

Tamkang University Academic Year 105, 2nd Semester Course Syllabus

Course Title	SEMINAR ON PSYCHOANALYSIS CLASSICS	Instructor	WEI-CHEN CHIU
Course Class	TDCXM2A MASTER'S PROGRAM, GRADUATE INSTITUTE OF EDUCATIONAL PSYCHOLOGY AND COUNSELING, 2A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 2 Credits
D e p a r t m e n t a l A i m o f E d u c a t i o n			
<p>I . To foster prospective practitioners with disciplines of Educational Psychology and Counseling Psychology.</p> <p>II. To train students with disciplines and research specialization.</p> <p>III. To nourish students' disciplines in interacting with settings of various levels of schools and other related agencies.</p> <p>IV. To enhance students' competitiveness via incorporating studies of Educational Psychology and Counseling Psychology.</p> <p>V. To integrate theory and practice in diversifying the horizons for students.</p> <p>VI. To well-prepare students with competence in their certifying by the public agencies.</p>			
D e p a r t m e n t a l c o r e c o m p e t e n c e s			
<p>A. Well-equipped with disciplines of Educational Psychology and Counseling Psychology.</p> <p>B. Competent for conducting research on the fields of Educational Psychology and Counseling Psychology.</p> <p>C. Competent for acting as a specialist in Educational Psychology and Counseling Psychology.</p> <p>D. Well-specialized in ethics of Educational Psychology and Counseling Psychology.</p>			
Course Introduction	Through reading classical literature of psychology, in-depth understanding of the concept of psychology, training students to understand, reasoning and reading classics interests and abilities.		

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I.Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,
A4-Organizing, A5-Charaterizing, A6-Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3,C5,and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	Reading An outlin of Pshcho-analysis (Freud, 1940).	C2	ABCD
2	Reading The Basic Fault (Balint, 1979).	C2	ABCD

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Reading An outlin of Pshcho-analysis (Freud, 1940).	Lecture, Discussion, Appreciation	Report, Participation
2	Reading The Basic Fault (Balint, 1979).	Lecture, Discussion, Appreciation	Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◇ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◇ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◇ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◇ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	106/02/13 ~ 106/02/19	Introduction	
2	106/02/20 ~ 106/02/26	Selfobject, Development, and Psychotherapy	Franz Basch
3	106/02/27 ~ 106/03/05	An outline of Pshcho-analysis: Chap.1 The Psychological apparatus	Sigmund Freud
4	106/03/06 ~ 106/03/12	Chap.2 The theory of the instincts	Sigmund Freud
5	106/03/13 ~ 106/03/19	Chap.3 The development of the sexual function	Sigmund Freud
6	106/03/20 ~ 106/03/26	Chap.4 Psychological qualities	Sigmund Freud
7	106/03/27 ~ 106/04/02	Chap.5 Dream-interpretation as an illustration	Sigmund Freud
8	106/04/03 ~ 106/04/09	Teaching Observation Period	
9	106/04/10 ~ 106/04/16	Chap.6 The technique of psycho-analysis	Sigmund Freud
10	106/04/17 ~ 106/04/23	Mid-Term Examinations	
11	106/04/24 ~ 106/04/30	Chap.7 An example of psycho-analytic work	Sigmund Freud
12	106/05/01 ~ 106/05/07	Chap.8 The psychological apparatus and the external world	Sigmund Freud

13	106/05/08 ~ 106/05/14	Chap.9 The internal world	Sigmund Freud
14	106/05/15 ~ 106/05/21	The Basic Fault: Chap.1 The therapeutic proceses and their localization. Chap.2 Interpretation and working-through	Michael Balint
15	106/05/22 ~ 106/05/28	Chap.3 The Two levels of analytic work	Michael Balint
16	106/05/29 ~ 106/06/04	Chap.4 The area of the basic fault	Michael Balint
17	106/06/05 ~ 106/06/11	Chap.5 The area of creatioin Chap.6 Summary	Michael Balint
18	106/06/12 ~ 106/06/18	Final Examinations	
Requirement	students of graduate institute of educational psychology & counseling are allowed to elective		
Teaching Facility	Computer, Projector		
Textbook(s)	Freud(1940): An outlin of Pshcho-analysis. Authorized translation by James Strachey. Published 1949 by W. W. Norton in New York . Written in English.		
Reference(s)	Balint, M. (1979). The Basic Fault: Therapeutic Aspects of Regression. London/New York: Tavistock Publications.		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 34.0 % ◆ Mark of Usual : 66.0 % ◆ Midterm Exam : % ◆ Final Exam : % ◆ Other () : %		
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.		