San José State University  
Department of Psychology  
PSYC 190,  
Capstone Seminar: *Current LGBTQ Issues in Psychology*  
Section 06, Spring 2018

**Instructor:** Amy L Caffrey, LMFT

**Office Location:** DMH 342

**Telephone:** (408) 504-3487

**Email:** amy.caffrey@sjsu.edu  
joclynalc@att.net

**Office Hours:** Tues/Thurs 12 noon - 1:30pm and by appointment

**Class Days/Time:** Tu/Th 10:30AM – 11:45AM

**Classroom:** DMH 347

**Prerequisites:** PSYC 100W, Graduating Senior standing. Pre/Co-requisite: PSYC 120

**Course Format**

This course will include lecture and discussion 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, student presentations and 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. It is imperative that students read articles before each class and come prepared to actively participate in class discussions. The success of this class is directly dependent on participation by students.

**Canvas**

Copies of the course materials such as the syllabus, mandatory reading assignments, major assignment handouts, etc. may be found on Canvas course site. You are responsible for regularly checking for course updates and information.
Course Description

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

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

Learning Objectives

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 regarding LGBTQ psychology research

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

CLO1 – possess a comprehensive understanding of the major theories and issues related to LGBTQ individuals, couples, families and children in the USA

CLO2 – have an extensive knowledge of current research in the LGBTQ Psychology field from major areas of psychology

CLO3 - develop an understanding of the real-world challenges faced by LGBTQ individuals, couples and families and the long-term effects of those challenges

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements…

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

Capstone, Current LGBTQ Issues in Psychology PSYC 190-06, Spring 2018
PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Required Texts/Readings

Textbook

There is no text book for this course.
A mandatory reader and additional required reading will be provided via Canvas

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Movie Assignment and Discussion
Integration Papers & In Class Activities CLO1, CLO2, CLO3
Research Project CLO1, CLO2, CLO3
Class Participation CLO1, CLO2, CLO3
“Real Life” Assignment CLO1, CLO2, CLO3

Class Participation: = 40 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 on in class activity days 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.

In each of the topics presentations/discussions, you will be responsible for contributing to discussion of that 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 day’s 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.

Integration Papers and In-Class Activities: = 40 points

Throughout the semester, you will be given “thought” questions and will watch video clips on a variety of LGBTQ topics. You will be asked to write short papers on the topics presented and their application to other topics, discussions and reading in this course

Purpose these writing assignments: (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.

You can consider each of them to be a “quiz”
“Real Life” Assignment: = 40 points

Each student will be required to go out in the “real world” to engage with different aspects 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. Afterwards, the student will choose 2 very different LGBTQ real world activities to participate in. This task is meant to be both enjoyable and informative.

The assignment is to engage in or observe 2 activities/events/etc. relating to LGBTQ Psychology Issues. You will then write a brief 2-3 page double-spaced summary of each experience. Each paper will include a brief summary of what you did (whom you talked to, what you observed or what event/activity you engaged in), what you heard, and what you learned and how actively you participated. More details will be discussed in class.

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

Movie Assignment: = 40 points

Each student will be assigned a specific LGBTQ Documentary movie which address some aspect of this course. The assignment is to gain additional insight into LGBTQ Psychology Issues. You will then write a brief 3-5 page double-spaced paper about the issues addressed in the movie. Students will then lead a discussion on the topics addressed in the movie. More details will be discussed in class.

Research Project: = 40 points

Each student will be assigned a LGBTQ topic to research

Each student will research at least 2-3 articles on the assigned topic relating to LGBT issues. Students assigned a specific topic will lead a small group discussion on the topic you were assigned on the day the topic is scheduled on the syllabus. Each student will write a research paper applying the research to issues related to LGBT and to Psychology. Your paper must include an APA formatted reference list from published, peer reviewed scientific journals of all articles used. More details will be discussed in class.

Grading Policy

Class Participation = 40 points
Research Project = 40 points
Integration Papers = 40 points total
“Real Life” Assignment = 40 points
Movie Assignment and Discussion = 40 points
TOTAL = 200 points
Points will be deducted for late assignments

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>195-200</td>
</tr>
<tr>
<td>A</td>
<td>189-194</td>
</tr>
<tr>
<td>A-</td>
<td>183-188</td>
</tr>
<tr>
<td>B+</td>
<td>177-182</td>
</tr>
<tr>
<td>B</td>
<td>171-176</td>
</tr>
<tr>
<td>B-</td>
<td>167-170</td>
</tr>
<tr>
<td>C+</td>
<td>162-166</td>
</tr>
<tr>
<td>C</td>
<td>155-161</td>
</tr>
<tr>
<td>C-</td>
<td>150-154</td>
</tr>
<tr>
<td>D+</td>
<td>144-149</td>
</tr>
<tr>
<td>D</td>
<td>139-143</td>
</tr>
<tr>
<td>F</td>
<td>138 or less</td>
</tr>
</tbody>
</table>

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.
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.

**Laptops**

*You may NOT use your laptops in class* unless we are doing a particular assignment which requires a laptop. Connecting to the internet and using class time to check emails, visiting social networking sites, surfing the web will result in loss of laptop privilege for the remainder of the semester.

If you need to take notes in this class......you must use paper and pen/pencil

**Cell Phones as well as other electronic devices**

Please turn OFF (not on vibrate) all cell phones, pagers, any other electronic devices before entering the classroom. If found texting during the lecture you may be asked to leave for the remainder of the lecture.

**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. Each student is expected to:

- Attend all classes *(your grade is dependent on your participation not your attendance)*
- Complete all assigned readings prior to each class
- Actively participate in all classroom discussions. Pay attention
- Arrive on time // Do not leave early
- **Turn off all cell phones, laptops & watch alarms prior to entering classroom.**
- Don’t talk when your instructor is speaking or when other students are asking questions.
- 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.
- Laptops and cell phone are NOT permitted and MUST be turned OFF
- Turn in all assignments on time
- Course material will be available on the on Canvas, as well as the articles you will need to read. These materials are not meant to be a substitute for coming to 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.

*University policy F69-24* at http://www.sjsu.edu/senate/docs/F69-24.pdf states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”
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. It is your responsibility to proofread or have the paper proofread 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 website or web source, ever. If you find a good article referred to on 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

• The act of incorporating ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of other people’s work, without giving appropriate credit, and representing the product as one’s own work; • And, representing other people’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 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.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester’s Policies and Procedures, at http://info.sjsu.edu/static/catalog/policies.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. 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/.
Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- It is preferred that there be no recording of this class.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf 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/.

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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

King Library Research Services

Bernd Becker is the Reference Librarian assigned to assist Psychology students in using databases, helping with key word searches, etc. He is available throughout the semester to meet with individual students. His phone number is 408-808-2348 and his email is Bernd.Becker@sjsu.edu.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)
Student Success and Wellness

Taking care of yourself is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/Wellness & Health Promotion Dept., and Career Center. See http://www.sjsu.edu/wellness or http://www.sjsu.edu/counseling/Workshops/ for workshop/events schedule and links to many other services on campus that support your wellness!
### Tentative Schedule for PSYC 190 Sec 06

**Capstone Seminar: Current LGBTQ Issues in Psychology**  
Spring 2018  
*(Updates and additional topics will be posted on Canvas)*

*Mandatory Reading Assignments and Due Dates will be handed out 1st week of class*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th 1/25</td>
<td>Course Overview</td>
</tr>
<tr>
<td>1/30</td>
<td>Intro to LGBTQ Issues and Psychology (setting the baseline)</td>
</tr>
<tr>
<td>2/1</td>
<td>Myths &amp; Facts // History &amp; Advances // In Class Activities</td>
</tr>
<tr>
<td>2/6</td>
<td>Language &amp; Labels // Psychology of Difference</td>
</tr>
<tr>
<td>2/8</td>
<td>Nature vs. Nurture / Identity Formation</td>
</tr>
<tr>
<td>2/13</td>
<td>Coming Out // In Class Activity</td>
</tr>
<tr>
<td>2/15</td>
<td>Discrimination- Systemic and Individual // The Culture of Fear// Diversity // Multiple Identities Issues</td>
</tr>
<tr>
<td>2/20</td>
<td>Laws affecting LGBTQ people // Are LGBTQ people Equal under the Law?</td>
</tr>
<tr>
<td></td>
<td>2/22 <strong>Movie Assignment DUE</strong> and Discussion</td>
</tr>
<tr>
<td>2/27</td>
<td>TBA</td>
</tr>
<tr>
<td>3/1</td>
<td>Current LGBTQ Issues</td>
</tr>
<tr>
<td>3/6</td>
<td>Microaggression //Minority Stress <strong>Integration Questions Handed out</strong></td>
</tr>
<tr>
<td>3/8</td>
<td>(cont.) // In Class Activity</td>
</tr>
<tr>
<td>3/13</td>
<td>Relationships <strong>Integration Questions DUE</strong></td>
</tr>
<tr>
<td>3/15</td>
<td>Violence against LGBTQ // DV LGBTQ // Trafficking // Sexual Assault</td>
</tr>
<tr>
<td>3/20</td>
<td>Parenting (book) Small and Large Group Discussion Parenting/ Adoption/Foster Parenting/</td>
</tr>
<tr>
<td>3/22</td>
<td>TBA</td>
</tr>
<tr>
<td>3/26-3/30</td>
<td><strong>SPRING BREAK</strong></td>
</tr>
<tr>
<td>4/3</td>
<td>LGBTQ Youth</td>
</tr>
<tr>
<td>4/5</td>
<td>Sexual Orientation Change Efforts // Conversion Therapy etc. // In Class Activity</td>
</tr>
<tr>
<td>4/10</td>
<td>TBA In Class Activity</td>
</tr>
<tr>
<td>4/12</td>
<td>Research Project Presentation</td>
</tr>
<tr>
<td>4/17</td>
<td>Research Project Presentation</td>
</tr>
<tr>
<td>4/19</td>
<td>Research Project Presentation</td>
</tr>
<tr>
<td>4/24</td>
<td>Transgender and Gender non-binary people</td>
</tr>
<tr>
<td>4/26</td>
<td>Immigration Issues</td>
</tr>
<tr>
<td>5/1</td>
<td>International LGBTQ // Societies that acknowledge a 3rd gender identity</td>
</tr>
</tbody>
</table>

*Capstone, Current LGBTQ Issues in Psychology PSYC 190-06, Spring 2018*
5/3  **Real Life Project Due --- Class Discussion**

5/8   Empowerment and social support/ Affirmative therapy/ Mental Health // LGBTQ Research

5/10  Transforming research into practical, usable knowledge // The Future of LGBTQ Psychology Research // Avoiding Hetero-normative bias

Information on other Topics will be on CANVAS

**Final Exam  Tuesday 5/22  9:45am – 12 noon  Making A Difference – In Class Integration Paper**