Attend all classes (*your grade is dependent on your participation not your attendance*)
2. Complete all assigned readings prior to each class
3. Actively participate in all classroom discussions.
4. Arrive on time
5. Turn off all cell phones & watch alarms prior to entering classroom.
6. Don’t talk when your instructor is speaking or when other students are asking questions.
7. Be respectful of the thoughts, opinions, and experiences of others even though you might not agree with what they are saying. Many of the topics in this class may have personal significance to some students. Please make a special effort to listen to one another.
8. Laptops are permitted in the classroom for NOTE-TAKING PURPOSES ONLY
9. Turn in all assignments on time

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

**Assignments and Grading Policy**

**Grading Summary**

Group Presentation and facilitation of topic discussion = 30 points
Reflection Papers (7) 10 points each = 70 points total
“Real Life” Assignment = 25 points
Research Paper = 50 points
Class Participation = 25 points
TOTAL = 200 points
Grading Scale:

A+ = 194-200  
A  = 187-193  
A- = 181-186  
B+ = 174-180  
B  = 167-173  
B- = 161-166  
C+ = 154-160  
C  = 147-153  
C- = 141-146  
D+ = 135-140  
D  = 126-134  
D- = 120-125  
F < 124

Class Participation: = 25 points
You are expected to actively participate in all discussions, debates, presentations and class activities. Because this is in part an experiential class, attendance and participation are crucial. You cannot participate if you do not come to class. Thus, absences will diminish the level of participation you can achieve in the class, and will reduce your grade.

Many classroom activities and discussions will supplement the reading and students are responsible for all material, assignments, and explanations given in class, even if they were absent.

Group Presentation: = 30 points
Each student will be assigned a small group and a topic. Each group member is to find and critique a separate research article on that topic. The entire group will prepare and present a 20 min. presentation that summarizes the topic for that week. (You may choose the medium). This summary will include information from the article assigned for that topic as well as each of the articles chosen by each group member. After the presentation the group will facilitate a discussion of the entire class on the given topic. (You may also engage the class in a group activity related to your topic). Each group member will turn in a written 2-3 page critique of the research article they choose. This written critique is due at the beginning of the class on the day of your presentation. The important thing to remember is that your presentation should NOT simply be a summary of the readings, but rather a succinct presentation and discussion of the topic for that week. More details will be discussed in class.

Reflection Papers: = 70 points (10 points per paper)
In each of the eight topic presentations/discussions, you will be responsible for contributing to discussion of that weeks topic. Please note that your role as a discussant is a serious one. We will be looking for you to make a tangible contribution to each days discussion. Merely posing a question or two from the reading, or providing an interesting anecdote will not suffice. This is a key opportunity for you to develop your critical thinking and evidence based responses that are the crux of the position papers for this course.

For each topic discussion/presentation for that week, you are responsible for providing a brief response, which will be due the beginning of the following class. You are to write about the topic from a personal or philosophical perspective as well as the clinical perspective (2-3 pages). You are to write about what you learned from the discussion and the practical uses of the information. Include references to the articles assigned for that week, the presentation and discussion. The specifics of these writing assignments will be given in greater details in class. You are not responsible for a reflection paper on your own presentation.
Purpose of Reflection papers: (1) to encourage you to read and listen thoughtfully, and (2) to provide evidence that you have both read and engaged (to the best of your ability) in each topic.

“Real Life” Assignment: = 25 points
Each student will be required to go out in the “real world” so to speak to engage with some aspect of this course as it is actually practiced outside of academics. All students should begin by a visit to the LGBT Center on Campus and a visit to the Campus Diversity Center. This task is meant to be both enjoyable and informative. The assignment is to engage in or observe some work related to LGBTQ Psychology Issues. You will then write a brief 2-3 page double-spaced summary of your experience. This paper will include a brief summary of what you did (whom your talked to, what you observed or what event/activity you engaged in), what you heard, and what you learned. More details will be discussed in class.

Individual Research Paper = 50 points
One paper, 6-8 total pages in length (Title page, 4-5 pages of body, Reference page). Students are to select one LGBTQ Psychology topic that has personal meaning or interest & critique relevant research and literature review. I must approve all topics well in advance of the due date.

This paper will represent the culmination of your efforts in this class (and in Psychology), providing you an opportunity to delve deeper into a topic analyzing, synthesizing, and integrating the existing psychology literature into a cohesive thesis of your making.

Be sure to write your paper in proper APA format (See APA Publication Manual, 6th Ed. for organizational guidance.) References also must be in APA style.

Online and in-person (hard copy) submissions
You must turn in your paper in two ways: (1) in person, a printed copy of the completed paper; (2) online upload on Desire2Learn. This is a plagiarism detection and originality analysis system. You will receive feedback about the amount of copying you may have done in your paper before you turn in your final version. You can still correct any mistakes or plagiarism based on this feedback BEFORE you turn in your final paper by the deadline. Once the deadline has arrived, the last version uploaded will be your final paper. The following file types are compatible with the online process: MS Word, WordPerfect, PostScript, Acrobat PDF, HTML, RTF, and Plain Text. If you plagiarize your paper it will be detected here. Plagiarism will result in a failure in the course and possible dismissal from the university. Remember that you have completed the plagiarism tutorial to help you avoid making this costly mistake.
You must also turn in a hard (printed copy) the day the paper is due.

WRITING POLICY
The quality of your writing is graded in this class. You will lose points if I cannot understand what you are trying to say. If your grammar is too difficult to understand, you should seek additional assistance with your writing. The Psychology Department has adopted a writing policy in which papers are to be docked a minimum of 10% if 5 or more grammatical mistakes are found. It is the student’s responsibility to proof read or have the paper proof read prior to submission. Whenever referencing something you have read, you are expected to provide a complete, APA-style reference. It is assumed that you know, understand, and can properly apply APA-style. If not, it is your responsibility to re-familiarize yourself with this style guide. Never reference a web site
or web source, ever. If you find a good article referred to n the web, get it, read it, and use that original source.

At SJSU plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU included but is not limited to:

- The act of incorporating ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work;
- And, representing another’s artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one’s own.

The following URL will take you to the SJSU library’s plagiarism tutorial. If you have not yet completed this, it is worth your while to do so. http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm

All papers will be submitted to Turnitin.com. Scores obtained should be less than 30% before the paper is submitted for grading.

Desire 2 Learn and E-Campus

This course is now on Desire 2 Learn. To get there go to https://sjsu.desire2learn.com/. See http://www.online.sjsu.edu for more information regarding using Desire to Learn.

Course material will be available on the on Desire2Learn, as well as the articles you will need to read. These materials are not meant to be a substitute for coming to class, and many times they will not be available until after the material is discussed in class. In that this a senior course, my expectation is that you will be very engaged in the material as it is being discussed in class, and will use the notes as reference, either during or after class, and to prepare for examinations rather than a way to not be present physically or intellectually in class.

In addition to the notes, the Desire2Learn page will have a copy of the course schedule, which I will try to update as we go along. If you have trouble accessing the webpage or downloading any of the items there, come and talk to me.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.
Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/
# TENTATIVE SCHEDULE FOR PSYCHOLOGY 190 Section 5

## Capstone Seminar: Current LGBTQ Issues in Psychology

### Spring 2012

(Note: Schedule is subject to change in terms of topic dates; material due dates will not change even if topic dates do change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
<th>Material Due</th>
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<tbody>
<tr>
<td>W 1/25</td>
<td>Introduction to course &amp; assignments</td>
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<tr>
<td>M 1/30</td>
<td>Introduction to LGBTQ Issues</td>
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<tr>
<td>W 2/1</td>
<td>Topics Overview</td>
<td>Assignment of small groups and topics</td>
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<tr>
<td>M 2/6</td>
<td>History of LGBTQ research</td>
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<td>LGBTQ Research Pros &amp; Cons</td>
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<td></td>
<td>Avoiding Hetero-normative bias</td>
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<td>W 2/8</td>
<td>Queer Theory/ Affirmative Therapy</td>
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<tr>
<td>M 2/13</td>
<td>Identities/ Identity Formation</td>
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<td>Submit research paper topic for approval</td>
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<td>W 2/15</td>
<td>Multicultural Issues</td>
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<td>M 2/20</td>
<td>Microaggressions &amp; Discrimination and Mental Health</td>
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<tr>
<td>W 2/22</td>
<td>Religion &amp; LGBTQ</td>
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<td>M 2/27</td>
<td>LGBTQ Youth: bullying and Violence</td>
<td>Small Group presentation and Discussion</td>
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<tr>
<td>W 2/29</td>
<td>Other LGBTQ Youth Issues</td>
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<td>Reflection Paper Due</td>
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<tr>
<td>M 3/5</td>
<td>Marriage and Mental Health</td>
<td>Small Group presentation and Discussion</td>
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<tr>
<td>W 3/7</td>
<td>Continuation of topic Relationship issues</td>
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<td>Reflection Paper Due</td>
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<tr>
<td>M 3/12</td>
<td>Domestic Violence / Intimate Partner Violence</td>
<td>Small Group presentation and Discussion</td>
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<td>W 3/14</td>
<td>Continuation of topic</td>
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<td>Reflection Paper Due</td>
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<tr>
<td>M 3/19</td>
<td>Reparative/ Conversion Therapy</td>
<td>Small Group presentation and Discussion</td>
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<td>W 3/21</td>
<td>Continuation of topic</td>
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<td>Reflection Paper Due</td>
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<td>Date</td>
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<td>3/26-3/30</td>
<td>SPRING BREAK  no classes</td>
<td>Small Group presentation and Discussion</td>
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<tr>
<td>M 4/2</td>
<td>Parenting/ Adoption</td>
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<td>W 4/4</td>
<td>LGBTQ and Military</td>
<td>Reflection Paper Due</td>
<td>Outline for Research Paper Due</td>
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<td>M 4/9</td>
<td>Lesbians &amp; Queer Women</td>
<td>Small Group presentation and Discussion</td>
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<td>W 4/11</td>
<td>Topic continued</td>
<td>Reflection Paper Due</td>
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<td>M 4/16</td>
<td>Transgender Issues</td>
<td>Small Group presentation and Discussion</td>
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<td>W 4/18</td>
<td>Topic continued</td>
<td>Reflection Paper Due</td>
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<td>M 4/23</td>
<td>Bisexuality</td>
<td>Small Group presentation and Discussion</td>
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<tr>
<td>W 4/25</td>
<td>Topic continued</td>
<td>Reflection Paper Due</td>
<td>Research Paper Due</td>
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<tr>
<td>M 4/30</td>
<td>Topic TBA</td>
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<tr>
<td>W 5/2</td>
<td>Topic TBA</td>
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<tr>
<td>M 5/7</td>
<td>Transforming research information into practical, usable knowledge</td>
<td>“Real Life” Paper Due</td>
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<td>W 5/9</td>
<td>The Future of LGBTQ Research</td>
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<td>M 5/14</td>
<td>Wrap-up &amp; Review</td>
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<td>FINAL TBA</td>
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