

Child Psychopathology

PSYC 142

Spring 2026 Section 03 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/08/2026

Contact Information

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Office Hours:	Tuesdays and Thursdays 12-1pm in office; Or by appointment via Zoom
Class Day/Time:	Tuesdays & Thursdays 3 - 4.15pm
Classroom:	Hugh Gillis Hall (HGH) 124

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 professor 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 guiding philosophy for our class.

AI can support learning, but it **cannot replace your own thinking**. Students are expected to **attempt all assignments on their own first**, using their own ideas, analysis, and reasoning, *before* turning to any AI tools for clarification, refinement, or feedback. AI should enhance your learning, not generate it for you.

Students are fully responsible for any AI-generated content they include in their work. This means:

- Ideas must be accurate and properly attributed.
- Facts must be verified.
- The final submission must reflect the student's own understanding and voice.

AI tools may be used to explore concepts, study, check understanding, or improve writing, but students must be transparent and document their use.

All writing assignments (including discussions, applied assignments) will include an evaluation component based on your documentation of AI use. By tracking and sharing your AI interactions, we build collective awareness, improve our judgment, and develop responsible practices in a rapidly evolving field.

****Of note, softwares, such as Grammarly, CoPilot for Word document, commonly gets flagged for AI use. I recommend disclosure if you use these softwares.**

To summarize, if you use AI in any part of your work, you are responsible for:

- Ensuring ideas are accurate and properly attributed.
- Verifying facts independently.
- Submitting work that reflects your own understanding, voice, and reasoning.
- Transparently documenting any AI use.

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

AI use documentation

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

Example:

AI use documentation

- *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."

Academic Integrity and AI Detection

To maintain fairness, transparency, and academic integrity, all writing assignments may be screened using Turnitin's AI-writing detection tool. Because AI detection is imperfect, no academic penalty will ever be based solely on the Turnitin percentage. Instead, the issue is undocumented AI use.

If Turnitin reports >20% AI use AND you did not submit AI documentation:

1. First Incident:

You will receive a written warning via Canvas/Email and be asked to revise or clarify your documentation. You can only receive up to 50% of your grade on the assignment. This is an opportunity to correct misunderstandings about appropriate AI use.

2. Second Incident (after a prior warning):

I will file an Academic Dishonesty report with the University. You can only receive up to 50% of your grade on the assignment. Pending university's review result, you may get 0% on the assignment.

3. Third Incident and beyond:

I will file an Academic Dishonesty report with the University. You will get 0% on the assignment.

Important Notes:

- You will never be penalized for documented AI use that follows the policy.
- You will only be penalized for undisclosed or deceptive AI use.
- If you believe the AI detection score is inaccurate, you may request a review.

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 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 3 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 and Adherence to Deadlines

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.

I cannot be responsible for students' individual tracking of due dates. It is ultimately the student's responsibility to be conscientious about deadlines and manage their time accordingly. To ensure fairness to all students who adhered to the deadline, I cannot make exceptions to the policy.

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>).

No Negotiation of Final Grades

Grades are earned. Grades are not a bartering system and are not up for negotiation. Do not email me after your last assignment grade being released or after you see your final grade posted to ask how to improve it. At this very late stage in the semester there is no more extra credit available, no extra assignments to be done, nor missed assignments from the semester to be turned in late. If you do send me such an email, I will respond with this announcement that you are reading.

Final grades are just that: FINAL. To adhere to university guidelines on academic integrity, and for fairness to all students in the course, no grade adjustment can be made. I will not address this matter further.

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. **Critical thinking development: Developmental Psychopathology.** 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. **Knowledge based and application development: Understanding paradigms**. 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. **Research Methods development: Clinical science**. Students will be able to describe the role of science (with its varying methods) in the study of behaviors in children and adolescents.
4. **Critical thinking and application: Classification**. 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. **Critical thinking and application: Assessment**. 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. **Knowledge base and application & Values in psychology: Evidence based interventions development**. 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/>) (\$53.99)
 - 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>).
 - 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:

To boost your learning, supplemental required readings will be assigned throughout the semester. These will be posted on Canvas along with weekly reflection discussion assignments.

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

You will be completing 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.

Semester Surveys

You 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.

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.

Supplemental Required Readings Reflection

(Fulfills CLOs 1, 2, 3, 4, 5, 6)

After you engage with supplemental required readings related to each chapter's topic, 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. When responding to your peer, your responses are expected to be an elaboration of your peer's discussion posts, you will not get a full grade if you are merely repeating, agreeing, or supporting your peer's ideas.

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 supplemental required readings reflection discussions.

Chapter Quizzes

(Fulfills CLOs 1, 2, 3, 4, 5, 6)

You will complete a chapter quiz designed to assess the specific competencies (learning objectives) listed for each chapter from the textbook. 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.

Applied Assignments

You will complete a total of four applied assignments designed to help you actively practice the concepts we cover in class. These assignments connect research, theory, and real-world application so you can build practical skills relevant to educators, clinicians, and anyone working with children and families.

Assignments occur **every 4 weeks** and together make up a key portion of your learning in this course. The descriptions of the applied assignments below are not in order of due date.

1. Functional Behavioral Analysis (FBA) (Fulfills CLOs 5, 6)

You will be introduced to the foundations of Functional Behavioral Analysis—understanding why behaviors occur. You will learn how to identify: Antecedents (what happens before the behavior); Behavior (what the child does); and Consequences (what happens after the behavior). Your assignment includes a timed short multiple-choice quiz with both concept questions and scenario-based items where you identify A-B-C components. You can only attempt this quiz once.

2. Introduction to Parent Management Training (PMT) Skills (Fulfills CLOs 3, 5, 6)

You will be exposed to an evidence-based intervention - PMT. You will watch brief training videos and review a PMT workbook introducing core behavior management strategies. Your assignment includes a timed quiz of multiple-choice with both concept questions and scenario-based items. You can only attempt this quiz once.

3. and 4. Diagnostic Case Formulations (Fulfills CLOs 1, 4, 5)

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 at least 1-page (2-page maximum; 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. You can only submit this assignment once.

Extra Credit

There are multiple opportunity to earn extra credit throughout the semester:

Mindfulness Survey (two surveys) - fulfills CLO 6

To earn an extra credit of 10 points, students may complete two brief reflective surveys (one early in the semester and one at the end) related to optional in-class activities that illustrate evidence-based mindfulness intervention strategies discussed in PSYC 142. These surveys are intended to support routine instructional feedback and student reflection on learning experiences. Each survey is worth 5 extra credit points, for a total of up to 10 points. Participation is voluntary, and responses are not graded for content.

Attend Research Talks (three talks) - fulfills CLOs 1, 2, 3

To earn an extra credit of 10 points, you may attend the different research talks that are hosted monthly in February, March, and April 2026. More information regarding these talks will be provided throughout the semester. Then, you will submit a short 250 words reflection of the talk.

A total of 40 points worth of extra credit are available throughout the semester. Notably, no extra credit opportunity are available in the last week of class, please do not wait till the end of semester for extra credit. I offer plenty of extra credit opportunity for you to boost your grade in a timely manner. Please plan accordingly. No other extra credit opportunity will be provided besides these that are listed above. Please do not ask for any individual extra credit, as it will be unfair to all other students and it will be prohibited.

No other extra credit opportunity will be provided besides these that are listed above. Please do not ask for any individual extra credit, as it will be unfair to all other students and it will be prohibited.

✓ 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: Assignment 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
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Semester Surveys	$2 \times 10 = 20$	2%
Syllabus Quiz	$1 \times 30 = 30$	3%
Class Participation	$18 \times 5 = 90$	9%
Weekly Reflection	$14 \times 20 = 280$	28%
Weekly Chapter Quiz	$14 \times 20 = 280$	28%
Applied Assignment: Functional Behavioral Analysis (FBA)	$1 \times 50 = 50$	5%
Applied Assignment: Introduction to Parent Management Training (PMT) Skills	$1 \times 50 = 50$	5%
Applied Assignment: Diagnostic Case Formulation	$2 \times 100 = 200$	20%
Total	1000 points	100%

Grading Scale

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) (<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) (<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	1/22	Course Introductions	<ul style="list-style-type: none"> • Due Monday 1/26 11.59pm <ul style="list-style-type: none"> ◦ Pre-semester Survey ◦ Syllabus Quiz ◦ Chapter 1 Reflection ◦ Extra Credit Pre-semester Mindfulness Survey
2	1/27 1/29	Introduction to Developmental Psychopathology <i>Reading:</i> Textbook Chapter 1 <i>*Class canceled on 1/29</i>	<ul style="list-style-type: none"> • Due Monday 2/2 11.59pm <ul style="list-style-type: none"> ◦ Chapter 1 quiz ◦ Chapter 2 Reflection
3	2/3 2/5	Models of Child Development, Psychopathology, and Treatment <i>Reading:</i> Textbook Chapter 2	<ul style="list-style-type: none"> • Due Monday 2/9 11.59pm <ul style="list-style-type: none"> ◦ Chapter 2 quiz ◦ Chapter 3 Reflection

4	2/10 2/12	Principles and Practices of Developmental Psychopathology <i>Reading:</i> Textbook Chapter 3	<ul style="list-style-type: none"> • Due Monday 2/16 11.59pm <ul style="list-style-type: none"> ◦ Chapter 3 quiz ◦ Chapter 4 Reflection ◦ Functional Behavioral Analysis (FBA) Quiz
5	2/17 2/19	Classification, Assessment and Diagnosis, and Intervention <i>Reading:</i> Textbook Chapter 4	<ul style="list-style-type: none"> • Due Monday 2/23 11.59pm <ul style="list-style-type: none"> ◦ Chapter 4 quiz ◦ Chapter 5 Reflection
6	2/24 2/26	Disorders of Early Childhood <i>Reading:</i> Textbook Chapter 5	<ul style="list-style-type: none"> • Due Monday 3/2 11.59pm <ul style="list-style-type: none"> ◦ Chapter 5 quiz ◦ Chapter 6 Reflection ◦ Extra Credit Research Talk Reflection
7	3/3 3/5	Intellectual Developmental Disorder and Learning Disorders <i>Reading:</i> Textbook Chapter 6	<ul style="list-style-type: none"> • Due Monday 3/9 11.59pm <ul style="list-style-type: none"> ◦ Chapter 6 quiz ◦ Chapter 7 Reflection
8	3/10 3/12	Autism Spectrum Disorder <i>Reading:</i> Textbook Chapter 7	<ul style="list-style-type: none"> • Due Monday 3/16 11.59pm <ul style="list-style-type: none"> ◦ Chapter 7 quiz ◦ Chapter 8 Reflection ◦ Mid-semester Survey
9	3/17 3/19	Maltreatment and Trauma- and Stressor-Related Disorders <i>Reading:</i> Textbook Chapter 8	<ul style="list-style-type: none"> • Due Monday 3/23 11.59pm <ul style="list-style-type: none"> ◦ Chapter 8 quiz ◦ Chapter 9 Reflection ◦ Diagnostic Case Formulation 1
10	3/24 3/26	Attention-Deficit/Hyperactivity Disorder <i>Reading:</i> Textbook Chapter 9 <i>*Class canceled on 3/26</i>	<ul style="list-style-type: none"> • Due Monday 3/30 11.59pm <ul style="list-style-type: none"> ◦ Chapter 9 quiz ◦ Chapter 10 Reflection ◦ Extra Credit Research Talk Reflection
11	3/31 4/2	SPRING BREAK	<ul style="list-style-type: none"> • Nothing!

12	4/7 4/9	Oppositional Defiant Disorder and Conduct Disorder <i>Reading:</i> Textbook Chapter 10	<ul style="list-style-type: none"> • Due Monday 4/13 11.59pm <ul style="list-style-type: none"> ◦ Chapter 10 quiz ◦ Chapter 11 Reflection
13	4/14 4/16	Anxiety Disorders, Obsessive-Compulsive Disorder, and Somatic Symptom Disorders <i>Reading:</i> Textbook Chapter 11	<ul style="list-style-type: none"> • Due Monday 4/20 11.59pm <ul style="list-style-type: none"> ◦ Chapter 11 quiz ◦ Chapter 12 Reflection ◦ Parent Management Training (PMT) Quiz
14	4/21 4/23	Depressive Disorders, Bipolar Disorders, and Suicidality <i>Reading:</i> Textbook Chapter 12	<ul style="list-style-type: none"> • Due Monday 4/27 11.59pm <ul style="list-style-type: none"> ◦ Chapter 12 quiz ◦ Chapter 13 Reflection
15	4/28 4/30	Eating Disorders <i>Reading:</i> Textbook Chapter 13	<ul style="list-style-type: none"> • Due Monday 5/4 11.59pm <ul style="list-style-type: none"> ◦ Chapter 13 quiz ◦ Chapter 14 Reflection ◦ Extra Credit Research Talk Reflection
16	5/5 5/7	Substance-Related Disorders + End of Class Celebration <i>Reading:</i> Textbook Chapter 14	<ul style="list-style-type: none"> • Due Monday 5/11 11.59pm <ul style="list-style-type: none"> ◦ Chapter 14 quiz ◦ Extra Credit Post-semester Mindfulness Survey
Finals Week	5/18		<ul style="list-style-type: none"> • Diagnostic Case Formulation 2 due Monday 5/18 11.59pm

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.

- [crisistextline.org. \(http://crisistextline.org/\)](http://crisistextline.org/): Text HOME to 741741. Anyone can text TALK to 741741 to text with a trained crisis counselor for free, 24/7 support. Text from anywhere in the USA. Every texter is connected with a Crisis Counselor, a real-life human being trained to bring texters from a hot moment to a cool calm through active listening and collaborative problem solving.
- [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) - 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/undocuspantan/) - 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 lens 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) - 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/) - 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/) - 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/) - 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) - Monthly cash assistance for groceries.
- [Community Solutions](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 educational 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.
- [StrongHearts Native Helpline](https://strongheartshelpline.org/) (<https://strongheartshelpline.org/>): You can call 1-844-7-NATIVE or 1-844-762-8483 to reach this 24/7 safe, confidential and anonymous domestic and sexual violence helpline for Native Americans and Alaska Natives, offering culturally appropriate support and advocacy. This crisis line does not work with the police.

- [Deaf Crisis Line](https://www.deafinc.org/deaflead/24-hour-crisis-line-for-the-deafhh.html) (<https://www.deafinc.org/deaflead/24-hour-crisis-line-for-the-deafhh.html>): Use a videophone to call 1-321-800-3323 and speak with a trained counselor who is fluent in ASL. This hotline is specifically for individuals who are deaf or hard of hearing and use American Sign Language as their primary language.
- [BlackLine](https://www.callblackline.com/) (<https://www.callblackline.com/>): Call or text 1-800-604-5841 to be connected to a support service specifically for Black, Brown, Native & Muslim individuals who are experiencing mental health challenges. You can contact this helpline to receive peer support, counseling, witnessing and affirming of the lived experiences of folx most impacted by systematic oppression with an LGBTQ+ Black Femme Lens. This crisis line does not work with the police.
- [National Eating Disorder Association Helpline](https://www.nationaleatingdisorders.org/help-support/contact-helpline) (<https://www.nationaleatingdisorders.org/help-support/contact-helpline>): Call or text 1-800-931-2237 to be connected with a confidential helpline for individuals who are struggling with eating disorders, as well as their loved ones. You can receive support, information, and referrals to treatment resources.