

**San José State University Psychology Department**  
**PSYC 190-04, Current Issues Capstone**  
**Fall 2022**  
**Understanding Trauma: Narrative Responses to Traumatic**  
**Experiences**

**Course and Contact Information**

Instructor: Simone Lundquist, Ph.D.

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\*The fastest, safest, and best way to contact me is via email

Office Hours: Monday & Thursdays, 2:45-3:45  
\* By appointment only, via email \*

Class Days/Time: Tuesdays & Thursdays, 10:30AM – 11:45PM

Classroom: DMH 359

Prerequisites: PSYC 100W and Senior Standing  
Pre/corequisite: PSYC 118 or PSYC 120

TA: Katherine Hastings; [khastings170@gmail.com](mailto:khastings170@gmail.com)

**Course Description**

The catalog description of the course is as follows: Integrative survey of current viewpoints and issues in psychology, how they developed and likely future directions of psychology.

In this class, this goal is to understand the theory and practice of Narrative as a way of thinking about the problems within their context rather than pathologizing “otherness.” We will learn to discuss the different portrayals and corresponding intellectual and emotional narratives of human suffering within a variety of contexts. We will also discuss how this way of thinking can be influential in teaching, practicing and even supervision in this field. The primary goal is to refine student’s critical thinking skills applicable to the study of human behavior and to appreciate this in broader cultural contexts.

## Course Learning Outcomes (CLO)

Specifically, our course objectives are as follows:

*CLO1* – to review and develop skills in understanding differing epistemologies and to critically evaluate their role in our culture’s understanding of human suffering

*CLO2* – to focus, refine, and provide evidence of your critical thinking skills in the evaluation of problems that are negatively affecting people’s lives with a specific emphasis on how evaluations are impacted by the narratives and portrayals of human suffering and problems

*CLO3* – to demonstrate competence in oral presentation and communication

*CLO4* – to demonstrate competence in written communication by analyzing, synthesizing, and integrating existing psychology literature relevant to this topic

*CLO5* – to demonstrate an integration of knowledge and skills developed across the psychology major including an appreciation of contextual variables such as gender and ethnicity as they relate to psychological principles and human behavior

*CLO6* – to provide evidence of skills in researching the psychology literature (including accessing electronic and print journal articles in libraries and beyond)

*CLO7* – to thoughtfully apply these skills to topics of interest

## 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.

These goals will be evidenced through the following assessment strategies:

1. Practice critically evaluating the assigned readings
2. Write reflection papers on the readings assigned for the course
3. Gather, review, and disseminate information on how different narratives impact diagnosis and treatment of those struggling with problems in essays and oral presentations
4. Write a final paper demonstrating your deep understanding of the theory and practice of Narrative, post-modernism and post-structuralism
5. Participate in class interactions during group presentations and class discussions demonstrating an accurate understanding of the impacts of decontextualized narratives of problems both on the individuals, and social, cultural and global contexts and on treatments used to address those problems

### **Definition of a Credit Hour**

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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.

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.

### **Required Texts/Readings**

There are three sources of required readings for this course. *Foucault for Beginners* can be purchased from whichever bookstore you prefer, or you can use a digital version. There is also a course reader for this class that can be purchased through Maple Press. We will also be using a number of related articles which can be found on Canvas. I expect you to have completed the readings prior to the class meeting. This will greatly facilitate our discussions and will help you get answers to questions that will arise while you read each assignment.

***Foucault for Beginners*** by Lydia Alix Fillingham

IBSN: 978-1934389126

**SJSU Reader from Maple Press**— You can call Maple Press or order online on Maple Press's website (link: <https://maplepress.net/readers/product/psy-190-04-lundquist/>) and either pick it up in store or choose priority mail.

Location: 330 S 10<sup>th</sup> St #200, San Jose, CA 95112

Phone number: (408) 297-1000

## Recommended Texts

*Mad in America: Bad Science, Bad Medicine, and the Enduring Mistreatment of the Mentally Ill*

by Robert Whitaker

ISBN: 978-0465020140

## Library Liaison

The library liaison for the Psychology Department is Christa Bailey. You can contact her at (408) 808-2422 or at [Christa.Bailey@sjsu.edu](mailto:Christa.Bailey@sjsu.edu) if you have library research questions, or questions about accessing library resources. You can also visit <http://libguides.sjsu.edu/psychology>.

## Course Canvas Site

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is **not** a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Schedule for readings and assignments
- Assignment submission

Only some of the material of this course is on Canvas. Canvas will not be a sufficient substitute for coming to class, as I will be elaborating on the material during the lectures.

In addition to the notes, the Canvas page will have a copy of the course schedule, which I will try to update as we go along, as well as copies of the additional readings required for this course. If you have trouble accessing these materials, come and see me, we will figure it out together.

For additional information or help with logging in: <http://www.sjsu.edu/at/ec/canvas/>

## Course Requirements and Assignments

### Grading

Your grade will be determined by your performance in the below categories of coursework

Assessment Items and Their Value			
Assignment	How Many?	% of Final Grade	Points
Term Paper	1	180/620=29%	180
Mid-Term Exam	1	60/620=10%	60
Individual Presentation	1	60/620=10%	60
Final Exam	1	60/620=10%	60
Reflection Papers & Letters	19	190/620=31%	10 each (190 total)

<b>Participation</b>	<b>lots</b>	<b>60/620=10%</b>	<b>60</b>
<b>Self-evaluation of Participation</b>	<b>1</b>	<b>10/620=2%</b>	<b>10</b>

Extra Credit Reflection # 20 = 10 Points

The grading scheme for this course is determined as follows:

A plus = 100-96.5%	A = 96-93%	A minus = 92-90%
B plus = 89-87%	B = 86-83%	B minus = 82-80%
C plus = 79-77%	C = 76-73%	C minus = 72-70%
D plus = 69-67%	D = 66-63%	D minus = 62-60%
F = 59-0%		

### Extra Credit

Extra credit assignments are given at the *instructor's discretion*. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course.

### Class Participation

This is an integral part of this course. Absences result in no individual discussion points for that day. Be aware that this is a small class. Everyone in the class is VERY aware of who is (and is not) attending. You must come on time, and you cannot leave early, particularly on presentation days.

I am very aware that many of you are suffering from senioritis. Don't let it affect this class.

When you first come into class use your prepared question or comment from your assigned readings to help start things off. When one discussion ends, I will choose another comment and so forth.

You will be evaluated on the quality of your participation, and not just the frequency with which words flow out of your mouth. You should listen carefully to other students' comments and respond intelligently and respectfully. As seniors, you take the responsibility for the direction and quality of the discussion. I am here mostly as a "point of information" person.

A note on the assigned readings: There is a lot of readings to do in this class. In fact, that is the bulk of the workload for the course. You will need to do two things: (1) allow enough time to critically read each reading assignment; (2) plan your reading well in advance. I will not accept an excuse of "I didn't have enough time." This is the core of the course, and you are expected to engage in it.

### Self-Evaluation of Participation

Around half way through the semester, you will be required to complete the Self-Evaluation of Participation form on Canvas. This gives each student an opportunity to assess his or her own level of participation in the course to date. More importantly, it can serve as a prompt to do things differently in the course to improve that level of participation. These self-evaluations will be used to help

determine the student's final participation grade.

### **Reflection Papers**

In these papers (19 papers), you will describe your reflections on what you learned from the reading assignments that are due on that day. These are NOT summaries of the readings, but instead a chance for you to reflect on what you learned from the chapter and what stood out to you. The length of each paper is at least 1 typewritten double-spaced page. Please use APA approved font, size 12 when writing your reflections. Please see the modules on Canvas or the class schedule on your syllabus for due dates.

### **Late Assignments**

Assignments are due at the start of class (turned in during class) on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. ***If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.***

In the case of unexcused late submissions, late assignments will be accepted throughout the semester with no explanation needed. These late assignments will automatically be given half credit with no questions asked (unless they are excused).

### **Term Papers**

You are seniors, and this is your capstone course. Please, write a great paper. Use appropriate sources (books and journal articles). Submit it on the due date **at the beginning of class**. Poorly written papers, late papers and/or those that do not use APA style appropriately will receive poorer grades than those who write well, have on time papers, and use APA style.

Choose a **Person with a Problem** whose life has been undermined by this problem and **Narrative** as the form of therapy that is used in **Making Trouble for this Problem**. Explain why you believe **Narrative Therapy** is effective in helping this person to change her/his relationship with this specific problem in a way that the problem can't continue to render her/his abilities invisible and unavailable to her/him.

You will be writing the paper as though you are a **Narrative Therapist** who is seeing a client, and you will explain how you, as a Narrative Therapist, would help the person change their relationship with the problem. Choose someone you know so you can base your paper off of their real-life details. However, you will **NOT** be talking to the person you choose about this paper. If there are certain details you do not know about them or their problem, you can make them up. Use a different name for the person, and do not say in your paper or presentation who the person really is.

Examine the current research literature regarding using **Narrative Therapy** to help **Persons with this Problem**. The readings and chapters assigned in class will be useful references for your paper.

You can also go to [www.narrativeapproaches.com](http://www.narrativeapproaches.com) or <https://dulwichcentre.com.au/> to find related articles or books. When you are referencing chapters that were included in your course reader, be sure to reference the book that the original chapter is from. The information on the book each section of your course reader is from can be found on Canvas or on your syllabus. You should not reference “Course Reader.”

Please review your materials from PSYC 100W. Your paper must be in APA style. Keep in mind that “APA Style” is not just how to do the references, but also grammar, spelling, organization and so forth. However, it is expected that you **will use first-person** in this paper. The length is to be no less than 1250 words and no longer than 2000 words for the body of the work (~5-9 pages @ 250 words/page, **not including** references). Keep direct quotes to a bare minimum. You will submit your paper in person in class.

In case I suspect plagiarism, I will email you and ask you to submit your paper to turnitin.com through Canvas. If you plagiarize your paper, it will be detected here. Plagiarism will result in a failure in the course and possible dismissal from the university. I assume that you have completed the plagiarism (tutorial available here: <https://libguides.sjsu.edu/plagiarism>) by the time you have taken this class. If not, please do so as it will help you avoid making costly mistakes.

**\*Please contact me with questions BEFORE the paper is due. Please ask any questions you have about the paper or presentation in class!** It will benefit everyone to hear the answer to your questions. Usually when one person has a question, more than one person has the same question, so asking your questions in class will be helpful for everyone.

**\*Please place the word count of the paper (not including references) on the first page below your name. You should NOT have a cover or title pages.**

### **Paper Format, Guidelines, and point values**

You must follow this format to receive credit on the paper. The paper is worth 180 points:

1. Introduction and defining the problem [35 points]
  - a. Introduce the paper, where it is going, and what you want to show.
  - b. Explain the reason you chose this Person with this Problem which in turn will provide depth to your paper. Should you decide to choose a problem that at some point of your life hijacked your agency in your life, it **needs** to be a “Retired Problem”: one that has been overcome and has no influence your life anymore.
  - c. What are the dominant social discourses which support the life of this problem?
  - d. Define the impacts of the problem on different aspects of this individual’s life. (e.g. emotions, thoughts, behaviors, leisure, work, relationships, etc.)
  - e. Explain the impacts of the problem on the lives of others who are in a relationship with this individual.
  - f. What are the effects of this person on the problem (look for the unique outcomes)?
  - g. What is the known prevalence of this problem and how does it cost the culture?

2. Contextual Variables: What contextual variables matter here? [25 points]
  - a. Provide information on gender, age, sexual orientation, socio-economic status, ethnicity, family and friends (if present), and any other influential contextual factors.
  - b. Explain why these variables are important to discuss here?
  - c. How do these variables impact the life of the problem?
  - d. Who, in this person's life, is supporting the life of the problem? Who, in this person's life, wouldn't be surprised if the person defied or undermined the influence of the problem in her/his life?
  - e. How does your epistemological view impact the understanding of this Problem?
3. Making Trouble for the Problem [35 points]
  - a. Explain your theoretical perspective used here?
  - b. What is the assumption of etiology or cause of this problem from the perspective used for this treatment?
  - c. What is the mechanism of change according to your theory?
  - d. Explain the steps you choose to take to help this person reclaim her/his life out of the grasp of the problem.
4. Empirical evidence [25 points]
  - a. Summarize the empirical evidence for this treatment
  - b. What are the overall outcomes and how well the treatment works
  - c. Describe follow up effectiveness and how long the treatment seems to last
5. Conclusion [20 points]
  - a. State what you have found with this treatment for this problem
    - i. What are some of the concerns you have about the utilized interventions?
    - ii. What have the researchers left off or not addressed yet?
    - iii. What might be some solutions to those concerns?
  - b. Where should future research focus?
6. References [15 points]
  - a. This is a scholarly paper—I would expect 3-5 academic references
  - b. These must be appropriate to the topic and in APA format (both in text and in the reference section)
  - c. These must be factual, directly related to the topic, and scholarly
  - d. DO NOT use a textbook or a website as a reference EVER!
7. Writing Quality [25 points]
  - a. Grammar
  - b. Spelling
  - c. APA formatting



## **Presentation**

This is an opportunity for you to educate the class on a problem and its treatment using Narrative Therapy. It is designed to allow you to go deeper into an area and share that knowledge with the group. You must spend time and effort on this task to do well and have others get something out of this.

Each presentation will take about 10-12 minutes with questions and discussion following the presentation. Presentations that are significantly less than the expected time with questions and discussion will receive corresponding grade reductions.

Inaccuracies or false answers to questions will also result in grade reductions. You are to know the Problem, its effects and the treatment thoroughly by your presentation day. Problematic answers indicate that you are unprepared and have thus not completed the assignment. Again, you should be an expert on the Problem and the Treatment. An expert very rarely is taken by surprise during a question-and-answer period.

There is a high standard on senior university student presentations. These will take time to put together and look professional. All students must seek coherence and professionalism in the presentation.

## **Presentation Guidelines**

1. Be professional!
2. You MUST show depth here. This can come in different ways – digging in on treatment, context, theme, etc.
3. Be mindful of not labeling a person, but focus on their behaviors that meet diagnostic criteria.
4. Discuss the impacts of the problem on different aspects of the individual's life and continue with all the other steps required when utilizing this theory.
5. Avoid slang and colloquialisms.
6. Don't read your presentation. Individuals who read their presentation will earn no higher than a C.
7. Rehearse, rehearse, rehearse!!!! Make it a smooth presentation!
8. Wear appropriate attire.
9. Do not bore the class. Set a mood! Make it interesting! Be creative! (But stay professional!)

Requirement for audience members

1. Attend all of your classmates' presentations to show support
2. Come on time
3. Do not leave early
4. Do not sleep or work on other material during the presentation
5. Get engaged!

### **Final and Midterm Exams**

Both these exams will be descriptive and based on the contents of the **assigned articles** and **PowerPoints** that are published on your Canvas site. These exams will not be repeated so if you are not in class on the day that the exam is given to you, you will miss the points on that exam. Please keep track of your exam schedule and the points you receive.

NOTE that University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) states that faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.

### **Classroom Protocol**

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which things occur. You are responsible for keeping current on any deviations from the class syllabus. Check the course web site if you cannot be in class. This is a seminar, and my role is as guide and facilitator. I am not a lecturer for this course, you are the group leaders. As such, your attendance is essential to do well and get the most out of the course.

### **Professional Communication**

The best method of contacting me is via email. Please allow 1-2 business days for a response. I do not typically respond to email on weekends. Use the email address listed on this syllabus.

Email is NOT a place to get extensive help with really big questions or with papers. If you have questions about a paper or larger assignment, you must come to office hours to discuss them; I will not read drafts of papers over email. If you have specific questions about your presentation or another assignment, please tell me the question and then make an attempt to answer the question. I will let you know if you are on track and amend the answer to make it better, if need be. Please do not send more than two questions at a time. If you have more than two questions, office hours are the place to get those answered.

As a university student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send. When sending email, I would encourage you to create an email account that includes your name (e.g. [Joe.Student@internet.com](mailto:Joe.Student@internet.com)). If you do not create such an email, be certain to include your name in the correspondence.

Please be sure to follow the following basic guidelines when communicating in a professional capacity:

1. In the Subject line, state what specific issue you are emailing about (e.g., exam 3, quiz 7, absence on 3-11-17).
2. In the greeting, please address your professor by his or her title (e.g., Dr. or Professor).
3. Be sure to identify yourself clearly by stating your full name and the specific course and section number you are in.
4. Be clear in your statement about what you are asking for or of what you are informing the reader.
5. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your request, please ask. If you have overslept, are tired, hungover, or whatever, please do not make requests based on those reasons.
6. Use a polite and respectful tone.
7. Use complete sentences.
8. Do not use abbreviations for words that are often used in text messages.
9. Use upper and lower-case letters.
10. Be sure to use correct grammar and spelling in your message.
11. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something that needs to be graded in a timely matter to be certain it was received.
12. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).

### **Classroom Etiquette**

There are only a few real issues here, and they are easy. In general, the guiding principles are **to be respectful and attend to what is going on in class**. These issues are not typically a problem; that said, doing any of these will not be tolerated and will be grounds for dismissal from the class.

1. Be on time. If you are more than 10 minutes late, you will receive zero participation points for that day. During the semester once or twice of late arrival is understandable but allowing lateness to become a habit is unacceptable. If you are more than 15 minutes late, you should not come to class. This is particularly true for presentation days.
2. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
3. Do not have conversations with others during lecture. (If you have a question or point to make, just say it so we can all hear it!)
4. Please turn off your cell phone for the time you are in class and place it in your

pocket or in your bag. Your cellphone should not be on your desk, even if it is on silent. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.

5. Never use a cell phone during an examination period.
6. Do not text message during lecture.
7. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.
8. Do not sleep during class.
9. A student displaying disrespectful or disruptive behavior will have 10 points deducted from their participation and be asked to leave the rest of that class session.

### **Attendance**

Attendance is required, and it is what will make the course go well. I expect you to come to every class. One absence is fine, after that your ability to do well in the course will be severely compromised. Coming to class late will count as missing class (see above), and you will not pass the class if you miss too many days.

### **Office Hours**

I will have regular office hours as posted at the top of this syllabus. If you cannot make one of these times, you can e-mail, or see me after class to set an appointment. I want to be available to you. If you email me, you can generally expect a response back in 48 hours during the week. If you email on a Friday or over the weekend, you will not hear back from me until the next business day (typically Monday).

The best time to catch me is right after class, but let me know if you need to see me at another time. Office hours are based on appointments, and are first come, first served. During office hours, we can discuss course questions, psychology as a career, or other topics of interest to you.

Please note that I run an extremely busy schedule, but I absolutely want to make time for our meetings. If I am unavailable at a time you can see me, let me know, and we will make time to meet.

### **Recording of Class Lectures & Sharing/Distribution of Course Content**

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. 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.

- If you wish to record lectures for your private, study purposes, please discuss this with the instructor. **Written permission** to record lectures will need to be granted 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. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

### **University Policy**

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.

### **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.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

### **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.)



### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. 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>.

## Course Schedule - Psychology 190-04, Current Issues Capstone, Fall 2022

This is a tentative timeline and we may deviate from it. It is your responsibility to know where we are in the readings and if the test dates or materials to be included on tests might have been changed. We will work very hard to stay on schedule.

Date	Topic	Readings Due	Assignments Due
WEEK 1 08-23	Introduction to course	First Day Welcome!	
WEEK 1 08-25	A Broader View of Trauma	“A Broader View of Trauma” (Canvas)  PTG PowerPoint (Canvas)	
WEEK 2 08-30	Narrative Therapy Handout	“Narrative Therapy Handout” (Canvas)  Overview PowerPoint (Canvas)  <b>Watch:</b> Trauma and Narrative Therapy – Michael White Part 1 (Canvas)	
WEEK 2 09-01	Critique of the DSM & The Myth of Mental Illness	“Critique of the DSM” (Canvas)  “The Myth of Mental Illness” (Canvas)  <b>Watch:</b> Trauma and Narrative Therapy – Michael White Part 2 (Canvas)	Reflection 1 Due
WEEK 3 09-06	Process of Questioning	“Process of Questioning” (Canvas)  <b>Watch:</b> Trauma and Narrative Therapy – Michael White Part 3 (Canvas)	Reflection 2 Due
WEEK 3 09-08	Introduction, Madness and Civilization	<i>Foucault for Beginners</i> Pages 1-58	Reflection 3 Due
WEEK 4 09-13	The Birth of the Clinic & The Order of Things	<i>Foucault for Beginners</i> Pages 59-110	Reflection 4 Due
WEEK 4 09-15	Discipline and Punish & The History of Sexuality	<i>Foucault for Beginners</i> Pages 111-151	Reflection 5 Due
WEEK 5 09-20	The Culture of the Professional Disciplines & Professional Discourses	Course Reader: Pages 1-11 (“The culture of the professional disciplines” AND “Professional discourses” from <i>Narratives of Therapists’ Lives</i> by Michael White)	Reflection 6 Due
WEEK 5 09-22	The Therapeutic Relationship	Course Reader: Pages 11-21 (“The therapeutic relationship” from <i>Narratives of Therapists’ Lives</i> by Michael White)	Reflection 7 Due
WEEK 6 09-27	Narrative Therapy, Poststructuralism, and Identity	Course Reader: Pages 23-44 (“Narrative therapy and poststructuralism” from <i>Narratives of Therapists’ Lives</i> by Michael White AND “Narrative Therapy’s Relational Understanding of Identity” by Gene Combs & Jill Freedman)	Reflection 8 Due

Date	Topic	Readings Due	Assignments Due
WEEK 6 09-29	Working with Women Who Were Subjected to Child Sexual Abuse	Course Reader: Pages 45-56 (“How can you do this work?” by Sue Mann from <i>Trauma: Narrative Responses to Traumatic Experience</i> )	Reflection 9 Due
WEEK 7 10-04	Consequences of Multiple Trauma – Part One Definitional Ceremony	Course Reader: Pages 57-72 (“Value, resonance, and definitional ceremony” from “Working with people who are suffering the consequences of multiple trauma” by Michael White from <i>Trauma: Narrative Responses to Traumatic Experience</i> )	Reflection 10 Due
WEEK 7 10-06	Consequences of Multiple Trauma – Part Two and Three	Course Reader: Pages 72-85 (“Re-authoring conversations: From a single-storied to a multi-storied existence” & “Memory systems and the consequences of trauma” from “Working with people who are suffering the consequences of multiple trauma” by Michael White from <i>Trauma: Narrative Responses to Traumatic Experience</i> )	Reflection 11 Due
WEEK 8 10-11	Social Construction: From “What Is” to “What Could Be”	Course Reader: Pages 87-101 (“Social Construction: From ‘What Is’ to ‘What Could Be’” from <i>An Invitation to Social Construction</i> by Kenneth Gergen)	Reflection 12 Due
WEEK 8 10-13		<b>Midterm Exam</b>	
WEEK 9 10-18	Deconstruction and Therapy	Course Reader: Pages 103-124 (“Deconstruction and Therapy” from <i>Experience, Contradiction, Narrative &amp; Imagination</i> by Michael White)  Read Instructions for Final Paper  <b>Watch:</b> Killing Us Softly 4 (in-class)	Reflection 13 Due  <b>Self-Evaluation of Participation Due</b>  Optional reflection paper for extra credit based on <i>Killing Us Softly 4</i> (in-class movie)
WEEK 9 10-20	Saying Hullo Again	Course Reader: Pages 125-131 (“Saying Hullo Again: The incorporation of the lost relationship in the resolution of grief” from <i>Narrative Therapy Classics</i> by Michael White)  <b>Watch:</b> “Michael White About James and his ADHD”	Reflection 14 Due



Date	Topic	Readings Due	Assignments Due
WEEK 10 10-25	Re-membering	Course Reader: Pages 133-151 (“Re-membering” from <i>Narrative Therapy Classics</i> and <i>Narratives of Therapists’ Lives</i> by Michael White)	Reflection 15 Due
WEEK 10 10-27	Children & Trauma	Course Reader: Pages 153-164 (“Children, Trauma, and Subordinate Storyline Development” from <i>Narrative Therapy Classics</i> by Michael White)	Reflection 16 Due
WEEK 11 11-01	Naming Abuse and Breaking from its Effects	Course Reader: Pages 165-179 (“Naming Abuse and Breaking From its Effects” from <i>Re-Authoring Lives: Interviews and Essays</i> by Michael White)	Reflection 17 Due
WEEK 11 11-03	A Conversation About Accountability	Course Reader: Pages 181-189 (“A Conversation About Accountability” from <i>Re-Authoring Lives: Interviews and Essays</i> by Michael White)	Reflection 18 Due
WEEK 12 11-08	Outside Schizophrenia	“Case Study” (Canvas)  “Experience of Voice Hearing” (Canvas)	Reflection 19 Due
<b>REMINDER ***</b>	<b>FINAL PAPER IS DUE ON 12/06</b>		
WEEK 12 11-10		Presentations	
WEEK 13 11-15		Presentations	
WEEK 13 11-17		Presentations	
WEEK 14 11-22		Presentations	
WEEK 14 11-24	<b>Thanksgiving Break No Classes</b>		
WEEK 15 11-29		Presentations	
WEEK 15 12-01		Presentations	
WEEK 16 12-06		Presentations	<b>Final Paper Due</b>
FINAL 12-13	<b>FINAL EXAM: Scheduled for Tuesday, December 13, 9:45am-12:00pm</b>		