Child Psychopathology Section 02

PSYC 142

Fall 2024   3 Unit(s)   08/21/2024 to 12/09/2024   Modified 08/20/2024

👤 Contact Information

Instructor:	Li Shen (Jesslyn) Chong, Ph.D.
Office Location:	Dudley Moorhead Hall (DMH) 315
Email:	jess.chong@sjsu.edu *Please write "PSYC 142" on subject line of your email; Allow one business day for me to respond*
Office Hours:	Thursdays 2-4pm in office; Or by appointment via Zoom
Class Day/Time:	Tuesdays & Thursdays 9-10.15am
Classroom:	Dudley Moorhead Hall (DMH) 353

💻 Course Description and Requisites

Nature, causes, assessment, and treatment of behavioral, cognitive, and emotional problems of children and adolescents. Emphasis on psychological, social, and biological determinants of human behavioral and psychological disturbance.

Prerequisite: PSYC 001.

Letter Graded

✳ Classroom Protocols

Community Engagement

It is expected that the professor and students will come to class prepared. This means that we:

1. Will arrive on time for class.

2. Will have read any assigned material before class starts.
3. Will actively engage in in-class activities and discussions.
4. Will only use phones or laptops for class activities.
5. Will treat each others with respect (interrogate concepts, not people)
6. Will be curious and lean into discomfort.
7. Will seek intentional learning.

Note: You are expected to read the assigned materials before class, so that the teacher can elaborate and expand. Because of time constraints it may not be impossible to cover all the segments of a given unit. However, you are responsible for all the assigned reading, as the exams will include questions from ALL the parts of the unit. We will cover one chapter per week, and follow the sequence of the textbook, chapter-by-chapter.

Artifical Intelligence (AI) Policy

"AI should be used as a tool, not a medium" -- This is the philosophy in this class.

Students are taking full responsibility for AI-generated materials as if students had produced them themselves: ideas must be attributed and facts must be true. Students are encourage to use AI tools to explore the field, play with knowledge, and help them study. But students need to be open about this, and document their use.

All writing assignments (including discussions, case study, and youth interaction and observation project) grade will include component of student's documentation of AI use throughout the course. By keeping track of your AI use and sharing your experiences, we all gain understanding, identify potential issues in this rapidly changing field, and discover better ways to use the resources for our objectives.

Please use this format to document AI use when submitting any writing assignments:

<u>AI use documentation</u>

- AI tool used:
- Reason for using AI:
- Prompt(s)used:

Example:

<u>AI use documentation</u>

- *AI tool used:* ChatGPT
- *Reason of using AI:* To get feedback on grammar, pronunciation, and vocabulary, helping me to improve my language skills.
- *Prompt(s)used:* "ChatGPT, please edit and proofread this paragraph that I have written to make sure the sentence flows well and have no grammatical errors. Also, please make sure that I have these points - 1. Child temperament can contribute to behavior change. 2. Family and community environment factor can influence risk of childhood psychopathology. and 3. Nutrition may also influence children's behavior."

Note: The developments around generative AI are in flux and the rules that are expressed in this syllabus may need to change on short notice. This may affect the contents of assignments, as well as their evaluation.

Late Work

All work (except for syllabus quiz and semester survey) will be accepted if submitted within 24 hours of the deadline but will only receive up to 50% of credit. **Work will not be accepted more than 24 hours after the due date**.

If you foresee any circumstances preventing you from completing your assignment on time, please email the professor at least 24 hours prior to the assignment deadline to request for extension. Generally, with extenuating circumstances, I will allow for 5 days of extension from original due date. I will **not** exercise this flexibility for students missing assignments/class due to personal travel, conflicts of your work schedule with class meetings, or other foreseeable conflicts that are within your control. Also, if a student makes repeated requests for extensions on many assignments, I reserve the right to set limits on this flexibility.

If you did not ask for an extension at least 24 hours prior to the assignment deadline, more than 24 hours late assignments will not be accepted/allowed without a formal excuse of some kind (e.g., doctor's note, absence excused via the Office of Undergraduate Education). Assignments or quizzes that are not completed on time or within 24 hours of the deadline will result in a score of zero. I will give you ample time to complete assignments, so this shouldn't be a problem.

Regular Checking of Canvas

Syllabus, slides, grades, assignments, and other important material and information will be posted on Canvas. Students are responsible for checking the account regularly for updates.

Academic Integrity

The University Policy on Academic Integrity will be followed. Students are responsible for familiarizing themselves with the policies contained in the student guidelines, available at https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf (https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf). Any student caught cheating on an exam or assignment will receive a failing grade and the instructor reserves the right to refer the student to the Student Conduct and Ethical Development.

Accommodations for students with disabilities

If you need course adaptations or accommodations because of a disability or other circumstances, please make an appointment with the professor as soon as possible, or see the professor during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability. http://www.sjsu.edu/aec/docs/F06-2.pdf (http://www.sjsu.edu/aec/docs/F06-2.pdf)

Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. 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.
3. Critical Thinking Skills. 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.
4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
   Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

📊 Course Learning Outcomes (CLOs)

Upon successful completion of this course:

1. <u>Critical thinking development: Developmental Psychopathology.</u> Students will be able to describe approaches to defining psychopathology in children and adolescents, and they will be aware of the models and practice around developmental psychopathology.
2. <u>Knowledge based and application development: Understanding paradigms.</u> Students will be able to describe the major paradigms (biological, cognitive and behavioral, psychodynamic, family, and sociocultural) used in understanding the etiology, assessment, classification, and treatment of psychological problems in children and adolescents.
3. <u>Research Methods development: Clinical science.</u> Students will be able to describe the role of science (with its varying methods) in the study of behaviors in children and adolescents.
4. <u>Critical thinking and application: Classification.</u> Students will be able to identify the process of classification and explain its dependence on theoretical paradigms including the use of the current diagnostic system for psychopathology, with emphasis on application to problems commonly seen in children and adolescents.
5. <u>Critical thinking and application: Assessment.</u> Students will be able to name different purposes of assessment of abnormal behavior in children and adolescents, and to identify different modalities appropriate to these purposes
6. <u>Knowledge base and application & Values in psychology: Evidence based interventions development</u>. Students will be able to identify different types of psychological, social, and biological interventions used in treating psychological problems and clinical disorders and the value of empirical evidence for those interventions.

📖 Course Materials

Textbooks (Required):

1. Parritz, R. H., & Troy, M. F. (2024). Disorders of Childhood: Development and Psychopathology (4th Edition). Cengage Learning, Inc.
   - Access options
     - Access e-book via [Cengage Learning (https://www.cengage.com/c/disorders-of-childhood-4e-parritz-troy/9780357796467/)](https://www.cengage.com/c/disorders-of-childhood-4e-parritz-troy/9780357796467/) ($50.99)
     - Rent paperback via [Cengage Learning (https://www.cengage.com/c/disorders-of-childhood-4e-parritz-troy/9780357796467/)](https://www.cengage.com/c/disorders-of-childhood-4e-parritz-troy/9780357796467/) ($75.00)
     - Rent used paperback via [SJSU bookstore (https://sjsu.bncollege.com/course-material-listing-page?bypassCustomerAdoptions=true)](https://sjsu.bncollege.com/course-material-listing-page?bypassCustomerAdoptions=true) ($117.80)
     - Borrow physical book via [SJSU Library Course Reserve (https://library.sjsu.edu/course-reserves/course-reserves)](https://library.sjsu.edu/course-reserves/course-reserves) (free)
2. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). [https://doi.org/10.1176/appi.books.9780890425787 (https://doi.org/10.1176/appi.books.9780890425787)](https://doi.org/10.1176/appi.books.9780890425787)
   - Access options
     - Access e-book via [SJSU library (https://libaccess.sjlibrary.org/login?url=https://psychiatryonline.org/doi/book/10.1176/appi.books.9780890425787)](https://libaccess.sjlibrary.org/login?url=https://psychiatryonline.org/doi/book/10.1176/appi.books.9780890425787) (free)

Supplemental Readings:

Supplemental required readings may be assigned throughout the semester. These will be posted on Canvas at least one week before they are due.

≔ 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 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 practical. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in University Policy S16-9.

Syllabus Quiz

There will be a quiz reviewing the content of the syllabus to ensure you have read and understood important information in the syllabus. It may be taken with the syllabus open, and unlimited attempts will be allowed before the deadline. Students will earn 10 points from completing the syllabus quiz.

Semester Surveys

Students will complete two semester surveys at different times throughout the course: pre-, and mid-semester. This survey will help the professor learn more about you, your goals, learning experiences. Students will earn 5 points for each semester survey.

How is this different from Student Opinion of Teaching Effectiveness (SOTE)?
These semester surveys are generally informal evaluations created and administered by the professor to help address actions, expectations, or challenges of students, as well as the structure, workload, and activities of the course itself. On the other hand, SOTE are formal evaluation created and administered by SJSU as an institution. Your evaluation plays a role in the overall evaluation of your instructor's teaching during SJSU's periodic reviews of instructors, which may impact hiring and promotion decisions.

Class Participation

This class requires your active participation to further your learning. You must attend class to participate. If you do not plan on being able to attend class consistently, please reconsider taking this class. Starting Tuesday 8/27, you will either respond to 1-5 clicker questions or engage in a small group discussion each class period as part of class participation

iClicker Participation. One component of class participation will be assessed by your engagement in iClicker polling sessions. These will be questions mixed into lectures and activities to (a) assess your comprehension of material that has just been covered, (b) gauge your engagement during in-class activities, and/or (c) gauge your reactions to class material (e.g., How engaging? How clearly presented? How well paced?). Questions may be administered at any point during the class period, including the beginning and end of the class. These questions will be graded on participation, not accuracy. You must be present in class to participate; submitting responses while not physically present in class will be considered academic dishonesty. Students must participate in at least 75% of clicker questions to be considered participating (getting 5 points) in a given class meeting. The instructor reserves the right to substitute a brief, written assignment, graded in a similar fashion, should Clicker be unavailable due to technical issues, or if another mode of participation is better suited for class goals that day (e.g., having students submit questions for an upcoming guest speaker). Students are responsible for ensuring that they have a functional way to participate in clicker sessions each class . No credit will be awarded to students who do not submit clicker responses due to technical difficulties, running out of battery, etc. will not be considered an excuse for failing to submit. You are encouraged to regularly check the iClicker app to ensure that your responses are registering correctly.

Small-Group Discussion Participation. Students are expected to participate in classroom activities, such as group discussions, role-plays, collaborative problem solving, and more. Participating is defined as, (a) being physically present and engaged with your group for at least 80% of the activity; (b) contributing verbally to group discussions, and otherwise behaving in alignment with classroom protocol (e.g., engaging respectfully). While participating in class could be daunting or anxiety provoking, the more practice you have the more easy it will be.

Students have the opportunity to receive participation points (5 points per class up to 18 classes) worth of points throughout the semester. Highest points of at least 18 classes will be counted towards your total grade. Be sure to use these drops diligently! They are meant to be used for both planned (e.g., scheduled events, vacations) and unplanned events (e.g., illness, personal needs).

Weekly Reflection

After you engage with course content for each chapter, you will summarize and reflect on your learning and self-assess your competence with the learning objectives for the topic at hand. You will share about 150 to 200 words total on the concepts you found most significant on a discussion platform. Then, you will respond to at least one of your peer's responses using 30-100 words per response.

Essentially, student will pass these assignments by completing them as instructed, on time, and without plagiarism and high AI detection with no AI use documentation. The assignment descriptions in Canvas contain more explicit detail about the grading criteria. Student will earn 20 points for each of the 14 weekly chapter discussions.

Weekly Chapter Quiz

About once a week, you will complete a chapter quiz designed to assess the specific competencies (learning objectives) listed for each chapter. The questions will revolve very heavily around the learning objectives. Each quiz will include about 10-15 questions (multiple choice, fill in the blank, true-false). You are allowed to take this quiz with open book. There is no time limit for the quiz but you can only have 1 attempt. Students can earn 20 points for each of the 14 quizzes throughout the course.

Diagnostic Case Formulations

You will be given 2 written clinical case narratives as take-home assignments during mid-semester and finals week. You will be asked to read the case, and then provide a 2 page or less (double spaced, typed, 12pt font face, 1" margins – no cheating!) write up, where you will offer (a) your main diagnostic impressions (format consistent with DSM-5) and (b) differential diagnoses and rule outs. You are to list the diagnostic codes and labels by referring to the DSM-V TR, and offer a succinct and compelling rationale for your answers to (a) and (b) based on the case narrative. Please see the grading rubric listed on each assignment link for additional information. Each Diagnostic Case Formulations are worth 115 points.

Youth Observation Project

This project requires you to do a 20-30 minutes observation of a child (ages 0-12) or adolescent (ages 12-18) and then write a 3 to 4 pages (double spaced, typed, 12pt font face, 1" margins – no cheating!) typed written report about your observations. You should be as unobtrusive as possible and use a notebook to write down the activities, behaviors, and interactions that you are observing during that time. The types of observations you will be making will vary greatly depending on the age of the child you are observing, the setting the child is in, and the activities occurring within the setting. You are expected to write an introduction with description of the circumstances of the observation and pertinent information about the child, then select five behaviors the child exhibited. For each behaviors, you should describe the behavior, identify the concept from class the behavior illustrated, and explain why this behavior illustrates the concept. The assignment descriptions in Canvas contain more explicit detail about the grading criteria. Student will earn up to 100 points for this project.

Extra Credit

There are TWO opportunity to earn extra credit:

Email Etiquette Assignment - To earn an extra credit of 10 points, you will complete an assignment involving rewriting an email to practice professional email etiquette. The assignment descriptions in Canvas contain more explicit detail about the grading criteria.

Attend Alan E. Kazdin Endowed Lecture in Psychology - To earn an extra credit of 15 points, you will attend the Alan E. Kazdin (a prominent child therapy researcher) Endowed Lecture on Monday Nov 4th, 3-5pm. Dr. Elissa Epel will be presenting on the "Longevity research, impact of stress on telomeres". Then, you will submit a short 500 words reflection of the talk.

No other extra credit opportunity will be provided in the remaining of the semester.

✔ Grading Information

A student's grade will be based on the total amount of points (1000 possible points). Below is a breakdown of the amount of points needed to earn specific letter grade.

*Note: A*ssignment totals may change over the course of the semester causing a change in the available total point total.

Breakdown

Assignments	Frequency x Points per Assignment	Percentage of Total Grade
Syllabus quiz	1 x 10 = 10	1%
Semester Surveys	2 x 5 = 10	1%
Class Participation	18 x 5 = 90	9%
Weekly Reflection	14 x 20 = 280	28%
Weekly Chapter Quiz	14 x 20 = 280	28%
Diagnostic Case Formulation	2 x 115 = 230	23%
Youth Observation Project	1 x 100 = 100	10%
Total	1000 points	100%

<u>Grading Scale</u>

Grade	Points
A+	960 - 1000
A	930 - 959
A-	900 - 929
B+	860 - 899
B	830 - 859
B-	800 - 829
C+	760 - 799
C	730 - 759
C-	700 - 729
D+	660 - 699
D	630 - 659
D-	600 - 629
F	599 and below

🏛 University Policies

Per University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf), 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 the Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Week	Date	Topics, Readings	Assignment Due

1	8/22	Course Introductions	- Pre-semester Survey due Monday 8/26 11.59pm - Syllabus Quiz due Monday 8/26 11.59pm - Chapter 1 Reflection due Monday 8/26 11.59pm
2	8/27 8/29	Introduction to Developmental Psychopathology *Reading:* Textbook Chapter 1	- Chapter 1 quiz due Monday 9/2 11.59pm - Chapter 2 Reflection due Monday 9/2 11.59pm - Extra Credit Email Etiquette Exercise due Monday 9/2 11.59pm
3	9/3 9/5	Models of Child Development, Psychopathology, and Treatment *Reading:* Textbook Chapter 2	- Chapter 2 quiz due Monday 9/9 11.59pm - Chapter 3 Reflection due Monday 9/9 11.59pm
4	9/10 9/12	Principles and Practices of Developmental Psychopathology *Reading:* Textbook Chapter 3	- Chapter 3 quiz due Monday 9/16 11.59pm - Chapter 4 Reflection due Monday 9/16 11.59pm
5	9/17 9/19	Classification, Assessment and Diagnosis, and Intervention *Reading:* Textbook Chapter 4	- Chapter 4 quiz due Monday 9/23 11.59pm - Chapter 5 Reflection due Monday 9/23 11.59pm
6	9/23 9/26	Disorders of Early Childhood *Reading:* Textbook Chapter 5	- Chapter 5 quiz due Monday 9/30 11.59pm - Chapter 6 Reflection due Monday 9/30 11.59pm
7	10/1 10/3	Intellectual Developmental Disorder and Learning Disorders *Reading:* Textbook Chapter 6	- Chapter 6 quiz due Monday 10/7 11.59pm - Chapter 7 Reflection due Monday 10/7 11.59pm
8	10/8 10/10	Autism Spectrum Disorder *Reading:* Textbook Chapter 7	- Chapter 7 quiz due Monday 10/14 11.59pm - Chapter 8 Reflection due Monday 10/14 11.59pm - Mid-semester Survey due Monday 10/14 11.59pm

9	10/15 10/17	Maltreatment and Trauma- and Stressor-Related Disorders *Reading:* Textbook Chapter 8	• Chapter 8 quiz due Monday 10/21 11.59pm • Chapter 9 Reflection due Monday 10/21 11.59pm • Diagnostic Case Formulation 1 due Sunday 10/21 11.59pm
10	10/22 10/24	Attention-Deficit/Hyperactivity Disorder *Reading:* Textbook Chapter 9	• Chapter 9 quiz due Monday 10/28 11.59pm • Chapter 10 Reflection due Monday 10/28 11.59pm
11	10/29 10/31	Oppositional Defiant Disorder and Conduct Disorder *Reading:* Textbook Chapter 10	• Chapter 10 quiz due Monday 11/4 11.59pm • Chapter 11 Reflection due Monday 11/4 11.59pm • Youth Observation Project Identification of Subject due Monday 11/4 11.59pm
12	11/5 11/7	Anxiety Disorders, Obsessive-Compulsive Disorder, and Somatic Symptom Disorders *Reading:* Textbook Chapter 11	• Chapter 11 quiz due Monday 11/11 11.59pm • Chapter 12 Reflection due Monday 11/11 11.59pm • Extra Credit Kazdin Lecture Reflection due Monday 11/11 11.59pm
13	11/12 11/14	Depressive Disorders, Bipolar Disorders, and Suicidality *Reading:* Textbook Chapter 12	• Chapter 12 quiz due Monday 11/18 11.59pm • Chapter 13 Reflection due Monday 11/18 11.59pm
14	11/19 11/21	Eating Disorders *Reading:* Textbook Chapter 13	• Chapter 13 quiz due Monday 11/25 11.59pm • Chapter 14 Reflection due Monday 11/25 11.59pm
15	11/26 11/28	Substance-Related Disorders, Personality Disorders, and Psychotic Disorders *Reading:* Textbook Chapter 14 **11/28 No class due to Thanksgiving Holiday*	• Youth Observation Project Report due Monday 12/2 11.59pm

16	12/3 12/5	Substance-Related Disorders, Personality Disorders, and Psychotic Disorders + End of Class Celebration *Reading:* Textbook Chapter 14	• Chapter 14 quiz due Monday 12/9 11.59pm
Finals Week	12/16		• Diagnostic Case Formulation 2 due Monday 12/16 9.30am

Student Resources

If you need a support line:

- [CA Peer Run WARM LINE (http://mentalhealthsf.org/peer-run-warmline)](http://mentalhealthsf.org/peer-run-warmline)- 855-845-7415   This is a non-emergency resource for anyone in California seeking mental and emotional support. Providing 24/7 assistance via phone and web chat on a nondiscriminatory basis to anyone in need.

- [988 Suicide and Crisis Lifeline (https://988lifeline.org/?gad_source=1)](https://988lifeline.org/?gad_source=1): Dial 988   The 988 Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals in the United States. Para acceder al apoyo en español, marque 988 y presione 2. Para iniciar una conversación de mensaje de texto en español con el 988 Lifeline, envía la palabra AYUDA a 988. Para chatear con el 988 Lifeline en español, elige "Español" en la esquina superior derecha de la pantalla y luego visita nuestra página de chat.

- [National Domestic Violence Hotline (https://www.thehotline.org/)](https://www.thehotline.org/) - 1-800-799-7233 or TTY 1-800-787-3224

- [SAMHSA's National Helpline (https://www.samhsa.gov/find-help/national-helpline)](https://www.samhsa.gov/find-help/national-helpline) - 1-800-662-HELP (4357) (also known as the Treatment Referral Routing Service), or TTY: 1-800-487-4889 is a confidential, free, 24-hour-a-day, 365-day-a-year, information service, in English and Spanish, for individuals and family members facing mental and/or substance use disorders. This service provides referrals to local treatment facilities, support groups, and community-based organizations. Also visit the [online treatment locator (https://findtreatment.samhsa.gov/)](https://findtreatment.samhsa.gov/), or send your zip code via text message: 435748 (HELP4U) to find help near you. Currently, the 435748 (HELP4U) text messaging service is only available in English.

- [The Trans Lifeline (https://www.translifeline.org/)](https://www.translifeline.org/) - Call 1-877-565-8860   The Trans Lifeline is a trans-led organization that connects trans people to the community, support, and resources they need to survive and thrive. It provides crisis intervention hotlines, staffed by transgender individuals, for trans and questioning callers.

- [The Veterans Crisis Line (https://www.veteranscrisisline.net/)](https://www.veteranscrisisline.net/) - Call the Veterans Crisis Line at 1-800-273-8255 and Press 1 or text to 838255. The 24-hour, toll-free, confidential hotline provides phone, webchat, and text options available to military veterans in crisis and their families and friends. It provides options for deaf and hard of hearing individuals.
- [The Crisis Text Line (https://www.crisistextline.org/)](https://www.crisistextline.org/) - Text HOME to 741-741. The Crisis Text Line is the only 24/7, nationwide crisis-intervention text-message hotline.

On campus resources:

- [Counseling and Psychological Services (https://www.sjsu.edu/counseling/index.php)](https://www.sjsu.edu/counseling/index.php) - CAPS is a resource that is available to all students, and they provide individual counseling, couples counseling, and group therapy (including drop-in groups!). If you have never had counseling at the Student Wellness Center, please call their office at 408-924-5678 or stop by to schedule your initial session. The purpose of this initial meeting is to understand your needs so that they can guide you to appropriate resources such as groups and/or workshops, brief therapy, or referral to an outside counseling agency. This is not necessary to attend all groups.

- [Wellness Lounge (https://www.sjsu.edu/wellness/grow-your-wellbeing/wellness-lounge.php)](https://www.sjsu.edu/wellness/grow-your-wellbeing/wellness-lounge.php) - Located on the first floor of the Student Wellness Center and open M-R 10a-4p and F 1p-4p. The Wellness Lounge offers different events and activities where you can relax and unwind a bit, doing things like coloring, playing Nintendo Switch games, and they also have free massage chairs you can book 20-minutes appointments for by stopping by the Wellness Lounge front desk, visiting their SWC Patient Portal, or calling 408-924-5678. The lounge also offers an alternative place to study and/or connect with peers if you are looking to expand your support network.

- [Accessible Education Center (AEC) (https://www.sjsu.edu/aec/index.php)](https://www.sjsu.edu/aec/index.php) - The Accessible Education Center, through collaboration with the campus and community, is committed to redefining ability for students with disabilities by providing comprehensive services in support of the educational development and success of students with disabilities in a student-centered and professional environment.

- [Black Leadership and Opportunity Center (https://www.sjsu.edu/thebloc/index.php)](https://www.sjsu.edu/thebloc/index.php) - The SJSU Black Leadership and Opportunity Center (BLOC) serves to holistically empower, uplift, and develop all students in the African Diaspora through strengthening and building community bonds, encouraging positive Black identity, and providing social and academic support.

- [Pride Center (https://www.sjsu.edu/pride/)](https://www.sjsu.edu/pride/) - The mission of the PRIDE Center is to support the LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Questioning, Asexual, Nonbinary, etc.) students of San José State University. Through dynamic programming and educational outreach the PRIDE Center seeks to improve the campus climate for LGBTQ+ students and advocate for the respect and safety of all members of the campus community.

- [Gender Equity Center (https://www.sjsu.edu/genec/index.php)](https://www.sjsu.edu/genec/index.php) - The GenEC provides dynamic programming and educational outreach opportunities through collaborative partnerships with other campus and community organizations.

- [MOSAIC Cross Cultural Center (https://www.sjsu.edu/mosaic/index.php)](https://www.sjsu.edu/mosaic/index.php) - The mission of MOSAIC Cross Cultural Center is to: Provide a safe and welcoming environment that honors and celebrates diversity. We offer support, advocacy for historically underrepresented groups, leadership opportunities, and intentional programming that focus on critical thought, social justice, and cultural empowerment for the SJSU community.

- [SJSU Cares (https://www.sjsu.edu/sjsucares/index.php)](https://www.sjsu.edu/sjsucares/index.php) - SJSU Cares assists students who are facing an unforeseen economic crisis by providing direct support and referrals around basic needs including food, housing, emergency assistance and more. They want to ensure that you reach your academic goals towards graduation. Their programs include self-help assistance/information, case management resources, the Spartan Food Pantry and more.

- [Spartan Food Pantry (https://www.sjsu.edu/sjsucares/get-assistance/spartan-food-pantry.php)](https://www.sjsu.edu/sjsucares/get-assistance/spartan-food-pantry.php) - The Spartan Food Pantry is a walk-in, full-service, staffed, food assistance program offering non-perishable goods, fresh produce, and refrigerated items to eligible students. Open during the shelter in place (see updated hours on website/social media), no prior application required, bring Tower Card and reusable grocery bags.

- [Student Health Center (https://www.sjsu.edu/studenthealth/index.php)](https://www.sjsu.edu/studenthealth/index.php) - The role of the SJSU Student Health Center is to serve all registered students by providing treatment and care in support of the student community's well-being. Not only can you receive attention for acute conditions, injuries, and illnesses from licensed physicians, the Health Center also provides support services such as a laboratory, pharmacy, physical therapy, radiology, dermatology, podiatry and sports medicine.

- [UndocuSpartan Student Resource Center (https://www.sjsu.edu/undocuspartan/)](https://www.sjsu.edu/undocuspartan/) - The UndocuSpartan Student Resource Center (USRC) is invested in creating educational opportunities that will further the success of UndocuSpartans at SJSU. The USRC uses a cross-cultural and social justice lense to provide holistic support and resources to undocumented students and the campus community. The center works alongside undocumented/AB 540 students and allies to create a campus community that is welcoming and inclusive of all students regardless of their immigration status.

- [Veterans Resource Center (https://www.sjsu.edu/veterans/index.php)](https://www.sjsu.edu/veterans/index.php) - The Veterans Resource Center (VRC) is designed as a one-stop resource that plays a primary role in serving the university's growing community of veterans and military students.

Off campus community resources:

- [Asian Law Alliance (https://asianlawalliance.org/)](https://asianlawalliance.org/) - Non-profit organization that provides equal access to the justice system for Asian Pacific Islander and low-income populations in the Silicon Valley. Services areas include housing, public benefits, immigration & deportation defense, domestic

violence/victims of violent crimes, and civil rights.

- [Bay Area Legal Aid (https://baylegal.org/)](https://baylegal.org/) - Bay Area Legal Aid helps thousands of low income Bay Area residents build safer, healthier, and more stable lives. Their mission is to provide meaningful access to the civil justice system through quality legal assistance regardless of a client's location, language or disability.

- [Bill Wilson Center (https://www.billwilsoncenter.org/)](https://www.billwilsoncenter.org/) - The Bill Wilson Center programs focus on housing, education, counseling, and advocacy. They provide services to more than 4,100 children, youth, young adults and families in Santa Clara County through our various programs.

- [CalFresh (http://www.sjsu.edu/sjsucares/get-assistance/calfresh.php)](http://www.sjsu.edu/sjsucares/get-assistance/calfresh.php) - Monthly cash assistance for groceries.

- [Community Solutions (https://www.communitysolutions.org/)](https://www.communitysolutions.org/) - Community Solutions provide a comprehensive spectrum of prevention, intervention, treatment, and residential services to the communities of Santa Clara and San Benito Counties. They also provide services and support to help children, families, and individuals overcome the challenges posed by mental health issues, substance abuse, trauma, severe family dysfunction, sexual and domestic violence, and human trafficking.

- [City of Santa Clara Renters Resources (https://www.santaclaraca.gov/our-city/departments-a-f/community-development/housing-community-services-division/renters)](https://www.santaclaraca.gov/our-city/departments-a-f/community-development/housing-community-services-division/renters) - Information about affordable rental housing, eviction rights, landlord/tenant dispute resolutions, and emergency rental assistance.

- [Greenlight Clinic (http://greenlightclinic.org/)](http://greenlightclinic.org/) - A free mental health clinic in San Francisco. Providing a safe environment where individuals can identify and manage feelings around family, peers, school, financial stress, work, or whatever feelings are being experienced.

- [Family Paths (http://familypaths.org/)](http://familypaths.org/) - A non-profit organization of mental health professionals and dedicated volunteers that provide a number of mental health and supportive services to low income, multi-stressed individuals and families in Alameda County.

- [County of Santa Cruz Mental Health Resources (https://www.santacruzhealth.org/HSAHome/HSADivisions/BehavioralHealth.aspx)](https://www.santacruzhealth.org/HSAHome/HSADivisions/BehavioralHealth.aspx) - The Behavioral Health Division provides a wide range of prevention and treatment options for Santa Cruz County adults, children and their families. Resources are broken down by age group and they offer a pocket guide and local hot lines.

National resources:

- [Active Minds (http://activeminds.org/)](http://activeminds.org/) - Active Minds is a nonprofit organization dedicated to raising mental health awareness among students via peer to peer dialogue and interaction.

- [Dana Foundation (http://dana.org/)](http://dana.org/) - Explore the brain with the Dana Foundation's free resources for kids and adults. Find fact sheets, lesson plans, articles, and puzzles about brain function and health, all reviewed and approved by scientists.
- [Depression & Bipolar Support Alliance (http://dbsalliance.org/brochures/)](http://dbsalliance.org/brochures/) - DBSA offers a variety of free education- al materials that can be downloaded or sent directly to your home. The website includes materials detailing strategies and information applicable for both loved ones & caregivers as well as those with depression or bipolar.

- [The National Alliance on Mental Illness (NAMI) (http://www.nami.org/)](http://www.nami.org/) - Call the NAMI Helpline at 800-950- 6264 M-F, 10 am-6pm, ET. Or in a crisis text "NAMI" to 741741 for 24/7, confidential free counseling. The National Alliance on Mental Illness (NAMI) is the nation's largest grassroots mental health organization dedicated to improving the lives of individuals and families affected by mental illness.