San José State University  
Department of Psychology  
PSYC 190-07, Psychological Trauma in Childhood & Adolescence  

Spring 2018

Instructor: Joanna H. Fanos, Ph.D.  
Office Location: Dudley Moorhead Hall, Room 314  
Telephone: 408-924-5622  
Email: Joanna.Fanos@sjsu.edu  
Office Hours: Mon & Wed 2:30 to 3:00 p.m.; Friday 8:00 to 9:00 a.m.  
Other times by appointment  
Class Days/Time: Mon & Wed 12:00 to 1:15 p.m.  
Classroom: Dudley Moorhead Hall, Room 347  
Prerequisites: Prerequisite: PSYC 100W and senior standing.  
Pre/Co-requisite: PSYC 18 or 120.

Faculty Web Page  
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at http://www.sjsu.edu/people/joanna.fanos/

Course Description  
Psychology 190: Capstone course.  
Integrative survey of current viewpoints and issues in psychology, how they developed, and likely future directions of psychology.

Since this is a senior psychology capstone class, it will be important to address all major areas of psychology, e.g. clinical/counseling, social, abnormal, developmental, personality, cognitive, and neurobiology.
Learning Outcomes

1. The understanding of various sources of psychological trauma in childhood and adolescence, and their possible long-term effects;

2. The development of knowledge of current research in the field from major areas of psychology.

Course Learning Outcomes (CLOs)

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

- **CLO1** – possess a comprehensive understanding of the multiple sources of psychological trauma in childhood and adolescence, their long-term effects;
- **CLO2** – have an extensive knowledge of current research in the field from major areas of psychology.

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.
- **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

Textbooks

There are 2 required texts and one recommended. In addition, each group will develop a list of References for their topic and will email it to any student upon request. Required texts include:


**Recommended**

ISBN-13 9780805817782

**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 will be available throughout the semester to meet with individual students. His phone number is 408-808-2348 and his email is Bernd Becker@sjsu.edu

**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

NOTE that University policy F69-24, “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.”

**Classroom Protocol**

I expect that you will attend regularly and participate in class discussions. Please arrive on time; it is disruptive to everyone else when someone arrives late. Turn your cell phone off or, if necessary, place in vibrate mode. Text messaging will not be tolerated. Laptops are strongly discouraged. If you absolutely must use one, you have to sit in the front row. The material covered in this class is highly personal to many students and it is rude not to give each other complete attention.

**Assignments and Grading Policy**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PowerPoint Presentation on Selected Topic</td>
<td>50</td>
</tr>
<tr>
<td>Individual Research Paper</td>
<td>25</td>
</tr>
<tr>
<td>Final Exam (in class)</td>
<td>25</td>
</tr>
<tr>
<td>Critiques of presentations</td>
<td>Extra</td>
</tr>
</tbody>
</table>

Psychology 190-07, Spring 2018
“A minimum aggregate GPA of 2.0 SJSU Studies (R, S, & V) shall be required of all students as a graduation requirement.” To see full text, review University Policy S11-3 at http://www.sjsu.edu/senate/docs/S11-3.pdf

**PowerPoint Presentation**

The class will be divided into groups comprised of approximately 3-4 individuals. Each student will be able to choose the topic of most relevance to his/her interests. The group will research the topic and present a PowerPoint presentation to the class. The group will also be responsible for providing their PowerPoint presentation, including a list of References, to other students in the group upon request. Each group will provide 5 potential multiple-choice questions based on their presentation; these are due the day of your presentation.

**Peer Evaluations.** Students will be working extensively in small groups. It is expected that each group member will contribute to the projects, and act in a professional manner (take responsibility for tasks, be punctual, collaborative, etc.). At the end of each project, students will provide confidential evaluations of their fellow group members in terms of perceived effort and contributions to the project. These evaluations may be supplemented by the instructor’s observations.

While generally the grade for the group paper and presentation will be a group grade, exceptions may be made if an individual is considered not participating to the same degree as others in the group.

**Final Exam**

Questions on the exam will be multiple choice. Test will be in-class. Please bring an 882-E Scantron form and #2 pencil. Each group will provide 5 potential multiple-choice questions for the Final Exam; these are due the day of your presentation. Sharing these questions with other members of the class will be considered cheating and a breach of academic integrity and dealt with accordingly (see section below on Academic Integrity).

**Individual Research Paper**

One paper, 5-6 total pages in length (Title page, 3-4 pages of body, Reference page). Students are to select one situation that falls within the field of trauma that has personal meaning in their own lives. They will interview a parent who has experienced a significant event or issue, using a semi-structured interview guide. They will also conduct a literature review on the topic, either prior to or following the interview. The paper will summarize the major themes of their participant’s experience, using the interview as well as peer-reviewed literature. The paper must be in APA style throughout. Points will be deducted for each day late.
**Participation**

Students will critique each presentation, following the guidelines of the rubric. Students will receive 1 point for every 2 critiques, with a total of 3 points. In addition, students will be expected to participate fully in the discussions during each presentation.

**Grading**

A+/97-100, A/93-96, A-/ 90-92; B+/ 87-90, B/83-86, B-/80-82; and so forth.

**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. See University Policy S90-5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.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 serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

**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 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.

- “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 suggested that the green sheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

- “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 SO7-2 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/

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 Integrity 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 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 your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to
SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at [http://www.sjsu.edu/at/asc/](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. Computer lab and study space also are available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in two locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), and at the 1st floor entrance of Clark Hall. Visit Peer Connections website at [http://peerconnections.sjsu.edu](http://peerconnections.sjsu.edu) for more information.

**ACCESS Success Center**

The ACCESS Success Center is a resource for College of Social Sciences students, which includes psychology majors. This center provides mentoring, tutoring, and advising especially geared for social science majors. The center provides workshops and presentations on writing, statistics, graduate school applications, and so forth. Visit their webpage for more information, [http://www.sjsu.edu/access/](http://www.sjsu.edu/access/)
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.)

The SJSU Counseling and Psychological Services is located in Room 300B, third floor of the Student Wellness Center (corner of 7th and San Carlos St., across from the Event Center. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling or email counseling services@sjsu.edu
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines--Tentative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 24</td>
<td>Introduction to class</td>
</tr>
<tr>
<td>2</td>
<td>Jan 29 &amp; 31</td>
<td>Group Presentations Discussion</td>
</tr>
<tr>
<td>3</td>
<td>Feb 5 &amp; 7</td>
<td>Group Presentations Discussion</td>
</tr>
<tr>
<td>4</td>
<td>Feb 12 &amp; 14</td>
<td>Individual Paper Topics. Decision of interview of family member, relevant literature review</td>
</tr>
<tr>
<td>5</td>
<td>Feb 19 &amp; 21</td>
<td>Trauma: Theory and Research</td>
</tr>
<tr>
<td>6</td>
<td>Feb 26 &amp; 28</td>
<td>Attachment: Theory and Research</td>
</tr>
<tr>
<td>7</td>
<td>March 5 &amp; 7</td>
<td>March 5 Review of APA format for Individual Paper (Title page, in text citations, Reference page, etc.). March 7 Peer review of Individual paper format</td>
</tr>
</tbody>
</table>
| 8    | March 12 & 14| March 12 Individual Paper Drafts Due—Peer Review  
**March 14 Final Individual Papers Due**               |
<p>| 9    | March 19 &amp; 21| Sources of Trauma: Parent Illness/Loss                                                                           |
|      | March 26 &amp; 28| <strong>SPRING BREAK</strong>                                                                                                  |
| 10   | April 2 &amp; 4 | Sources of Trauma: Sibling Illness/Loss                                                                           |
| 11   | Aril 9 &amp; 11 | Sources of Trauma: Physical/Sexual/Verbal Abuse/Emotional Neglect                                                  |
| 12   | April 16 &amp; 18| Sources of Trauma: Community Trauma                                                                                 |</p>
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>13</td>
<td>April 23 &amp; 25</td>
<td>Sources of Trauma: Emigration</td>
</tr>
<tr>
<td>14</td>
<td>April 30 &amp; May 2</td>
<td>Epigenetics</td>
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<tr>
<td>15</td>
<td>May 7 &amp; 9</td>
<td>Final Exam Review</td>
</tr>
<tr>
<td>16</td>
<td>May 14</td>
<td>Final Discussion</td>
</tr>
</tbody>
</table>

**Final Exam**

Wednesday May 16 | 9:45 a.m.-12:00 p.m.

**Table 1 Tentative Course Schedule***

*Specific topics to be decided upon by class the first meeting.*

*The schedule is subject to change with fair notice via announcement in class or email.*