

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COEPD

Dept/Division: Counseling

Alpha Designator/Number: COUN 686

☒ Graded ☐ CR/NC

Contact Person: Carol M. Smith, PhD

Phone: 304-746-1921

NEW COURSE DATA:

New Course Title: Traumatic Stress and Suffering

Alpha Designator/Number:

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Title Abbreviation:

T	R	A	U	M	A		A	N	D		S	U	F	F	E	R	I	N	G					
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(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Explores existential suffering from traumatic stress. Compares approaches to suffering via major philosophies, religions, counseling theories, and the arts. Presents current best clinical practices for complex, challenging situations.

Co-requisite(s): None

First Term to be Offered: Fall 2016

Prerequisite(s): COUN 556 & COUN 682

Credit Hours: 3

Course(s) being deleted in place of this addition (*must submit course deletion form*): None.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _____	Date _____
Registrar _____	Date _____
College Curriculum Chair _____	Date _____
Graduate Council Chair _____	Date _____

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College: COEPD

Department/Division: Counseling

Alpha Designator/Number: COUN 686

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Carol M. Smith
Lori Ellison

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not Applicable.

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

1. Analyze the nature and meaning of suffering in the human condition.
2. Evaluate the applicability of major philosophical and religious understandings of existential suffering specific to clinical populations.
3. Examine how conceptual clarity about existential suffering informs selection of clinical interventions for affected individuals.
4. Differentiate between major counseling theories' approaches to suffering and how these inform clinical approaches.
5. Formulate clinical treatment plans for existential suffering.
6. Devise clinical approaches to suffering that facilitate creative expression, meaning-making, resilience, and personal growth.
7. Explore personal existential suffering and responses in one's own life narrative.

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7. COURSE OUTLINE (May be submitted as a separate document)

See attached Syllabus, pp. 6-8

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Frankl, V. E. (1959; 2006) Man's Search for Meaning. Cutchogue, NY Beacon Press. ISBN 978-0807014295

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Lecture, PowerPoints, Videos, Readings, Experiential Assignments.

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10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Exam, Case Analyses, Comparison Tables, Timeline, Personal Biography, Creative Project

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable.

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Armstrong, S. A. (2008). Sandtray therapy: A humanistic approach. Dallas, TX: Ludic Press.
Cameron, J. (1992). The Artist's Way: A Spiritual Path to Higher Creativity. New York: Putnam.
Interpretation: A Journal of Bible and Theology. Evl. Volume 57, No. 4. October 2003:
Kreeft, P. (1986). Making Sense Out of Suffering. Ann Arbor, MI: Servant Books
Levine, S. K. (2009). Trauma, Tragedy, Therapy: The Arts and Human Suffering. Philadelphia, PA: Jessica Kingsley Publishers.
Litz, B. T., Stein, N., Delaney, E., Lebowitz, L., Nash, W. P., Silva, C., and Maguen, S. (2009). Moral injury and moral repair in war veterans: A preliminary model and intervention strategy. Clinical Psychology Review, 29(8), 695-706.
Miller, T. (1998). Wanting What You Have: A Self-Discovery Workbook. Oakland, CA: New Harbinger.
Nhat Hanh, T. (1999). The Heart of Buddha's Teaching: Transforming Suffering into Peace, Joy, and Liberation. New York: Broadway Books.
Rando, T. A. (1993). Treatment of Complicated Mourning. Champaign, IL: Research Press.
Soelle, D. (1975). Suffering. Philadelphia: Fortress Press.
Spiegelman, A. (2003). Maus: A Survivor's Tale. (Vols. 1 & 2). London: Penguin.
Stump, E. (2012). Wandering in Darkness: Narrative and the Problem of Suffering. Oxford University Press.

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Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Counseling

Course Number and Title: COUN 686

Catalog Description: Explores existential suffering from traumatic stress. Compares approaches to suffering via major philosophies, religions, counseling theories, and the arts. Presents current best clinical practices for complex, challenging situations.

Prerequisites: COUN 556 Death and Grief Counseling; and COUN 682 Treatment in Trauma Recovery

First Term Offered: Fall 2016

Credit Hours: 3

Marshall University Course Syllabus

University Information:

Marshall University
College of Education and Professional Development
100 Angus E. Peyton Drive
South Charleston, WV 25303
Toll Free: 1-800-642-9842 or (304) 746-2500

Course Name	Traumatic Stress and Suffering COUN 868-131 CRN XXXX
College/Department	College of Education and Professional Development Counseling Department <i>Preparing the Experienced Professional as Specialist</i>
Semester	Fall 2016
Instructor	Dr. Carol M. Smith, MACE, PhD, LPC, NCC, CCTP, Associate Professor
Email	Mitchellsmi1@marshall.edu (<i>that's a #1 before the @, not an "el".</i>)
Phone	304-746-1921
Office	COEPD Administration Building, Room GC-216
Instructor Background	Dr. Smith is a nationally board certified licensed professional counselor. She holds a Master's in Mental Health Counseling and a PhD in Counselor Education and Supervision from Kent State University. She has a Master's in Biomedical Clinical Ethics from the University of Virginia Medical School. Her major research interests include end-of-life issues; grief, loss and trauma counseling; creativity and resilience; and the interface between biomedical ethics and the mental health needs of those involved in health care dilemmas.
Course Start Date	Monday, August 22, 2016
Course End Date	Friday, December 9, 2016
Face-to-Face Meeting	This course is 100% online through MUOnline.
Date/Time/Location	Go to www.marshall.edu/muonline to log in and access the course.

Information for drop/withdraw on the Academic Calendar: <http://www.marshall.edu/calendar/academic/>

COURSE MATERIALS AND COST

Required:

Frankl, V. E. (1959; 2006). *Man's Search for Meaning*. Cutchogue, NY: Beacon Press. ISBN: 978-0807014295

ESTIMATED COST: \$8.00

Textbooks and materials may be ordered online at the Marshall University Huntington Campus Bookstore
[Huntington Campus Book Store](#)

COMPUTER REQUIREMENTS

This course is wholly dependent upon the use of computers. In addition to basic computer requirements, students must know Internet Explorer, Microsoft Word, and Microsoft Power Point.

Technology requirements for a MUOnline course may be found at

<http://www.marshall.edu/wpmu/muonline/current-students/e-course-first-steps/>

Help Desk – for assistance needs

<http://www.marshall.edu/ucs/cs/helpdesk/>

MARSHALL E-MAIL

For students enrolled in MUOnline courses, communication with the instructor is typically via one of the course tools (discussion posting or in-course messages tool). If, however, it is necessary for you to contact the professor, the program secretary, or anyone else at Marshall via e-mail, **university policy requires you to use your Marshall Email account.** The university contacts students using Marshall University email to share important information, including emergency announcements, course-related information, reminders and deadlines. ***You MUST have and use your MU Email account.*** The email process includes a procedure for redirecting your email, but you must sign into your MU email account to do this. For this and many other “logistics” details related to being a Graduate Student at Marshall, check out this helpful website: <http://muwww-new.marshall.edu/graduate/checklist-for-new-graduate-students/>

COURSE DETAILS

Description: This course focuses on existential suffering caused by traumatic stress, and the counseling needs of affected individuals. It explores the nature of suffering, as well as the philosophical, religious, and theoretical approaches to suffering. The course presents current best practices for clinical approaches within professional counseling.

Credit Hours: 3

Prerequisites: Program Admission

Number of hours per week required for successful completion of this course:

Online: 1 – 2 hours per week

Offline: 8 – 13 hours per week

Communication: Please feel free to contact me, in order of preference, by: 1) in-course messages (I’ll reply within 48 hours); 2) Marshall e-mail (I’ll reply within 24 hours) ; 3) phone: 304-746-1921 (office; 9:00ish – 2:15ish weekdays) I’ll answer if I’m available, or return your call within 24 hours. NOTE: I do not work on the weekends, even though I know you do. Plan ahead; ask questions early.

Planning: Consider now whether you have the time and resources available to complete this course successfully. “Count the cost” now; anticipate at least 8-13 hours *per week* to this course. If you are unable to do this, seriously consider re-registering when your schedule and energy permit you to make the commitment this course requires.

Please schedule elective surgeries, vacations, home renovations, volunteer activities, mission trips, family events, etc. in such a way that these events will accommodate all assignment deadlines in this course. If you are unable to reschedule a personal event, consider dropping this course until you can give the course the attention it requires. If you miss an assignment, you will receive neither credit, nor opportunity for late submission.

If, during the semester, you experience an undeniably catastrophic, life-disruptive event (for which you will provide documentation when asked), contact me at your earliest opportunity and accommodation will be made.

Accommodation is typically 48 hours up to one extra week (7 calendar days) from the original due date in which to complete the relevant work.

In fairness to students who submit work *on time* I do not accept *late* assignments under any other circumstances. All assignments are due by 11:59 pm Eastern Time on the assignment due date. Failure to submit any assignment in the appropriate manner by the assignment deadline will result in a zero score for the assignment. All assignments are

open from the first week of the course, providing the longest possible submission window. This strictly observed policy is not open to appeal. Please plan accordingly.

I have provided a course calendar/schedule near the end of this syllabus to facilitate deadline awareness. Please print the schedule and display it by your computer. Transfer the due dates into your calendar, productivity software and/or smart phone, and please plan accordingly.

Evaluation/Measurement/Assessment of Learner Outcomes

This course requires substantial personal initiative, studying, writing, research, and time management. Pace yourself. I believe you have developed good writing and study skills by now. I believe you are in your graduate program and course by choice, and therefore want to be here. In order to succeed in this course, you must study, demonstrate skills in critical thinking and written expression, and work diligently on assignments every week.

Professional Education Unit Dispositions

The College of Education and Professional Development (COEPD) provides a learning environment intended to prepare the *Experienced Professional as a Specialist* in his or her chosen program of learning. For more information on specific dispositions, see: <http://www.marshall.edu/coe/peu/framework.pdf>

Student Learning Outcomes and Assessment Measures

Upon Completion of this course, students will be able to:	Each learning outcome will be measured in the following manner:
1. Analyze the nature and meaning of suffering in the human condition (This learner objective reflects CACREP Core standards 1.c; 1.d; 2.e; 3.c; 3.d; 3.f; 3.h; 5.a; 5.g)	Exam, Introductory Biography, Case Analyses,
2. Evaluate the applicability of major philosophical and religious understandings of existential suffering to specific clinical populations. (CACREP 1.b; 1.d; 2.e; 3.c; 3.d; 3.h; 5.a; 5.b; 5.c; 5.g)	Exam, Case Analyses, Comparison Tables
3. Examine how conceptual clarity about existential suffering informs selection of clinical interventions for affected individuals. (CACREP 3.c; 3.e; 3.f; 5.a; 5.b; 5.g; 7.b; 7.f; 7.g)	Case Analyses, Comparison Tables
4. Differentiate between major counseling theories' approaches to suffering and how these inform clinical approaches (CACREP 1.c; 3.c; 3.h; 5.g)	Exam, Comparison Tables
5. Formulate clinical treatment plans for existential suffering (CACREP 1.d; 3.c; 3.d; 3.h; 5.a; 5.c; 5.d; 5.g)	Cases Analyses, Comparison Tables, Timeline, Creative Project
6. Devise clinical approaches to suffering that facilitate creative expression, meaning-making, resilience and personal growth (CACREP 1.j; 2.b)	Case Analyses, Timeline, Creative Project
7. Explore personal existential suffering and responses in one's own life narrative (CACREP 2.b; 2.e; 3.c; 3.d; 3.e; 3.f; 3.h; 5.a; 5.b; 5.c; 5.d; 5.g; 7.b; 7.f)	Introductory Biography, Timeline, Creative Project

Refer to 2009 CACREP Core Standards at: [2009 CACREP Standards PDF](#)

COURSE REQUIREMENTS

Introductory Biography (100 points). 1 original posting and *at least two* (more is better) response postings. Introduce yourself and describe a past experience that caused suffering – something that was not easy to simply “get over” or “let go of,” which occurred before 1-1-2013 (i.e., at least 3 years ago). Describe the experience briefly, what you did well to cope, what you did “not-so-well” to cope, who helped you in the recovery process; what they did to help, what they did that was “not-so-helpful.” Do not overshare.

Theories/Terms Exam (100 points). You need to know some of the key terms and theoretical points regarding existential theory and suffering. There will be ONE multiple-choice exam on this. 25 questions; 2 attempts; 90 minutes per attempt; higher grade counts.

Case Analyses (50 points each; 100 total). You will analyze two selected cases, answering the questions and applying course material to existential counseling for the client in each case.

Comparative Table 1 (150 points). You construct a table that compares the strengths and weaknesses of at least three philosophical approaches to suffering, and how these philosophies inform choices of clinical treatments with clients. See Assignment Instructions for details.

Comparative Table 2 (150 points). You construct a table that compares the tenets of at least three religious approaches to suffering, and how these approaches inform choices of clinical treatments with relevant clients. See Assignment Instructions for details.

Personal Suffering Timeline and Processing Paper (200 points). You will create a suffering timeline, for a difficult event that occurred before 1-1-2013 (i.e., at least three years ago). It can be the same event used in the introductory discussion. You will also choose three interventions/strategies from course materials and use them to process the timeline, and reflect on the effectiveness of each intervention. See Assignment Instructions for details.

Creative Project (200 points). You will create instructions and an example project that you would do with a client who presents with existential suffering. The instructions will walk the client through a multi-step process to work through the suffering and meaning-making of the original event. The project will exemplify what an imaginary client would create if he or she followed your instructions. The instructions and example project should foster resilience, personal meaning-making, and creative expression for foreseeable clients. See Assignment Instructions for details.

1000 total course points are earned for the following activities:

- | | |
|--|------------|
| 1. Introductory Biography | 100 points |
| 2. Theories/Terms Exam | 100 points |
| 3. Case Analyses (50 points each) | 100 points |
| 4. Comparison Tables (150 points each) | 300 points |
| 5. Timeline and Processing Paper | 200 points |
| 6. Creative Project | 200 points |

Grading Policy:

- A – For achievement of distinction; work *exceeds* expectations.
- B – For competent and acceptable performance; work meets expectations.
- C – For below average performance.
- D – For patently substandard work.
- F – Failure, given for unsatisfactory work.

Grades in this course are earned according to a point system:

A = (94 – 100%)	940 – 1000 points
B = (88 – 93.99%)	880 – 939 points
C = (82 – 87.99%)	820 – 879 points
D = (76 – 81.99%)	760 – 819 points
F = (0 – 75.99%)	below 760 points

1. Grading rubrics evaluate each written assignment in the course, and are available for review from the beginning of the semester.
2. A wise student regularly and repeatedly consults *both* the assignment **instructions** *and* the grading **rubric** criteria while preparing assignments.
3. Note: A student's work that follows the instructions and provides *all* required elements assignments is "competent and acceptable" and earns a "B" score.
4. To achieve an "A" score, the submission must exemplify an "achievement of distinction." It is easily recognizable as outstanding work *exceeding* expectations. The work demonstrates personal **initiative**, novel insight, higher-level analysis, and creativity.
5. Grades are not given with pluses or minuses, and grades are not "rounded up or down."
6. Grades of "I/incomplete" or "PR/in progress" are not assigned in this class.
7. Grades are earned by adding the points available for each assignment, then comparing the point total to the course grading scale.
8. All submitted work is FINAL and reflects the student's best effort.
9. **All submitted files must be compatible with Microsoft Office (sorry Apple users!).**
10. Confirm that each assignment submission is NOT a LINK to a file, but the actual file itself. Specifically, check the file name suffix. If the suffix is .lnk, replace it with the appropriate file (.doc; .docx; .ppt; .pptx, etc.). Submission of links will be treated as an assignment omission (earning zero points). This responsibility remains with the student.
11. **I believe that all student work will be submitted on time, accurately, and of appropriate scholarly quality.**
 "Appropriate scholarly quality" means:
 - a) Substantial evidence of rigorous, original critical analysis, integrated command of the topic, examples, explanations, and anticipation of opposing viewpoints.
 - b) Appropriate and abundant reference to recognized, peer-reviewed authorities;
 - c) Accurate, clear, and concise writing;
 - d) Robust conceptualization and organization, with smooth transitions between topics;
 - e) Formal grammar, syntax, word choice, spelling and punctuation;
 - f) Clarity and consistency in format; including student and assignment identification, headings, fonts, spacing, and page numbers.

Plagiarism Policy/Academic Honesty/Academic Integrity:

Academic integrity is among my highest priorities as an educator. It is central to the mission of any institute of higher learning, and is a fundamental responsibility of all students and professors.

Specifically, I believe that you will:

1. Exercise full academic integrity in this course. By academic integrity, I mean that the work you submit will be your own original, best, and complete work (and no one else's work).
2. Refrain from "cutting-n-pasting" from *any* source, with *or* without appropriate citation.
3. Appropriately paraphrase others' works, *with* appropriate *and* accurate citation.
4. Refrain from using your own work, in whole or part, from another course.

5. Know exactly what constitutes plagiarism, intellectual dishonesty, deceit, falsification, misrepresentation, fabrication, fraud, willful ignorance, or sloppiness in assignments.
6. Know exactly what needs to be cited and how, in APA style.
7. Submit assignments no more than 19% quoted material in the text (as measured by MS Word's "word count" tool). "Over-quoted" assignments will earn zero credit.
8. Refrain from using Wikipedia or similar sites in preparing written assignments, because you recognize the questionable veracity of Wikipedia (and similar sites). Use of such sites (cited or not) earn a 5-point deduction per occurrence in any written assignment for this course.
9. Be completely honest, trustworthy, accountable, painstaking, and passionately invested in your professional development, as evidenced by consistent adherence to professional codes of ethics (ACA, ASCA, AACC, and so on).
10. Thank previous students for exhausting my patience on this issue, and know that you will benefit from a "no-nonsense" approach to learning in my courses.
11. Refer to Marshall University's full policy on academic dishonesty in the Marshall Student Handbook and the Marshall Graduate Catalog. Links for these and other University Policies are found at:
http://www.marshall.edu/wpmu/academic-affairs/?page_id=802
12. Be responsible for understanding and abiding by Marshall's policies on Academic Dishonesty. Ignorance of the policies is no excuse. I cannot over-emphasize how crucial it is for you to do your own work, or how seriously I regard academic dishonesty.

The sanctions academic dishonesty in my courses are:

1. First instance: failing grade for the assignment.
2. Second instance: failing grade in the course and a formal charge to Academic Affairs.
3. Note that this policy continues across my courses throughout the program.

Policy on Major Projects, Examinations, and Other Assignments (due dates, make-ups):

1. All assignments will be submitted accurately, on time, and represent best personal effort.
2. I do not accept late assignments under any circumstances.
3. I do not provide extra credit.
4. I do not assign grades based on effort, desire, or student desperation, but on performance.
5. I believe you will follow carefully and fully the assignment instructions in this class.
6. I believe you will demonstrate initiative, and active (not passive) learning.
7. All students are required to take all examinations. If a student misses an examination, the student will earn zero credit for the exam. Exams will NOT be re-opened.

COURSE SCHEDULE

Weeks start on Mondays	Text Chapters	Assignments	Meets Objective	Due Sundays 11:59 pm ET (unless noted)	Running point Tally
Module 1: Terms, and Types of Suffering					
1 8-22-16	Frankl, Part One	Introduction Original Posting	1, 7	8-28-16	60/60
2 8-29-16	Frankl, Part One	Introduction Response Postings	1, 7	9-4-16	40/100

Weeks start on Mondays	Text Chapters	Assignments	Meets Objective	Due Sundays 11:59 pm ET (unless noted)	Running point Tally
3 9-5-16		Theories/Terms Exam	1, 2, 4	9-11-16	100/200
	Module 2: Philosophical Approaches to Suffering				
4 9-12-16	Frankl, Part Two			9-18-16	
5 9-19-16	Frankl, Part Two	Comparison Table 1	2, 3, 4, 5	9-25-16	150/350
	Module 3: Religious Approaches to Suffering				
6 9-26-16	Course Readings			10-2-16	
7 10-3-16	Course Readings	Comparison Table 2	2, 3, 4, 5	10-9-16	150/500
	Module 4: Counseling Theories and Suffering				
8 10-10-16	Course Readings			10-16-16	
9 10-17-16	Course Readings	Case Analysis 1	1, 2, 3, 5, 6	10-23-16	50/550
	Module 5: Suffering and Treatment Planning				
10 10-24-16	Frankl, Postscript, 1984			10-30-16	
11 10-31-16	Course Readings	Case Analysis 2	1, 2, 3, 5, 6	11-6-16	50/600
	Module 6: Suffering, Creativity and Meaning-Making				
12 11-7-16	Course Readings			11-13-16	
13 11-14-16	Course Readings	Time Line and Processing	5, 6, 7	11-20-16	200/800
11-21-16	Fall Break – Enjoy!			11-27-16	
	Module 7: Suffering, Personal Growth, and Resilience				
14 11-28-16		Creative Project	5, 6, 7	12-4-16	200/1000

Weeks start on Mondays	Text Chapters	Assignments	Meets Objective	Due Sundays 11:59 pm ET (unless noted)	Running point Tally
15 12-5-16	Please Complete Course Evaluation			By Friday 12-9-16	

Inclement Weather Policy:

Inclement weather will **not** normally affect the functioning of courses on line. Inclement weather does not normally change course availability and deadlines. Marshall University Graduate College announces delays or cancellations by:

- (a) local media (TV and radio) of Charleston, West Virginia;
- (b) MU South Charleston Campus telephone system (304) 746-2500; and
- (c) University web site, at <http://www.marshall.edu/wpmu/peu/>

NOTE: Except for catastrophic, wide-area power outages (5 days or more), for which documentation can be provided upon request, deadlines are not adjusted. If the power goes out in your neighborhood, you are responsible for finding a working computer with a working network connection in order to submit assignments on time. PLEASE PLAN AHEAD AND EXPECT POWER OUTAGES.

See this link for most up-to-date University Policies: [Academic Affairs Policies](#)

Course Philosophy and Themes:

On Graduate Studies: Graduate school differs from undergraduate studies. While you may have “breezed through” college, you may find graduate work surprisingly difficult. Graduate courses abound with motivated, talented people significantly invested in their programs. While you may have easily distinguished yourself from college peers, you must strive more conscientiously to “shine” in graduate school. You are no longer simply a student, but a scholar.

Substantially more personal initiative and critical analysis are required of you in graduate school. You will encounter increasingly complex material requiring personal synthesis and integration. The old method of memorizing and regurgitating bulimic, uninspired writings or exam answers is no longer adequate. You will surpass simple knowledge and demonstrate *mastery* (hence the designation, “*Master’s* degree”). You will read more extensively, think more deeply, study more intensely, work smarter, and commit significantly more effort in graduate courses. Your written work will demonstrate not only command of expression, grammar, and syntax, but also a growing recognition of patterns and connections, compelling conceptualization of issues, and synthetic analysis and evaluation of presented materials. By now, you should recognize and welcome multiple viewpoints, tolerate controversy and ambiguity, and detect interrelated layers of meaning.

Competent conceptualization, synthesis, analysis, and evaluation are essential for success beyond graduate school. You are preparing for life as licensed professionals. Future clients and the media see you as *experts* in the field. They depend on *you* for wise guidance, understanding, expertise, confidence, and reassurance. They trust that you are competent. Therefore, I believe you will think and behave professionally, ethically, with discipline, commitment, and integrity now.

On Writing: I have witnessed an alarming decline in the quality of written assignments, particularly since the advent of texting and social media. I am not the least interested in the casual, offhand, acronym-filled, truncated language rampant in text messaging, Facebook wall postings, and so forth. Nor do I care to receive a demonstration of a student’s

skilful cut-n-paste “data mining” of the Internet, nor successive “byte-streams” of others’ thoughts (correctly cited or otherwise) on a given topic. Such drivel provides no indication whatever of one’s comprehension or command of the topic. Please do not trifle with your professional development, or disrespect the efforts of other students who *are* diligently applying themselves to their studies, despite equally full, equally stressful lives. Please do not expect such pabulum to pass as evidence of scholarly effort or personal integrity. *Students should anticipate that such work will be flagged and rejected, without remedy.*

Please note that written assignments for this course are evaluated according to the objective standards of Formal English usage. If the phrase “Formal English” is unfamiliar, please become familiar with it before submitting the first written assignment.

Style and Clarity in Formal English: <http://www.monash.edu.au/lls/llonline/writing/general/academic/3.1.xml>

For assistance in achieving appropriate scholarly quality, please consult:

- APA’s Publication Manual, 6th Edition, Chapter 3, “Writing Clearly and Concisely”
- Writing Resources at the Marshall University Writing Center: <http://www.marshall.edu/writingcenter/>
- Purdue University’s Online Writing Lab (OWL) website: <http://owl.english.purdue.edu/owl/>
- University of North Carolina at Chapel Hill’s Writing Handouts: <https://writingcenter.unc.edu/handouts/>

On Learning: I promote a vibrant learning culture, in which we all energetically participate in the learning process. Graduate school is a “community of learners.” This requires dedicated interaction by both instructor and scholars. I am responsible for effective teaching methods, appropriate course content, a variety of learning tools, and consistent grading according to the instructions and rubrics. However, true understanding and command of the subject is achieved only when *you* also commit to the course, respond graciously to my direction and constructive feedback, and apply the learning tools to your professional development. Learning is not about “getting” a grade, a credential, a pay raise, obtaining financial aid, or protecting a GPA. This course is not about you or me. Rather, it is about your future clients and the future of our shared profession. Observed, acknowledged, censured or not, graduate students “get away with” precisely nothing. Impoverished efforts unfailingly yield impoverished results.

On Critical Thinking: The employment of analytical, critical thought is tragically lost, even in higher education. Nevertheless, effective professional counseling is *predicated* on competent critical thought regarding core areas of case conceptualization, treatment planning, seeing connections, patterns and inconsistencies in clients’ stories, helping clients to make meaning of their experiences, and helping them to commit to the change process. Critical thought is not “criticism” or punitive in nature. Rather, it is analytical, reflective, holistic, courageous, humble, and comprehensive. It considers events and issues from multiple perspectives, anticipates disagreement and opposing arguments, foresees logical conclusions, and promotes problem solving, accord, and continuing personal development. I deeply value and actively promote the development of critical thought in all of my teaching and supervisory efforts.

On Suffering: Doing work on personal suffering is both challenging and deeply meaningful. Our American culture is not very good at managing loss, bereavement, trauma, or suffering. We cannot “fix” existential suffering and make it “all better.” Our culture is not accustomed to this sense of helplessness and finality, or the responsibility of personal meaning-making. Furthermore, there is no prescribed “right way” to make sense of suffering, and the work has its own sense of time (usually much longer than anticipated). As Professional Counselors, we need to exercise ongoing self-awareness about our own emotions, assumptions, and attitudes about existential suffering so that we can “be there” in a non-judgmental, supportive, and honoring way for our clients. The readings and assignments in this course will bring up difficult memories and feelings you. If you find yourself anxious or “triggered” by any of the readings or assignments, take time to notice what is happening, exercise discernment and self-care, take a break, and, if applicable, recognize the

need to seek additional support. Throughout the semester, take time to take care of yourself, invest in your own life-affirming and adaptive strategies for self-care.

Questions:

If you have any questions regarding this syllabus, please do not hesitate to contact me.

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