

San José State University
Department of Psychology
Capstone Seminar: LGBTQ+ Psychology Current Issues
PSYC 190-01, Fall 2022

Instructor:	Amy L Caffrey, LMFT
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Office Hours:	Mon and Wed 2:45 - 3:45 or by appointment
Class Days/Time:	Mon/Wed 12 noon – 1:15 pm
Classroom:	DMH 359
Prerequisites:	PSYC 100W, Graduating Senior standing. Pre/Co-requisite: PSYC 120

Course Description

PSYC 190 – 01 LGBTQ+ Psychology, Current Issues Capstone 3 unit(s)

Integrative survey of history and 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.

Completion of the research methods requirement prior to enrollment in this course is recommended.

Prerequisite(s): PSYC 100W and senior standing.

Pre/Corequisite(s): PSYC 118 or PSYC 120

Course Format

This course is designed to provide the foundation and direction for subsequent investigation. Course will provide in depth analysis and review of LGBTQ+ psychology topics. This course will include lecture, videos, 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, Class Slides, etc. may be found on Canvas course site. All assignments are to be submitted on Canvas.

You are responsible for regularly checking for course updates and information.

Course Goals and Student Learning Objectives

Upon successful completion of this course, students will:

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

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 and be able to identify bias in research regarding LGBTQ+

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

CLO4 – *Knowledge Base of Psychology* – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in LGBTQ+ psychology and apply them to all aspects of Psychology.

CLO5 – *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 LGBTQ+ behavior and mental processes.

Required Texts/Readings

Textbook

There is no textbook for this course.

A mandatory reader and additional required reading will be provided via Canvas.

Information and reading due dates will be provided first week of class.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that you 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 \(Links to an external site.\)](http://www.sjsu.edu/senate/docs/S12-3.pdf) at [http://www.sjsu.edu/senate/docs/S12-3.pdf. \(Links to an external site.\)](http://www.sjsu.edu/senate/docs/S12-3.pdf)

Research Project CLO1, CLO2, CLO3, CLO 4, CLO5

Movie Assignments and Discussion CLO1, CLO3, CLO 4, CLO5

In Class Activities, Writing & Discussions CLO1, CLO2, CLO3, CLO4

Class Participation CLO1, CLO2, CLO3

Research Project:

Each student will choose a LGBTQ+ topic to research (topic approval by Instructor)

Each student will research at least 4 articles on the chosen topic relating to LGBTQ+ issues. Students will **lead class discussion** on the topic they choose on the day the topic is scheduled. Each student will write a research paper applying the research to issues related to LGBTQ+ 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.

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

Movie Assignments:

Each student will be assigned 2 specific LGBTQ+ Historical Documentary movies which address LGBTQ+ history prior to the 1969 Stonewall Uprising

The assignment is to gain additional insight into LGBTQ+ Psychology Issues. You will then write a brief 4-5 page double-spaced paper about the issues addressed in the movie. Students will then discuss the topics addressed in the movie using questions provided.

More details will be discussed in class.

Knowledge Journal Project

Students will turn in Journal write-ups on reflections of specific class topics using given questions.

Total of 5 Journals.

More details will be discussed in class.

In-Class Activities, In- Class Writing and Class Discussions:

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”

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 topic 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. I 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 are not acceptable. This is a key opportunity for you to develop your critical thinking and evidence-based responses that are the crux of the position papers and discussions for this course.

Participation

Participation grade includesturning in all assignments on time and following directions; participation in small group and large group discussions; completing in class writings and activities (*even if you were not present in the class that day*); demonstration of your learning; paying attention in class.

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.

Class Participation points include your attendance & participation at the Final

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per

week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

FINAL EXAM: Wednesday 12/14 9:45 – 12 noon

DMH 359

Grading

Knowledge Journal Project = 75pts (15 points/each)

Movie Assignments and Discussion = 50 points

Research Project = 65 points

Class Participation = 40 pts

In-class discussions / activities = 40 pts

Discussion questions turned in = 30 points

TOTAL = 300 points (Points will be deducted for late assignments)

Grading Information

The various parts of the course add up to 300 possible points

300 - 294 = A+ 293 – 281 = A 280 – 271 = A-

270 - 261 = B+ 260 – 250 = B 249 – 240 = B-

239 - 231 = C+ 230 - 220 = C 219 - 210 = C-

209 - 200 = D+ 199 – 190 = D 189 – 181 = D-

180 or less = F

Classroom Protocol

This class will use a seminar format with assigned reading and classroom discussion. 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 lowering of grade

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, tablets, watches and 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 Zoom classroom.
- Don't talk when your instructor is speaking or when other students are talking
- 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 them
- 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. This a senior course... my expectation is that you will be very engaged in the material as it is being discussed

University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> ([Links to an external site.](#))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 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.

Plagiarism at SJSU

- 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.
- 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 your own work;
- And, representing other people's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as your 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> ([Links to an external site.](#))

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

Per University Policy S16-9, relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

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 \(Links to an external site.\) webpage \(Links to an external site.\)](#) at http://www.sjsu.edu/provost/services/academic_calendars/. (Links to an external site.) The [Late Drop Policy \(Links to an external site.\)](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. (Links to an external site.) 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 \(Links to an external site.\)](#) at <http://www.sjsu.edu/advising/>. (Links to an external site.)

Consent for Recording of Class and Public Sharing of Instructor Materials

This Instructor does NOT allow you to record this class

[University Policy S12-7. \(Links to an external site.\)](#)<http://www.sjsu.edu/senate/docs/S12-7.pdf>, (Links to an external site.) 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 them
- **“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, Powerpoint slides, handouts 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 \(Links to an external site.\)](#) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> (Links to an external site.) 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 \(Links to an external site.\)](#) is available at <http://www.sjsu.edu/studentconduct/>. (Links to an external site.)

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.

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.

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.

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 such as Counseling Services, the SJSU Student Health Center/ Wellness & Health Promotion Dept., and Career Center.

See <http://www.sjsu.edu/wellness> (Links to an external site.) or <http://www.sjsu.edu/counseling/Workshops/> (Links to an external site.) for workshop/events schedule and links to many other services on campus that support your wellness!

SJSU Cares

Students experiencing challenges meeting their basic needs including, but not limited to, access to food, shelter, and a safe space are encouraged to contact SJSU Cares. Students who feel that their class performance may be affected by these challenges are encouraged to notify their professors, if comfortable doing so. Faculty members may be able to provide flexibility within the course for students working with a case manager.

Visit SJSU Cares to find out more information. [SJSU Cares](#)

Class Outline (subject to change)

Capstone: LGBTQ+ Psychology Current Issues

Fall 2022

PSYC 190 - 01

8/22	Course Overview	
8/24	Intro to LGBTQ+ Psychology Current Issues	
8/29	Language & Labels // Concepts // Symbols // Subgroups	
8/31	Nature vs. Nurture	
9/05	HOLIDAY	
9/07	Identity Formation // Coming Out	
9/12	Discrimination / Violence - Systemic and Individual // Collective Community Trauma	
9/14	Specific LGBTQ+ Microaggressions	Journal #1 DUE 9/16
9/19	Laws affecting LGBTQ+ people // Are LGBTQ+ people Equal under the Law?	

9/21	LGBTQ+ Immigration Issues	Laws group project DUE 9/23
9/26	Sexual Orientation Change Efforts // Conversion Therapy etc.	
9/28	Conversion Therapy Case Example -- impact on LGBTQ+ Psychology	Journal #2 DUE 9/30 Movie Papers DUE 10/2
10/03	LGBTQ+ Youth	
10/05	Movies Discussion	
10/10	LGBTQ+ History Part 1 – What Do You Know?	
10/12	LGBTQ+ History Part 2 -- Impact	Journal #3 DUE 10/14
10/17	History of Ballroom / Drag Cultures	RESEARCH TOPICS due for approval 10/16
10/19	LGBTQ+ Strengths and Resilience // How to be an Ally	
10/24	Transgender and Gender Non-Binary Adults	
10/26	Avoiding Heteronormative Bias in LGBTQ+ Research	Journal #4 DUE 10/28
10/31	RESEARCH	
11/02	Relationships, Families and Parenting	Parenting paper DUE 11/6
11/07	Transgender children	
11/09	Explaining LGBTQ+ families to children (books)	RESEARCH PAPER DUE 11/13
11/14	LGBTQ+ Mental Health // Affirmative Therapy	
11/16	Research Topics Discussion/Presentations	Journal #5 DUE 11/20
11/21	Q&A /// Class Review	
11/23	HOLIDAY	
11/28	International LGBTQ+ Issues	
11/30	Current News // In-Class Writing	Writing DUE 12/2
12/05	The Future of LGBTQ+ Psychology and Research	

FINAL: Wednesday 12/14 9:45 – 12 noon DMH 359