San José State University
Department of Psychology
PSYC 190, Capstone Seminar: Current LGBTQ Issues in Psychology
Section 05, Spring 2015

Contact Information

Instructor: Amy L Caffrey, LMFT
Office Location: DMH 342
Telephone: (408) (871-1397)
Email: amy.caaffrey@sjsu.edu, joclynlc@att.net
Office Hours: Tues/Thurs 1:30 -2:30, Other times by appointment
Class Days/Time: Tu/Th 3PM – 4:15PM
Classroom: Sweeney Hall 312

Prerequisites: PSYC 100W, Senior standing. Pre/Corequisite: PSYC 120

Canvas
Copies of the course materials such as the syllabus, 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 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.

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 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 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.

**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 in regards to LGBTQ psychology research

**Course Content 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.

**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.

Caffrey, A …..Capstone LGBTQ Issues, PSYC190 Sec 5, Spring, 2015
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 will be provided by Instructor
Reading assignments from reader and other required reading will be available via Canvas

Other equipment / material requirements
Students will need a USB thumb/flash drive to use to turn in assignments

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:
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. Pay attention
4. Arrive on time // Do not leave early
5. Turn off all cell phones, laptops & 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 and cell phone are NOT permitted and MUST be turned OFF

9. Turn in all assignments on time

**Recording of Class Lectures**

Common courtesy and professional behavior dictates 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. This 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.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without 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.

**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.

**Course Requirements and Assignments**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

**Grading Policy**

**Grading Summary**

Group Presentation and facilitation of topic discussion = 40 points
In class writing = 30 points total
“Real Life” Assignment = 25 points
Research Paper = 40 points
Movie Assignment and Discussion = 25 points
Class Participation = 20 points
Final Exam = 20 points
TOTAL = 200 points
Points will be deducted for late assignments

Grading Scale:

A+ = 196-200
A  = 189-195
A- = 184-188
B+ = 179-183
B  = 173-178
B- = 168-172
C+ = 162-167
C  = 156-161
C- = 151-155
D+ = 146-150
D  = 141-145
D- = 136-140
F = 135 or less

Class Participation: = 20 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.

Group Presentation: = 40 points
Each student will be part of a small group. Group members are to work together with all members participating equally. As a group you are to research at least 4 articles on that topic. Present all sides of the issues. The entire group will prepare and present a 20 min. presentation that summarizes the topic. (You may choose the medium).

Each group will design 2-3 discussion questions to use to facilitate a discussion of the entire class up to 10 mins after presentation. (You may also engage the class in a group activity related to your topic).

Each group will turn in the presentation and full research articles they choose. Each member of group will turn in a short summary of what they learned about the topic. 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 all sides of the topic. More details will be discussed in class.

In class writing: = 30 points
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.

Caffrey, A ……Capstone LGBTQ Issues, PSYC190 Sec 5, Spring, 2015
For small group presentations (other than your own presentation) you are responsible for providing a brief response on the form provided, which will be due in class. There will also be writing assignments in class. You will be given in greater details in class. 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.

“Real Life” Assignment: = 25 points

Each student will be required to go out in the “real world” 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 your heard, and what you learned. More details will be discussed in class.

Individual Research Paper = 40 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. This topic is to be a different topic from your group presentation topic. Students must read a minimum of 2 research articles on the chosen topic. 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.

Movie Assignment: = 25 points

Each student will be required to choose from a specific list of LGBTQ movies 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.

Final Exam = 20 points

The exam will consist of questions from each group presentation and from each topic presented by instructor in class and from mandatory readings

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.

Caffrey, A ……Capstone LGBTQ Issues, PSYC190 Sec 5, Spring, 2015
Never reference a web site 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 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.

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, 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 Canvas page will have a copy of the course schedule, which I will 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**

**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/.

**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/.

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/ 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. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

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!
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics,</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Th 1/22</td>
<td>Introduction to course</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>T 1/27</td>
<td>Outline of topics and assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th 1/29</td>
<td>Orientation/Identities/ Behavior/ Gender/Identity Formation</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>T 2/03</td>
<td>Language and labels</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th 2/05</td>
<td>Basic concepts Myths and Facts</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>T 2/10</td>
<td>Nature vs. Nurture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th 2/12</td>
<td>Coming out issues</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>T 2/17</td>
<td>History of LGBTQ Research / Avoiding Hetero-normative bias</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th 2/19</td>
<td>Reparative/ Conversion Therapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Class Writing</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>T 2/24</td>
<td>Systemic Discrimination / Minority Stress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th 2/26</td>
<td>Systemic Discrimination cont.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>T 3/03</td>
<td>Microaggressions / The Culture of Fear</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th 3/05</td>
<td>Microaggressions cont.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>T 3/10</td>
<td>Small Group Presentation Group 1 and 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th 3/12</td>
<td>Small Group Presentation Group 3 and 4</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>T 3/17</td>
<td>Small Group Presentation Group 5 and 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th 3/19</td>
<td>Advances in LGBTQ Issues Psychology in the Past 10 years</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Th 4/02</td>
<td>Small &amp; Large Group Discussion (Story)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>T 4/08</td>
<td>Movies Discussions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th 4/10</td>
<td>Multicultural Issues / Immigration Issues/ Multiple Minority Issues</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>T 4/14</td>
<td>LGBTQ Domestic Violence/ Intimate Partner Violence/ Sexual Assault</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th 4/16</td>
<td>LGBTQQQIA2S+ Q &amp; A</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>T 4/21</td>
<td>TBA</td>
<td>In Class Writing</td>
</tr>
<tr>
<td></td>
<td>Th 4/23</td>
<td>LGBTQ Youth</td>
<td>Real Life Paper</td>
</tr>
<tr>
<td>14</td>
<td>T 4/28</td>
<td>LGBTQ Adulthood and Elder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th 4/30</td>
<td>Empowerment &amp; Support // Queer Theory/Affirmative Therapy</td>
<td>Research Paper Due</td>
</tr>
<tr>
<td>15</td>
<td>T 5/05</td>
<td>International LGBTQ</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th 5/07</td>
<td>Transforming research into practical, usable knowledge</td>
<td>In Class Writing</td>
</tr>
<tr>
<td>16</td>
<td>T 5/12</td>
<td>The Future of LGBTQ Research</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>TBA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>