



Master of Arts in Counseling

Course Syllabus

Course Information

COUN699 – TOPICS IN PSYCHOANALYSIS: TRAUMA
Spring 2018
1 Semester Hour

Location/Date/Time

TBA
Thursdays, 8:30 – 11:10

INSTRUCTOR'S INFORMATION:

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Office Phone: 540.432.4324

Office Hours: by appointment

COURSE DESCRIPTION:

It is no mystery to those in clinical practice, or those in any way familiar with the contemporary mental health field that the topic of *trauma* is very much in vogue. Yet, what is also becoming quite clear is that *trauma* is increasingly indefinable, and a concept losing nearly all specificity. We hear about it all the time; yet, the concept suffers immense diffusion. Very little attention is being paid to its conceptualization beyond the discourse of medicine – a discourse that often remains trapped in positivistic logic, and materialist rhetoric. *Trauma* seems trapped in a tautology upon which it has become hard to intervene: *trauma* is *trauma*, because of *traumatic* experience, and *traumatic* experience is anything involving *trauma*. The question needs to be raised: Is there another way to conceptualize *trauma* that will open the possibility of escaping this deadlock, a deadlock that has irreparable effects on clinical work? This course will focus upon how *trauma* is conceptualized in psychoanalysis in an attempt to articulate how this perspective – though perhaps surprising to some, and scandalous to others – may hold a key. We will engage in a close reading of some of Freud's texts, as well as Lacan's as our foundation.

COURSE GOALS AND OBJECTIVES:

1. Students will examine the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (2016 CACREP Standards F.2.d.)
2. Students will demonstrate knowledge about theories and models of counseling, (2016 CACREP Standards: F.5.a.).
3. Students will study counselor characteristics and behaviors that influence the counseling process (2016 CACREP Standards: F.5.f.).
4. Students will learn theories and models related to clinical mental health counseling (CMHS Standards: C.1.a.).
5. Students will learn cultural factors relevant to clinical mental health counseling (CMHS Standards: C.2.j.).

Course Format:

This course will emphasize the process of collaborative elaboration. By approaching the course as an open question, without any assumption that all has been learned about our topic, we will attempt to generate fresh perspectives. Each student, along with the professor, will engage one another during class sessions in the development and the active engagement with the material being explored. **Everyone involved in the class is expected to fully engage in this process**

Syllabus Disclaimer:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

Technology:

- **Please turn them off and please do not text during class as it is disruptive and takes away from the focus of the class.** Inadvertently, we all forget to turn them off and that's okay. If for some reason you need to have your cell phone on, please let me know prior to class.
- Students using laptop computers for note taking are asked to refrain from surfing the net and/or managing email during class time. When the class is engaged in interactive conversation (e.g. large or small group discussion) laptop computers should be closed so as to remove the relational barrier they create.

REQUIRED TEXTS AND OTHER RESOURCES:

- **Required Reading: (Digital and hard copies will be provided)**
 - Freud, S. (1905). *Three essays on a theory of sexuality*.
 - Freud, S. (1905). *My views on the part played by sexuality in the aetiology of the neuroses*.
 - Lacan, J. (1973). A love letter. In *Seminar XX: On feminine sexuality, the limits of love and knowledge* (J-A. Miller, Eds., B. Fink Trans.). New York: Norton.

GRADING CRITERIA AND OTHER POLICIES:

The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. An A and B track is offered in most classes allowing students to complete assignments and reading commensurate with that grade. Students who complete work for a designated grade are not assured that grade as their work is assessed for competence and completeness by the grading professor. Students should be aware that graduate university policy allows two C grades before being dismissed from the program and insufficient completion of the B track requirements may increase their chances of receiving a lower grade.

***All written assignments must be submitted digitally through email by the time of the class period on which the due date falls. There will be no extensions. Assignments turned in late will automatically drop the grade for that assignment one letter grade, and necessarily the letter grade for the course overall.**

*** Procedures for Revisions:** Upon the completion and evaluation of graded material, students are permitted one attempt at revision. If necessary edits are completed, students will receive the grade they are attempting to achieve.

Cumulative Assignment:

Each student will write a cumulative paper on a topic of his or her own interest from the material of the course. Specific attention should be paid to the topic of sexuality, as well as its importance in clinical work.

For the grade of an A: Papers should be from 8-10 pages in length.

For the grade of a B: Papers should be from 5-7 pages in length.

Professional Behavior

Attendance This class will abide by program standards for attendance. Students should notify the professor if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed because of an absence. Arrangements may be made with the professor prior to the class that will be missed. More than two absences will lower the overall course grade.

Disability Statement If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations.

All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Writing Guidelines:

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

Academic Integrity Policy (AIP):

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean’s office. Repeated violations will invoke a disciplinary process.

Turnitin:

Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU’s Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: http://turnitin.com/en_us/features/demos.

Moodle:

Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Academic Support Center:

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

Institutional Review Board:

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal."

Graduate Writing Center:

Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

Course Extensions and Outstanding Grades:

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

Academic Program Policies:

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>
<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

Title IX:

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about

sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Irene Kniss, Title IX Coordinator, can be reached at [540-432-4302](tel:540-432-4302) or irene.kniss@emu.edu. Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

SCHEDULE AND TOPICS: Course Schedule

Date	Subject	Reading/Assignments Due
4/5/18	No Class	Presentation on trauma; section of Laplanche & Pontalis on trauma
4/12/18	Topics from the reading	Readings to be determined
4/19/18	Topics from the reading	Readings to be determined
4/26/18	Topics from the reading	Readings to be determined
5/3/18	Topics from the reading	Cumulative Papers Due
		Readings to be determined

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

Writing Standards – Graduate Level *(revised Spring 2012)*

Criteria	A excellent	B good	C minimal expectations	Comments
Content <i>(quality of the information, ideas and supporting details.)</i>	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure <i>(logical order or sequence of the writing)</i>	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style <i>(appropriate attention to audience)</i>	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other				Grade

SAMPLE