Social Work 5706 Trauma and Memory: An Examination of Theoretical Debates and Treatment of Psychological Trauma
Fall 2012

COURSE DESCRIPTION

PURPOSE

This course offers a comprehensive examination of contemporary theories of trauma and memory. It is designed to assist students learn advanced counselling interventions with survivors of psychological trauma. Major emphasis will be placed in the critical examination of case studies to illustrate recent findings in neuroscience that intersect with the treatment of psychological trauma and its associated memory processes.

OBJECTIVES

This graduate seminar examines the intellectual foundations of contemporary theories of trauma and memory. A review of the genealogy of these concepts will familiarize students with the appropriate conceptual background for the introduction of recent findings in neurosciences and neuropsychoanalysis.

The first half of the semester is devoted to the review of diverse theories of psychological trauma and different clinical approaches to treatment, among them cognitive/neuropsychological, attachment/developmental and Freudian/Lacanian. To understand the role of memory in the intrusive re-experiencing of the traumatic experience, the second half of the semester focuses on clinical case studies, psychotherapeutic techniques and practical strategies of intervention. Current controversial issues in trauma research and research studies of post-traumatic stress disorder (PTSD) will be examined and evaluated.

The objectives of the course are to provide the student with the opportunity to:

(1) Understand the history of the concept of trauma and memory.
(2) Identify different theories/sets of explanations of psychological trauma and clinical approaches to treatment.
(3) Develop clinical skills, advanced counselling techniques and practical strategies of intervention.
(4) Critically examine and evaluate controversial issues in trauma research and research studies of post-traumatic stress disorder (PTSD) (aka “traumatic neurosis”).

At the completion of the course it is expected that the students will have developed skills in identifying the main symptoms presented by clients and they are able to apply advanced counseling techniques and practical strategies of intervention.

**SCHEDULE OF TIMES AND DATES**

Tuesday 2:30-5:30 am. Dunton Tower, Room 517. A week by week course outline will be distributed the first day of class.

**COURSE ASSIGNMENTS AND GRADING**

There are three required assignments for this course and the expectation that you attend and actively participate in all of the classes.

You are expected to attend and constructively participate in class discussion and present a progress report on the key aspects of your learning. An attendance sheet will be circulated each week and it is your responsibility to sign this sheet weekly. If you arrive late or leave early, please be sure that you have signed the sheet or you may be marked absent. In exceptional circumstances such as illness or family emergency, exceptions can be made if the professor is notified in advance and if a medical or other appropriate certificate is presented to the course instructor. Missing more than three classes will require you to complete an extra assignment. Missing any of the clinical practice classes will result in a reduction of the final grade equivalent to 2% per class missed.

1. **ASSIGNMENTS**

   1) In-class mid-term (10% of course grade). 18th of September 2012
   2) Review of articles (20% of course grade). 16th of October 2012
   3) Final literature review paper (70% of course grade). 27th November 2012

**PREPARATORY WORK**

There will be one in-class test (short answers) on the 18th of September 2012 based on the following reading: A War of Nerves. Soldiers and Psychiatrists in the Twentieth Century. (Cambridge, Mass: Harvard University Press, 2001). Chapters 6 and 27. You will choose two out of three questions based on these chapters. Please use a maximum of 300 words to answer each question.
INFORMATION FOR ASSIGNMENT PREPARATION

1. **In-class short answer test:** (10%)

2. **Mid-term:** Review of two articles/chapters. (20%)

3. **Final assignment:** (70%)
   i. Choose a population, i.e., children, adolescents, mental health patients, inmates, adults, women, seniors, war trauma in soldiers or civilians, survivors of natural disasters etc., **OR** a problem/symptom/concept/approach such as nightmares, flashbacks, trauma narrative, false memory, legal issues, ethical issues, mechanism of traumatic memory, cognitive therapy with trauma clients, psychodynamic therapy with trauma clients, etc.

   ii. Read a literature review published in a scholarly journal in social work or psychology. A sample of a literature review has been placed in the library for your convenience.

   iii. Choose your key words/descriptors. Conduct a literature search on your topic. Use only scholarly journal and books as your sources.

   iv. Write a literature review of the **relevant authors** for your topic/population. Use only scholarly books and journal articles.

   v. Apply what you have learnt to a **case study**. The case study should focus on assessment and therapeutic techniques, approaches to therapy and clinical practice.

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**General Overall Grading Criteria for course assignments**

**Evaluation criteria for final literature review paper:**

i) **Research/Content:** A literature review is based on a solid foundation of good research. Did you use appropriately the best books, articles, and/or documents on the topic? Did you compare and contrast the arguments put forward by different authors? Did you choose appropriate quotes for your arguments? Did you distinguish your voice from the voice of the authors you are using to build your arguments? (40%)

ii) **Argument/Thesis:** Did you introduce, defend and conclude a coherent argument or thesis throughout your paper? Does it make sense? Does it have internal coherence? Does it indicate depth of analysis? Is there a consistent theme/thread running through your literature review? (40%)

iii) **Style/Mechanics:** Includes spelling, grammar, expression, paragraphing, format, proofreading, correct and consistent notation of footnotes/endnotes and bibliography. (20%)
Final grades may be subject to adjustment by the Dean’s office.

**OPTIONAL READINGS**

Also consult list of required texts on Reserve at MacOdrum Libray

A review of “The Refugee Experience. Psychosocial Training Module” developed by the University of Oxford Department of International Development and Institute for International Health and Development, UK.http://earlybird.qeh.ox.ac.uk/rgfexp/start.htm


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GENERAL REMINDERS

Assignments on time

Papers must be submitted on time. Handing in assignments late is unfair both to other students who hand them in on time and the instructor who must submit grades on time. In exceptional circumstances (illness or family emergency) it may be difficult to meet the deadline and in such cases you must contact the instructor before the paper is due. In these cases extensions to the due date must be justified with a medical or other appropriate certificate.

Work submitted after the final date without prior discussion with the instructor will be deducted one letter grade for each day late, e.g., a paper which has been graded B+ will receive a B for the first day overdue, a B- for the second overdue day etc.

Handing in and returning papers

Please be advised to keep an extra copy of your final paper. To facilitate the return of your paper please provide a self-addressed, stamped envelope with your final paper and it will be returned to you through the mail. Otherwise a specific time for paper pick up at the main office will be established.

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- Reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original sources;
- Submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings;
- Failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- Handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of “F” for the course.
Accommodation for Students with Disabilities

Carleton University is strongly committed to providing access and accommodation for all individuals with identified and duly assessed disabilities. The University has a Senate-approved policy on Academic Accommodation that forms part of its Human Rights Policy. This policy should be consulted for further information and is available at the front of this Calendar and online at: carleton.ca/equity. The policy promotes efforts to accommodate students with disabilities so that they will have the opportunity to meet learning objectives and be fairly evaluated in their performance. In no case, however, does academic accommodation negotiate away, lower, or remove the academic standards and learning objectives of any course or program, rule, regulation, or policy at the University.

The Paul Menton Centre for Students with Disabilities is the designated unit at the University for assisting the Carleton community in integrating persons with disabilities into all aspects of Carleton's academic and community life. The Paul Menton Centre provides assessment of academic accommodation, advises students on strategies to open a dialogue with instructors and acts as consultant, facilitator, coordinator and advocate in this area for all members of the University community.

The Paul Menton Centre provides individualized support services, based on appropriate and up to date documentation, to persons who are deaf or hard of hearing, with learning disabilities, attention deficit disorder (ADD), visual impairments, head injuries, physical disabilities including mobility impairments, or who have psychiatric, other medical or non-visible disabilities.

Students are responsible for applying for special services by making an appointment with the appropriate coordinator at the Paul Menton Centre. All requests will be considered on the basis of individual need. Students are advised to come to the Centre early in the term to discuss service requests.

Examination accommodations for all tests and examinations (in-class, CUTV, or formally scheduled) must be arranged by specific deadline dates. Please consult the Paul Menton Centre for a list of deadlines for all examinations. Accommodation requests not made prior to the specified deadlines will not be fulfilled.
1. Choose the keywords/descriptors for your literature search:
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2. Do your literature search

3. Total number of articles/books:
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4. Make an appointment with me to short-list the most relevant articles/books to 15-18 articles/books. Bring the literature search with you to the meeting.

5. Check that the short-list of articles/books chosen is available in the library or online. If not, make your request to the interlibrary loans office as soon as possible.


7. Formulate your research question. If necessary, make a second appointment with me to discuss your research question.

8. Write your literature review. A literature review compares and contrasts the arguments put forward (research findings, concepts, theories, definitions, therapeutic techniques, legal opinions, etc.) by different authors. Your task as a writer of a literature review is to give the reader an understanding of the debates (historical or contemporary) on the topic of your choice.

9. Apply key concepts/techniques/therapeutic approaches to a case study. The case study can be one documented in the literature or it can be a composite of case studies.