

# Current Issues Capstone

## PSYC 190

Spring 2026 Section 01 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/16/2026

### Contact Information

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Instructor: Dr. Simone Lundquist Ph.D.

Email: [simone.lundquist@sjsu.edu](mailto:simone.lundquist@sjsu.edu)

Office: Dudley Moorhead Hall (DMH) 310

Phone: 408-924-5634

#### Office Hours

Tuesday, Thursday, 11:45 AM to 12:45 PM, DMH 310

By Appointment Only

### Course Information

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Monday, Wednesday, 9:00 AM to 10:15 AM, DMH 167

### Course Description and Requisites

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Integrative survey of current issues in psychology, how they developed and likely future directions.

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

Prerequisite: PSYC 100W and senior standing.

Co/Prerequisite: PSYC 118 or PSYC 120

Letter Graded

### Classroom Protocols

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I believe that the classroom is a professional environment where we co-create a **dialogical** context to facilitate learning and exchange of knowledge and experiences. The guiding principles are **to be respectful and attend to what is going on in class**. I expect that you be mindful of these codes of conduct as

classroom etiquette breaches 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 late arrival once or twice 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 carry on 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. 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 bring out a cell phone during an examination period.
6. Do not text message during lecture.
7. You may not use a laptop in class. If you have a compelling reason for such an accommodation to take notes, please contact me and we will make an exception.
8. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.
9. Do not sleep during class.
10. 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.

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the tests occur (except the final exam). You are responsible for keeping current on any deviations from the class syllabus. Check the Canvas 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.

Participation makes the class much more interesting and allows you to develop your critical thinking skills. Questions are welcome at any time.

## Make-up Exams

No extensions or make-up exams 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.

# 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 regardless of when they are turned in (unless they are excused).

# 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.

# Attendance

Attendance is required, and it is what will make the course go well. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams. Class is also the time to have any questions answered that you may have. 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.

**If you do miss class, it is your responsibility to check with a classmate to find out what material you missed.**

# Office Hours

I will have regular office hours as posted at the top of this syllabus. Please email me 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).

Please email me to let me know if you need to see me at another time outside of scheduled office hours. 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 want to make time for our meetings. Please send me an email if you want to meet.

# Contacting Instructor

1. I will answer emails M - F, 9:00 - 5:00. If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.

2. Through Canvas mail function. Best for private questions and comments.
3. Through regular email. [simone.lundquist@sjsu.edu](mailto:simone.lundquist@sjsu.edu).
4. By phone. Best if you need to contact me quickly and cannot use email at the time.
5. Consider emails for this course as professional correspondence (see sample correspondence).
  - a. Subject Line should include your class and a brief description of the issue (e.g., Subject: Psych 190-03: absence on 03-06-23).
  - b. Greetings should be formal and use your instructors title (e.g., Dear Dr. Lundquist or Professor Lundquist)
  - c. Identify yourself and the course/section you are in.
  - d. Issue or question should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.
  - e. Expect replies within 1 - 3 days. Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.
  - f. 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.
  - g. Use a polite and respectful tone.
  - h. Use complete sentences.
  - i. Do not use abbreviations for words that are often used in text messages.
  - j. Use upper and lower-case letters.
  - k. Be sure to use correct grammar and spelling in your message.
  - l. 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.
  - m. 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](#)).

## Example Email Correspondence

Subject: Psyc 190-03: Assignment due date question

Dear Professor Lundquist (or Dr.  
Lundquist),

My name is Miranda Jackson and I am in your 190-03 class that meets T/R 10:30 AM – 11:45 AM. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,  
Miranda  
Student id # 001234567

## Laptops

In-class laptop use (if deemed necessary by the professor) should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues.

## Cellphones and other electronic devices

Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

## Late arrivals

If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

## Be respectful of others

Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

## I expect you to come to class prepared

“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

## Communication

Use email!! Use office hours! Talk to me!!

## Check the course Canvas site regularly

If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

## 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.

## Letter of Recommendation

I receive many letter of recommendation requests each semester, and I can only write 10 letters in a semester. I commit to write letters on a first come, first serve basis, and once I have agreed to write 10 letters in a semester, I will not be able to do more.

I have written guidelines regarding what I need from you when you request a letter of recommendation from me. You can find these guidelines on my profile on the San José State University website, <https://www.sjsu.edu/people/simone.lundquist/>.

## Program Information

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**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)

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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

These goals will be evidenced through the following assessment strategies:

1. Practice critically evaluating the assigned readings
2. Writing 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

## Course Materials

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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

**Author:** Lydia Alix Fillingham

**ISBN:** 978-1934389126

## SJSU Reader from Maple Press

You can call Maple Press or order online on Maple Press's website ([maplepress.net](http://maplepress.net)) and either pick it up in store or choose priority mail.

Location: 330 S 10th St #200, San Jose, CA 95112

Phone number: (408) 297-1000

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

**Author:** Robert Whitaker

**ISBN:** 978-0465020140

**Optional**

**Recommended Text**

## Man's Search for Meaning

**Author:** Viktor E. Frankl

**Optional**

**Recommended text**

## Who Cares What You're Supposed to Do? Breaking the Rules to Get What You Want in Love, Life, and Work

**Author:** Victoria C. Dickerson, Carla Fine

**Optional**

**Recommended text**

## Delusions of Gender: How Our Minds, Society, and Neurosexism Create Difference

**Author:** Cordelia Fine

**Optional**

**Recommended text**



# Course Requirements and Assignments

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## Important Note:

To receive complete credit on your papers, you must pay careful attention to grammar, spelling, sentence construction, etc. Spell and grammar checkers do not catch all errors - you must PROOFREAD IT! Even better, have someone else proofread it. Papers that contain many spelling and grammatical errors will result in substantial point reduction.

## Class Participation (60 points)

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.

NOTE that University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

## Self-Evaluation of Participation (10 points)

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 (140 total points, 14 papers, 10 each)

In these papers (14 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. Complete these reflections before class on the day they are due so you are ready to discuss what you wrote in class. The length of each paper is at least 1 typewritten double-spaced page. Please use APA approved font, size 12 when writing your reflections. It is expected that you will write in first-person for these assignments. Please see the modules on Canvas or the class schedule on your syllabus for due dates.

## In-Class Assignments (30 points total, 3 assignments, 10 each)

There will be three in-class assignments each worth 10 points. All questions will be based on the assigned readings, class discussions, or in-class activities. These assignments are completed and submitted in class. The assignments will not be repeated, so if you are not in class on the day that the assignment is given, you will miss 10 points. Please keep track of your schedule and the points you receive.

## Final Paper Progress (20 points)

Twice during the semester we will ask you to come to class with progress on your final paper. You will receive 10 points for bringing progress on your final paper and working on it in class.

## Final Paper (180 points)

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.

You can choose to write about yourself for this paper. However, if you choose to write about yourself, you must be writing about a Retired Problem: one that has been overcome and has no influence in your life anymore. If you choose this option, do not write in your paper or tell the class that it is about you. Change any identifying information.

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. You do not need to look for sources from other websites or search engines, and they may be unhelpful for the purposes of this paper. 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.

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

d. Include headings for each section of the paper

# **Presentation (60 points)**

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.

Make sure to include a visual element (ex. PowerPoint slide, handout) with some basic information on the person you are presenting about (ex. name, age, family, highlights of who they are or what's important to them, etc.).

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!)
10. Include a visual element (ex. PowerPoint slide or handout).

#### Requirement for audience members

1. Make sure you attend all of your classmates' presentations to support them! You will lose participation points if you do not attend your classmates' presentations.
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 (60 points each)

Both these exams will be descriptive short-answer and based on the content of the **assigned readings, PowerPoints, and lectures**. 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.

## Grading Information

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### Criteria

Type	Weight	Topic	Notes
Final Paper	29%		One final paper, worth 180 points
Final Paper Progress Checks	3%		10 points each, two checks, 20 points total
Mid-Term Exam	10%		One mid-term, worth 60 points
Individual Presentation	10%		One presentation, worth 60 points
Final Exam	10%		One final exam, worth 60 points
Reflection Papers	23%		10 points each, a total of 140 points
In-Class Assignments	5%		10 points each, three in-class assignments, total 30 points
Class Participation	10%		Lots of opportunities, worth 60 points
Self-evaluation of Participation	2%		One self-evaluation of participation, worth 10 points

## Breakdown

Grade	Range	Notes
A+	96.5 to 100	
A	96 to 93	
A-	92 to 90	
B+	89 to 87	
B	86 to 83	
B-	82 to 80	
C+	79 to 77	
C	76 to 70	
C-	72 to 70	
D+	69 to 67	
D	66 to 63	
D-	62 to 60	

Grade	Range	Notes
F	59 to 0	

## 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

The following is a tentative schedule for the class. Please note that this schedule may change during the semester. Any changes made to the schedule will be updated on Canvas. Be sure to check Canvas for the most up-to-date and accurate schedule.

When	Topic	Notes
Week 1, 1/26	Introduction to Course	WELCOME!
Week 1, 1/28	A Broader View of Trauma	<b>Reading Due:</b>  "A Broader View of Trauma" (Canvas)  PTG PowerPoint (Canvas)  <b>Watch:</b>  TEDx talk Marcela Polanco (in-class)
Week 2, 2/2	Narrative Therapy Handout & The Myth of Mental Illness	<b>Reading Due:</b>  "Narrative Therapy Handout" (Canvas)  "The Myth of Mental Illness" (Canvas)  Trauma Overview PowerPoint (Canvas)  <b>Assignments Due:</b>  Reflection Paper 1



When	Topic	Notes
Week 2, 2/4	Critique of the DSM & Process of Questioning	<p><b>Reading Due:</b></p> <p>"Critique of the DSM" (Canvas)</p> <p>"Process of Questioning" (Canvas)</p> <p>Overview PowerPoint</p> <p><b>Assignment Due:</b></p> <p>Reflection Paper 2</p>
Week 3, 2/9	Introduction, Madness and Civilization	<p><b>Reading Due:</b></p> <p><i>Foucault for Beginners</i> Pages 1-75</p> <p><b>Watch:</b></p> <p>"The voices in my head" - Eleanor Longden (in-class)</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 3</p>
Week 3, 2/11	The Order of Things	<p><b>Reading Due:</b></p> <p><i>Foucault for Beginners</i> Pages 76-152</p> <p><b>Watch:</b></p> <p>"Medicating Normal" (in-class)</p> <p><b>Assignment Due:</b></p> <p>Reflection 4</p>

When	Topic	Notes
Week 4, 2/16	The Culture of the Professional Disciplines	<p><b>Reading Due:</b></p> <p>Course Reader: Pages 1-6 ("The culture of the professional disciplines" from <i>Narratives of Therapists' Lives</i> by Michael White)</p> <p><b>Recommended Reading:</b></p> <p>Course Reader: Pages 7-11 ("Professional discourses" from <i>Narratives of Therapists' Lives</i> by Michael White)</p> <p><b>Watch:</b></p> <p>"Medicating Normal" (in-class)</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 5</p>
Week 4, 2/18	The Therapeutic Relationship	<p><b>Reading Due:</b></p> <p>Course Reader: Pages 11-21 ("The therapeutic relationship" from <i>Narratives of Therapists' Lives</i> by Michael White)</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 6</p>
Week 5, 2/23	Working with Women Who Were Subjected to Child Sexual Abuse	<p><b>Reading Due:</b></p> <p>Course Reader: Pages 23-34 ("How can you do this work?" by Sue Mann from <i>Trauma: Narrative Responses to Traumatic Experience</i>)</p> <p><b>Recommended Reading:</b></p> <p>Course Reader: Pages 165-188 ("Teaching Across Discourses to Sustain Collaborative Clinical Practice" by William C. Madsen)</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 7</p>

When	Topic	Notes
Week 5, 2/25	Consequences of Multiple Trauma – Part One Definitional Ceremony	<p><b>Reading Due:</b></p> <p>Course Reader: Pages 35-44 ("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>)</p> <p>- stop at the header "Outsider-witness sources"</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 8</p>
Week 6, 3/2	Consequences of Multiple Trauma – Part Two	<p><b>Reading Due:</b></p> <p>Course Reader: Pages 44-56 ("Outsider-witness sources" and "Re-authoring conversations: From a single-storied to a multi-storied existence" from "Working with people who are suffering the consequences of multiple trauma" by Michael White from <i>Trauma: Narrative Responses to Traumatic Experience</i>)</p> <p>- read the remainder of Part 1 and all of Part 2</p> <p><b>Recommended Reading:</b></p> <p>Course Reader: Pages 56-63 ("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>)</p> <p>- read Part 3</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 9</p>
Week 6, 3/4	Personal Agency Questionnaire (PAQ) & Trauma and Narrative Therapy	<p><b>Watch:</b></p> <p>Trauma and Narrative Therapy - Michael White Video Part 1 (Canvas)</p> <p><b>Assignments Due:</b></p> <p><b>In-Class Assignment 1</b></p>

When	Topic	Notes
Week 7, 3/9	Trauma and Narrative Therapy	<p><b>Watch:</b></p> <p>Trauma and Narrative Therapy - Michael White Video Part 2 &amp; 3 (Canvas)</p> <p><b>Assignments Due:</b></p> <p>Self-Evaluation of Participation</p> <p><b>In-Class Assignment 2</b></p>
Week 7, 3/11	Social Construction: From 'What Is' to 'What Could Be'	<p><b>Reading Due:</b></p> <p>Course Reader: Pages 65-79 ("Social Construction: From 'What Is' to 'What Could Be'" from <i>An Invitation to Social Construction</i> by Kenneth Gergen)</p> <p><b>Watch:</b></p> <p>Killing Us Softly 4 (in-class)</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 10</p>
Week 8, 3/16		<b>Midterm</b>
Week 8, 3/18	Work Day 1	<p>Read Instructions for Final Paper</p> <p><b>Recommended Reading:</b></p> <p>Course Reader: Pages 151-164 ("Narrative Therapy's Relational Understanding of Identity" by Gene Combs &amp; Jill Freedman)</p> <p><b>Assignments Due:</b></p> <p><b>In-Class Assignment 3 (work on final paper)</b></p> <p>Optional reflection paper for extra credit based on Killing Us Softly 4 (in-class movie)</p>
Week 9, 3/23	Deconstruction and Therapy	<p><b>Reading Due:</b></p> <p>Course Reader: Pages 81-102 ("Deconstruction and Therapy" from <i>Experience, Contradiction, Narrative &amp; Imagination</i> by Michael White)</p> <p><b>Watch:</b></p> <p>Michael White about James and his ADHD (in-class)</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 11</p>

When	Topic	Notes
Week 9, 3/25	Re-membering	<p><b>Reading Due:</b></p> <p>Course Reader: Pages 103-121 ("Re-membering" from <i>Narrative Therapy Classics</i> and <i>Narratives of Therapists' Lives</i> by Michael White)</p> <p><b>Recommended Reading:</b></p> <p>Course Reader: Pages 189-195 ("Saying Hullo Again: The incorporation of the lost relationship in the resolution of grief" from <i>Narrative Therapy Classics</i> by Michael White)</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 12</p>
Week 10, 3/30 & 4/1	Spring Break	<b>No Class</b>
Week 11, 4/6	Children & Trauma	<p><b>Reading Due:</b></p> <p>Course Reader: Pages 123-134 ("Children, Trauma, and Subordinate Storyline Development" from <i>Narrative Therapy Classics</i> by Michael White)</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 13</p>
Week 11, 4/8	Work Day 2	<p><b>Recommended Reading:</b></p> <p>Course Reader: Pages 197-205 ("A Conversation About Accountability" from <i>Re-Authoring Lives: Interviews and Essays</i> by Michael White)</p> <p><b>Assignments Due:</b></p> <p>Final Paper Progress (must bring to class for credit)</p>
Week 12, 4/13	Naming Abuse and Breaking from its Effects	<p><b>Reading Due:</b></p> <p>Course Reader: Pages 135-149 ("Naming Abuse and Breaking From its Effects" from <i>Re-Authoring Lives: Interviews and Essays</i> by Michael White)</p> <p><b>Watch:</b></p> <p>Equal Rights Amendment: Unfinished Business for the Constitution (in-class)</p> <p><b>Assignments Due:</b></p> <p>Reflection Paper 14</p>

When	Topic	Notes
Week 12, 4/15	Work Day 3	<b>Reading Due:</b>  "Experience of Voice Hearing" (Canvas)  <b>Recommended Reading:</b>  Case Study (Canvas)  <b>Assignments Due:</b>  Final Paper Progress (must bring to class for credit)
Reminder***		<b>FINAL PAPER IS DUE ON 5/11/26</b>
Week 13, 4/20		Final Presentations
Week 13, 4/22		Final Presentations
Week 14, 4/27		Final Presentations
Week 14, 4/29		Final Presentations
Week 15, 5/4		Final Presentations
Week 15, 5/6		Final Presentations
Week 16, 5/11		Final Presentations  <b>Assignments Due:</b>  <b>Final Paper Due</b>
Friday 05/15/2026 8:30 AM - 10:30 AM		<b>Final Exam - In Person</b>