



State University of New York

College of Community and Public Affairs

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Department of Human Development

**Human Development 334: Narrative Psychology**

**CRN: 26006 4 credit hours Spring 2015**

<b>Instructor:</b>	<b>Myra Sabir, Ph. D.</b>	<b>Office:</b>	<b>UDC 411</b>
<b>Course Days/Times:</b>	<b>Thurs 1:40–4:40 p.m.</b>	<b>Office Hours:</b>	<b>Thurs 10:00-1:00 p.m.</b>
<b>Course Location:</b>	<b>UDC 120A</b>	<b>Telephone:</b>	<b>607-777-9251</b>
		<b>Email:</b>	<b><a href="mailto:msabir@binghamton.edu">msabir@binghamton.edu</a></b>

**Course Description**

This course examines the personal narrative as an increasingly influential paradigm in fostering human health and well-being across the lifespan. We will explore theories of self and identity; trauma narratives; therapeutic narrative interventions; and various issues in Narrative Gerontology including the late-life need for narrative integration. You will learn of various research methods in narrative psychology. You will also develop techniques and skills in narrative interviewing, transcribing, analyzing, and report writing. You will experience the phenomenology of narrative review by undergoing a personal integrative reminiscence process. Finally, you will interview one **well-elder** over the age of 70 years. These interviews will be recorded, transcribed, coded, analyzed, and written up in the form of a formal research report.

**Course Objectives are to:**

- ❖ Explore core research on the relationship between the personal narrative and physical and psycho-emotional health.
- ❖ Explore theories of self and identity; trauma narratives; therapeutic narrative intervention; and various issues in Narrative Gerontology.
- ❖ Develop skills in narrative interviewing, recording, transcribing, coding, analyzing, and report writing.
- ❖ Understand the phenomenology of narrative review by undergoing a personal integrative reminiscence process and by conducting a formal narrative interview with a well-elder.

## Course Requirements:

- ❖ **Class Participation (20%):** You are expected to arrive on time for class and to remain for the duration of each class period. You will learn in class the methods and theory you need to conduct your out-of-class narrative project, so consistent attendance is critical. One (1) unexcused absence is allowed over the course of the semester. Class participation grades will be lowered by one degree for absenteeism and tardiness. To be excused from class, students must have written documentation that must be approved by the instructor.
- ❖ **Discussion Leadership (10%):** You and one or two other classmates will be given responsibility for leading the discussion on one day of the semester. You are expected to be thoroughly familiar with the concepts of the readings, however you are not expected to understand the statistical analyses in papers.
- ❖ **Midterm Knowledge Synthesis of the readings and class discussions (20%).** A Knowledge Synthesis is simply an opportunity for you to step back from all you are learning in the course, think about how it all fits together, and to integrate it. The primary purpose of the knowledge synthesis is for you to demonstrate your understanding of what the authors of the course materials meant to convey, then to discuss how you think it all fits together - or not. The midterm knowledge synthesis should be 4 double-spaced pages. **Emailed and hard copies due by 4:40 p.m. on March 19<sup>th</sup>.**
- ❖ **Final Knowledge Synthesis (20%).** The final knowledge synthesis should focus on the readings and class discussions from the second half of the semester, however references to material covered in the first half of the semester are appropriate. The final knowledge synthesis should be 4 double-spaced pages. **Emailed and hard copies due in my office by 4:40 p.m. on May 14<sup>th</sup>.**
- ❖ **Formal Report of your Interview with a Well-Elder (30%).** Instructions for how to write a formal report; format your transcript; and code your data are a part of the readings from Crossley's *Introducing Narrative Psychology*, and we will discuss thoroughly in class. The final report should include all three: formal written report of your interview; properly formatted transcript; and properly formatted and coded data file. **Emailed and hard copies due in my office by 4:40 p.m. on May 14<sup>th</sup>.**

**Standard:** This is a 4-credit course, which means that in addition to the scheduled meeting times, students are expected to do at least 9.5 hours of course-related work outside of class each week during the semester. This includes time spent completing assigned readings, participating in lab sessions, studying for quizzes, tests, and examinations, preparing written assignments, and other course-related tasks.

## **Teaching Modes**

The class time will be spent using a combination of lecture, introspective journaling, paired discussion, and group discussion.

## **Course Grading Criteria**

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D+	67-69
B-	80-82	D	60-66
		F	0-59

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

1. Dean of Students Office: 607-777-2804
2. Decker Student Health Services Center: 607-777-2221
3. University Police: On campus emergency, 911
4. University Counseling Center: 607-777-2772
5. Interpersonal Violence Prevention: 607-777-3062
6. Harpur Advising: 607-777-6305
7. Office of International Student & Scholar Services: 607-777-2510

## **Required Texts (Available in the Campus Bookstore & on Reserve in the UDC Library)**

- ❖ Michele L. Crossley, Introduction to Narrative Psychology: Self, trauma, and the construction of meaning, Open University Press, Buckingham & Philadelphia, 2000
- ❖ Gary Kenyon, Ernst Bohlmeijer, & William Randall (Eds), Storying Later Life: Issues, Investigations, and Interventions in Narrative Gerontology, Oxford University Press, 2011.
- ❖ Riessman, C. (1993). Narrative Analysis. Sage Publications.
- ❖ Randall, W. & Kenyon, G. (2001). Ordinary Wisdom: Biographical Aging and the Journey of Life. Westport, CT: Praeger Publishers.

- ❖ Free transcription software: <http://www.nch.com.au/scribe/>

### **Supplemental Material**

- ❖ Additional articles have been posted on Black Board.
- ❖ You will need a personal journal for the course. This can be your laptop or a paper journal.

### **Course Schedule**

The following outline regulates our reading, but the manner in which we spend our class-time will be determined by the pace and directions of our in-class activities. **ALL READINGS MUST BE COMPLETED PRIOR TO THE CLASS DATE UNDER WHICH THEY ARE LISTED.**

#### **Week 1: January 29, 2015: Introductions/Mechanisms of Narrative Intervention**

- Introductions
- Course overview and expectations
- Assign Discussion Leaders
- Listening Partners
- COEUS/IRBs
- Mechanisms of Narrative Intervention
- Journaling begins next week

#### **Readings**

- Smyth, J. (1998). Written emotional expression: Effect sizes, outcome types, and moderating variables. *Journal of Social and Clinical Psychology*, 20, 174-184.
- Niederhoffer, K. & Pennebaker, J. (2002). Sharing one's story: On the benefits of writing or talking about emotional experience. In Snyder, C. & Lopez, S. (Eds.) *Handbook of Positive Psychology* (573-583). New York: Oxford University Press.

#### **Week 2: February 5, 2015: Narrative Psychology and the Self**

#### **Readings**

- Crossley: Chapter 1: Theories of self & identity

*Personal Life-Writing 1*

### **Week 3: February 12, 2015: The Narrative Principle**

#### Readings

- Crossley: Chapter 3: Narrative living and being in time

*Personal Life-Writing 2*

### **Week 4: February 19, 2015: Interpersonal Neurobiology: Relationships, Narratives, and the brain**

#### Readings

- Siegel: Chapter 9: Integration BB

*Personal Life-Writing 3*

### **Week 5: February 26, 2015: Attachment-Focused Integrative Reminiscence**

#### Readings

- Sabir, Attachment-Focused Integrative Reminiscence (on BB)

*Personal Life-Writing 4*

### **Week 6: March 5, 2015: Narrative Interviewing**

#### Readings

- Crossley: Chapter 4: Doing a narrative analysis

*Personal Life-Writing 5*

### **Week 7: March 12, 2015: Narrative Analysis and Reporting**

#### Readings

- Crossley: Chapter 5: Analysis and Writing Up the Project
- Riessman: Narrative Analysis

*Personal Life-Writing 6*

**Week 8: March 19, 2015: Use in-class time to finish your MIDTERM Knowledge Synthesis.  
Emailed and hard copy due by 4:40 p.m.**

**Week 9: March 26, 2015: Biographical Aging**

Readings

- Gary & Kenyon: Chapter 1: Ordinary Wisdom
- Gary & Kenyon: Chapter 2: Wisdom on Wisdom

*Personal Life-Writing 7*

**Week 10: April 2, 2015: Biographical Aging**

Readings

- Gary & Kenyon: Chapter 3: Biographical Aging: Life as Story

*Personal Life-Writing 8*

**Week 11: April 9, 2015/SPRING BREAK**

**Week 12: April 16, 2015: Biographical Aging**

Readings

- Gary & Kenyon: Chapter 4: Spiritual Aging: Life as Journey

**Week 13: April 23, 2015: Biographical Aging**

Readings

- Gary & Kenyon: Chapter 5: Conscious Aging: Life as Adventure
- **PERSONAL COURSE EVALUATIONS**

**Week 14: April 30, 2015: Narrative Gerontology & Public Policy**

Readings

- Kenyon, Bohlmeijer, & Randall: Chapter 20: Implementation of Narrative Care in the Netherlands

- Kenyon, Bohlmeijer, & Randall: Chapter 21: Asking the Right Questions: Enabling Person with Dementia to Speak for Themselves
- **SOOT EVALUATIONS**

### **Week 15: May 7, 2015: Narrative Gerontology & Public Policy**

#### Readings

- Kenyon, Bohlmeijer, & Randall: Chapter 22: The Ripple Effect: A Story of the Transformational Nature of Narrative Care

#### **Black Board**

You are expected to check your Blackboard and email accounts **DAILY**. Supplemental materials will be posted to Blackboard as needed, and email will serve as my primary means for communicating with you. To access blackboard, use the following steps:

1. World Wide Web: Type <http://blackboard>.
2. Login: Type username (i.e. jrose)
3. Password: Type in your PODS password.

#### **Cellular Phones/BlackBerries/Pagers**

Cellular phones, BlackBerries, and Pagers must be turned off and put away during class.

#### **Use Your BU Email Address**

Please use your BU email address when corresponding with me or the co-instructor.

#### **Class Environment**

“The Faculty and Staff in the College of Community and Public Affairs are committed to serving all enrolled students. The intention is to create an intellectually stimulating, safe, and respectful class atmosphere. In return, it is expected that each of you will honor and respect the opinions and feelings of others.”

#### **Accommodations**

If you are a student with a disability and wish to request accommodations, please notify the instructor by the second week of class. You are also encouraged to contact the Office of Services for Students with Disabilities (SSD) at 777-2686. Their office is in UU-119 (Old

University Union Building. The SSD office makes formal recommendations regarding necessary and appropriate accommodations based on specifically diagnosed disabilities. Information regarding disabilities is treated in a confidential manner.

### **Academic Honesty**

“As a professional school within Binghamton University, the College of Community and Public Affairs (CCPA) is committed to upholding the highest professional standards of ethics and integrity. Students are expected to comply with the Academic Honesty Code for Binghamton University (<http://bulletin.binghamton.edu/integrity.htm>). Violations of the Code will be taken seriously. Students should refer to the CCPA Ethics and Integrity policy available in the CCPA Dean’s office.”

“All members of the university community have the responsibility to maintain and foster a condition and an atmosphere of academic integrity. Specifically, this requires that all classroom, laboratory, and written work for which a person claims credit are in fact that person’s own work.” The annual university Student Handbook publication has detailed information on academic integrity.

Binghamton University has obtained a license with Turnitin.com to facilitate faculty review for potential plagiarism of papers and projects in their courses, which they are encouraged to do.

“Students assume responsibility of the content and integrity of the academic work they submit. Students are in violation of academic honesty if they incorporate into their written or oral reports any unacknowledged published or unpublished or oral material from the work of another (plagiarism); or if they use, request, or give unauthorized assistance in any academic work (cheating).” (CCPA Academic Honesty Policies)

Neither plagiarism nor cheating will be tolerated in this class. Incidents of either will result in a failing grade for the assignment in question, which will most likely have a negative effect on the final grade. If you have any questions about what constitutes plagiarism or cheating, PLEASE ASK ME!

<http://ccpa.binghamton.edu/students/currentstudents/academichonesty.htm>