

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION

Counsellor Education Program
Master of Counselling

CAAP 6633: Counselling Issues across the Lifespan ¹

Summer Semester: **Monday, May 7th to August 3rd 2018**
Section: OL

Contact Information:

- Delivery Format: Online with weekly lessons and highly interactive online discussions
- Instructor: Dr. Blythe Shepard TH316 Phone: 329-2383
- Email Address: blythe.shepard@uleth.ca

Graduate Programs Kevin Matis Office: TH 403 Phone: 329-2256

Office Hours: by email to set up a phone call or videoconference

Calendar Description

- Credit Hours: 3.0 – Graduate Studies
- Contact hours per week: Online (directed paced study with weekly online interaction)
- Prerequisite: None

CAAP 6633 Counselling Issues Across the Life Span

Credit hours: 3.0 Contact hours per week: Online facilitated instruction

In-depth study of human development and functioning across the lifespan. Focus is on normative life transitions, the family life cycle, atypical developmental risk factors (e.g., trauma), attachment, and selected emotional and behavioral disorders in children and adolescents. Special attention is given to attachment theory across the life span and implications for relational development.

¹ The course description, objectives, required reading material and course structure inserts in this course syllabus are standardized. The course schedule (although one is recommended) and assignments are at the discretion of the course instructor.

Objectives for the Counselling Issues Across the Lifespan Course:

1. Explain the principles of developmental based psychotherapy.
2. Define biological, environmental, and psychosocial risk and protective mechanisms and explore how these factors play out in a child's life.
3. Examine selected emotional and behavioural disorders in youth.
4. Demonstrate a substantive knowledge of attachment theory including: (a) the stability and change of attachment orientations across the life span with a focus on adult functioning; (b) influences of attachment cognitive functioning; and (c) implications for the ways adults experience satisfaction in their relationships.
5. Understand what constitutes developmental trauma and chronic trauma with an emphasis on how the body responds to traumatic events over time and how attachment theory guides healing practices.
6. Learn how to establish and maintain safe relationships and environments and apply interventions that support safety, trust, and respect for the traumatized individual.
7. Provide various perspectives on the affective, cognitive, and behavioural changes that take place across the lifespan including the various transitions adults encounter in their lifetime
8. Apply implications from varying developmental issues to the counselling process including the use of genogram to track the family life cycle
9. Become proficient in meeting APA editorial and referencing standards for written work.

Required Course Resources

- Cassidy, J., & Shaver, P. (2016). *Handbook of attachment: Theory, research, and clinical applications* (3rd ed.). Guilford Press: New York.
- Steele, W., & Malchiodi, C. A. (2012). *Trauma-informed practices with children and adolescents*. New York, NY: Routledge.
- Periodic, relevant articles that the instructor will post in the Forum for review and analysis.
- Most current version of the APA Publication Manual (6th edition)
- Additional resources may be provided by the instructor (e.g., media clips, websites, journal articles, etc.)

Course Structure

This course is designed to provide a dynamic and interactive learning process drawing on the contributions of both students and instructor. The structure and process of the weekly online lessons require that all students progress at a similar rate throughout the course. During each week, you will be expected to respond to the thought-provoking questions that are posted in the weekly discussion forum. Discussion forum participation is graded for quality and quantity.

Tentative Topics and Schedule

| Topic |
|--|
| Overview of Attachment |
| Attachment in Infancy and Childhood |
| Adolescent and Adult Romantic Attachments |
| Attachment in Adulthood |
| Genograms and Transitions |
| Introduction to models of child development, psychopathology, and treatments |
| Emotional and Behavioural Disorders in Childhood: Planning |
| Emotional and Behavioural Disorders in Childhood: Presentation |
| Trauma |
| Trauma-Informed Practice |
| Trauma-Informed Practice: Environments and Relationships |
| Attachment in the News |
| Integration |



PAY ATTENTION

The Discussion Forum runs from Monday morning 6 AM until Friday night (11:59 pm). You are expected to log on at least three times a week, although logging on several times a week is desirable inasmuch as it will enhance the discussion among the participants and advance your learning. *Please post as early in the Discussion Week as possible (e.g., Monday to Wednesday) so that you can maximize your contributions and your take-aways.* Discussion postings made on the prior Saturday and Sunday will not count, and initial postings on Thursday or Friday will count as less than initial contributions made earlier in the DF week.

Evaluation

To receive credit for CAAP 6633, students must submit all of the course assignments. The student's final grade for the course will be based on the student's performance in following outlined course activities. Please note there is a strict late policy. ***Late assignments will lose 10% per calendar day, unless an extension was granted prior to the due date.***

| Course Activity | Weight | Deadline |
|---|--------|--|
| Assignment: DISCUSSION FORUM Active participation in the online discussion forums, as measured by quantity and quality. | 30% | You will receive a qualitative evaluation on your DF postings for weeks 1 – 4. You can expect a brief email with high-level comments about your discussion forum postings. |

| | | |
|--|-----|--|
| Assignment One: Creation of a student's life cycle genogram or of a family member's family life genogram. Conclude with analysis of developmental themes and challenges from a past, present, and future perspective | 20% | Due Friday June 29th at midnight MST or earlier |
| Assignment Two: Create a tangible, take-away pamphlet on a developmental issue related to topics covered in your group's weekly reading(s), such as exploring treatment options associated with childhood Attention Deficit/Hyperactivity Disorder, causal factors related to mood disorders in children and adolescents, practical implications for treatment of eating disorders, etc.. Accompany the handout with a short paper (5 pages or less), and lead your day on the Discussion Forum. | 25% | Plan on being very active during week Eight (June 25 th to 29 th). Brochure and Presentations are due June 24 th noon MST |
| Assignment Three: Attachment in the News Analyze a recent event that made the news (local, country, world-wide) from an attachment perspective. For example, the 7-year-old Russian boy that was returned to Russia by his American adoptive mother: what attachment issues may he have faced prior to adoption? What attachment issues might he face moving forward? What treatment options might work for him and why? | 25% | Can be handed in any time in July. Final due date is Friday July 27th, 2018 |

Note: all assignments are due by 11:59 pm on the date indicated on the above schedule. Late assignments will be penalized 10% per day after the due date.

Please submit assignments by emailing blythe.shepard@uleth.ca and attaching your assignment(s) with the following file name structure:

CAAP6631_2016_Assignment1_LAST NAME_FIRST NAME



Assignment Details

(a) Participation in Online Discussions (30%)

Each week, unless otherwise noted in your course schedule, you will be expected to participate in an online discussion forum containing a set of questions for discussion or issues for reflection. Posting to forums should occur between Monday and Friday. No marks will be awarded for posts submitted on Saturday and Sunday prior to the week.

Participation marks will be awarded to students who contribute to the discussions each week. You are expected to make substantive contributions to the forum dialogue. To do so, you must have read the required materials and given considerable thought to the concepts and theoretical issues presented. In general,

scholarly work involves the ability to critically analyze information, to synthesize information from a variety of sources, to compare and contrast similar theoretical structures across different theories, and to raise relevant examples to illustrate principles

Grading Criteria

Participation in the online discussions is evaluated on the basis of both the frequency of your posting to the forums and the quality of your online comments. The specific grading criteria for these two components are described below.

| Evaluation Component | Grading Criteria | Weight (30 marks) |
|-------------------------|--|-------------------|
| Extent of Participation | <ul style="list-style-type: none"> • Two postings to the questions or issues raised in the weekly forum. • In some weeks, you are required to respond to a particular question or prompt as one of your replies. • Three responses (minimum) per week in response to the postings of other students. <p>Responses to questions or issues posted in the forums must be between 100 and 200 words.</p> <p>You should look at your participation in the discussion forums as roughly equivalent to the three hours you would traditionally spend in an on---campus graduate seminar.</p> <p>Your reading, preparation, and assignment time take place in addition to those three hours.</p> | 15 marks |
| Quality of Comments | <ul style="list-style-type: none"> • Core constructs accurately identified and described • Material from previous units integrated to formulate ideas and generate dialogue • Personal perceptions, attitudes, values reflected in the contributions • Self-awareness, sensitivity to others, openness to personal growth demonstrated • New and related perceptions of an issue raised • Ability to synthesize, personalize, and apply learning to personal development demonstrated • Relevant readings and research cited to support points <p>The quality of your comments is evaluated on the basis of criteria similar to those used in evaluating written assignments.</p> <p>Comments should demonstrate that you have read the background material and given thought to the issues raised. You should also demonstrate your active engagement in the process of self---reflection.</p> | 15 marks |

| | | |
|--|--|--|
| | <p><u>At least one of your postings</u> each week should incorporate specific reference to the core readings or additional resources that you have accessed to prepare for the discussion.</p> <p>Marks are awarded for a pattern of responses; individual responses are not graded.</p> | |
|--|--|--|

(b) Assignment 1: Research Handout and Short Paper – Disorders: 25%

This assignment gives you an opportunity to do a deeper dive into the topics covered in the course, and serve as a mentor to your peers. You will become the expert on the topic and lead the discussions during the corresponding day on the DF. There are three components to the assignment.

1. Brochure
2. Short Paper
3. Discussion Forum questions and moderating the Discussion Forum

With this assignment, your clients are your intended audiences. The handout is meant to be a document that you could give to a teen or adult (parent, teacher, client), with easy-to-read, informative, helpful content. Should your client ask for more information, you would present them with the short-paper. You can explore any topic that relates to the assigned reading(s) for your week, such as treatment options for AD/HD, causal factors related to mood disorders in children and adolescents, the controversy surrounding the EDNOS diagnosis, etc. Papers must not exceed 5 pages (of text) in length (excluding title page and reference list), and must include at least 5 references (listed in APA style on a separate page).

Keep the tone of the paper positive, informative, and easy for clients to read. The paper should include background research and information on the topic(s) you've chosen (e.g., eating disorder), helpful tips, and where clients can go for more information (e.g., counselling centers, online resources, support groups).

| Research Handout Component | Weight |
|--|---------------|
| <p><u>Usefulness as a learning tool</u> You've created a document that provides clients with an overview of the topic, background research information, insight into how the disorder might be impacting their lives, ways they might recognize symptoms, treatment options, and additional resources.</p> | 4 |
| <p><u>Visual Appeal</u> The handout is easy to read, appealing, legible, and trustworthy. Clients who receive a handout with spelling mistakes might not trust the authority behind the words. Clients who receive a handout with too much text might not read the material. Clients will value a handout that is visually appealing, informative, organized, succinct, and pithy yet impactful.</p> | 4 |

| Research Paper Component | Weight |
|--|---------------|
| APA style guidelines | 4 |
| In this short paper, you need to provide information that extends and supports the information you've provided in your handout. Imagine that a client who received your handout has asked you for more information. With this audience in mind, write a short paper that provides some research information (e.g., recent findings, prevalence information, best treatment options), and tips and suggestions for both treatment and additional information. | 5 |
| Discussion Forum Component | Weight |
| <u>Discussion Forum Questions</u> The question is thought-provoking and relevant to your topics. You submitted it to your instructor prior to the start of the DF week (Sunday June 24th at noon) so that she can post them to the page. | 3 |
| <u>DF Moderation</u> You reply to your peers, encourage discussion, and follow up with additional questions to support learning and deeper engagement. You post throughout the DF week and have a presence across the various questions. | 5 |

(c) Assignment 2: Applied Activity – Genogram: 20%

Create a life cycle genogram or a family life genogram. **You can draw your genogram by hand and scan the documents to send by email. A good site for templates is:**

<https://www.template.net/business/word-templates/5-best-genogram-templates/> or
<http://www.mywordtemplates.org/printables/template399.html>

Or you can use a genogram program, such as GenoPro and email an electronic version of the document.

In a short report format (4 to 5 pages), explain what you learned by completing this project, and how this project can be helpful for:

1. You in your counselling profession
2. Your clients. How might constructing a genogram be helpful for potential clients? In what ways? What are the limitations, challenges, or potential obstacles associated with clients working on a genogram?

| Project Component | Weight |
|--|---------------|
| <u>Genogram</u> Your genogram is easy to interpret and contains sufficient detail. | 12 |
| <u>Short Report</u> You have clearly and succinctly described how this project relates to your goals, visions, or experiences within a counselling profession. You have also outlined some ideas for how creating a genogram might (or might not) be useful for some clients, and the challenges associated with creating a genogram. | 8 |

(d) Assignment 3: Attachment in the News: 25%

Analyze a recent event that made the news (local, country, world-wide) from an attachment perspective. For example, the 7-year-old Russian boy that was returned to Russia by his American adoptive mother: What attachment issues may he have faced prior to adoption?

What attachment issues might he face moving forward? What treatment options might work for him and why?

Your paper should not exceed **10 pages**, excluding references and title page, and should include a copy of your news story as an appendix (a URL to a live link is acceptable). You should use at least five additional sources (i.e., in addition to course readings and your news article).

Adhere to APA style guidelines, and ensure that you analyze the news story through the lens of attachment theory. Clearly tie your insights and ideas to the Cassidy and Shaver content covered in the course.

Note: feel free to contact your instructor before beginning your assignment to check the usefulness and relevance of your proposed news story. Feedback and guidance will be provided. This is not a mandatory step, but rather an invitation for those who wish for early feedback.

| Project Component | Weight |
|--|---------------|
| <u>News article</u> You selected an article that relates to attachment theory, and you expressed the relationship clearly. You summarized the news piece succinctly and clearly, and spoke to any potential biases of | 5 |
| <u>Relation to attachment theory</u> You provided a clear analysis of the news article through the lens of attachment theory. You used appropriate terminology (clearly defined), and provided rationale for why your article is a good fit for attachment theory. You've tied your insights and ideas to the Cassidy and Shaver content covered in the course. | 10 |
| <u>Developmental Perspective</u> You considered the story from a developmental perspective, giving insights into the history or potential future of the characters in the story. | 5 |
| <u>Treatment Options</u> You provide some ideas for potential treatment options, with attachment and developmental perspective in mind. | 5 |

Getting Started

Your first task for this course is to scan the two main reading materials: Steele and Malchiodi book as well as the textbook by Cassidy and Shaver, plus locate other readings posted on the course Moodle site. Try to complete the course readings for week 1 before the course starts.

Your second task in CAAP 6633 should be to review the appropriate Course Schedule and the Course Assignments Overview. Then create a study schedule incorporating a minimum of 3 hours of discussion forum activity a week and at least three hours of course reading and study task completion each week. Schedule in additional time for the completion of assignments.

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Create a Daily
Study Schedule

When week one starts, follow the instructions in the lesson for completing the study process and posting to the weekly discussion forum.

ATTENDANCE:

As students in the Faculty of Education, the following professional standards of behaviour are encouraged and expected. This includes excellent attendance and adherence to the Standards of Professional Conduct articulated by the Faculty of Education. In addition to Professional Conduct, students are expected to meet expectations set out in other University and Faculty of Education policies, and to adhere to expectations set out by the Canadian Counselling and Psychotherapy Association (CCPA). Since this is a course which uses experiential learning as a format for skill development, **attendance at all classes is necessary and required**. If you are ill or otherwise unable to attend class, please notify me by phone or email prior to the class. *Non-excused absences will result in a 5% reduction in your final grade.

PROFESSIONAL RESPONSIBILITIES:

As a Faculty within the University of Lethbridge, the Faculty of Education is committed to maintaining its students' freedom of thought, beliefs, opinions and expressions. As a professional Faculty, the Faculty of Education is committed to assisting students to become professionals. The Faculty, then, has the responsibility of fostering the academic freedom of students within the context of professional standards of conduct. The standards describe professional characteristics and behaviours that students are expected to develop and demonstrate during all field and on-campus components within the counselling psychology program. Appropriate demonstration of these professional standards will be judged by instructors and counselling psychology agency personnel. Please see:

<https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2017-18/sgs/sgs.pdf#nameddest=med>

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar:

<https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2017-18/sgs/part04.pdf>

Additionally, in the Faculty of Education graduate counselling psychology programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct as noted below.

College of Alberta Psychologists Standards of Practice:

<http://www.cap.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf>

Canadian Code of Ethics for Psychologists:

<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>

CCPA Code of Ethics:

<https://www.ccpa-accp.ca/ethics/>

Faculty of Education Standards of Professional Conduct:

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

- Questions, experiences shared, and opinions expressed within this class are considered **confidential**, thus statements are not to be repeated outside of the classroom and identifying details such as clients or communities must not be made public.
- Diversity of opinions and background experiences are the cornerstones of classroom discussions. As such, discussions must be centered on the argument rather than on the personal, judgments must be avoided and all encounters must reflect **respect for the right of colleagues** to differ and hold various values and opinions.
- All dialogue, interactions, and inclusive pedagogy should reflect the **professional manner** in which one would conduct themselves in any educational setting; refer to Code of Conduct.
- Due to the interactive format of this class and ongoing class-based discussion, students are **expected to read the assigned texts/articles prior to class** and participate in all class activities.
- **Students are reminded that ALL sessions (on videotapes, DVDs, and/or on your computer) must be erased or shredded once you have received your final grade.**
- To support counselling psychology students in their studies, relevant faculty/staff discuss student performance with each other, which will be done in confidence and in a respectful manner.
- Your course instructor/staff person may need to consult with university faculty/staff and/or access relevant professional or emergency services if a course instructor/staff member becomes aware that an identifiable person is in need of protective services (e.g., threat or intention of harm to self or others including suicide).
- If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.
- While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.
- If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.

Intellectual Honesty

Plagiarism is a form of intellectual dishonesty in which another person's work is presented as one's own. Be certain that whenever you use a secondary source in your course work and assignments you reference your source in a consistent and logical manner. All direct quotes (quotations of any number of words from the original) and indirect quotes (paraphrased ideas) must be acknowledged. Failure to do so constitutes plagiarism, and as with any form of academic misconduct, it will be penalized. Penalties may take the form of rejection of the submitted work; expulsion from the course or the program; or legal action, depending on the specific nature of the infraction. However, dutiful citation of quotes and paraphrased materials does not mean that you can write an essay assignment by stringing together a series of quotes. You should always try to summarize or describe someone else's ideas in your own words. When you present your own ideas or opinions in a paper, provide evidence or arguments to substantiate your position. The [APA website](#) offers information about the citation styles of the American Psychological Association.

All written assignments must be completed according to the format described in *the Publication Manual of Shepard, CAAP 6633 2018*

the American Psychological Association (6th ed.). I strongly recommend that you purchase a copy of the APA Manual and refer to it when writing papers and compiling reference lists. The specific number of marks allotted to APA format for each assignment is indicated under the grading criteria for that assignment. In this course you will be expected to use APA style when posting on the Discussion Forum and for the Workbook Presentation Powerpoint.

Please acquaint yourself with these sections of the APA Manual

| Evaluation Component | Reference* and Grading Criteria |
|--------------------------------------|--|
| Writing Style and Presentation | Chapter 3, Sections 3.05 to 3.16 |
| Spelling and Punctuation | Chapter 4, Sections 4.01 to 4.30 |
| Organization and Heading Style | Chapter 3, Sections 3.02 to 3.04 |
| Quotations and Within-Text Citations | Chapter 6, Sections 6.03 to 6.10 |
| Reference List | Chapter 6, Sections 6.17, 6.22, 6.25, 6.26, and 7.01 |

*American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

The APA website (<http://www.apastyle.org>) offers information about the citation styles of the American Psychological Association.

Letter Grade

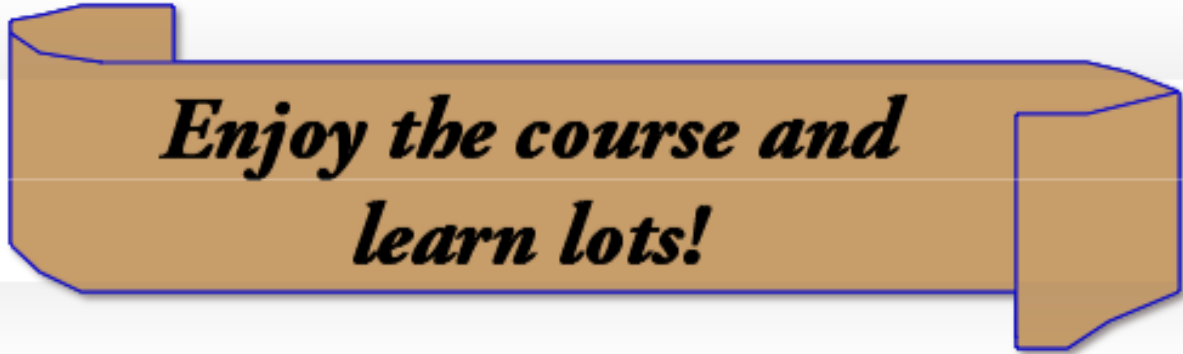
The Faculty of Education at U of L has a standardized grading system for its graduate program.

GRADING SCHEDULE FOR GRADUATE CLASSES

| Numeric Value | Letter Grade | Grade Point |
|---------------|--------------|-------------|
| 97 – 100 | A+ | 4.00 |
| 93 – 96 | A | 4.00 |
| 90 – 92 | A- | 3.70 |
| 87 – 89 | B+ | 3.30 |
| 83 – 86 | B | 3.00 |
| 80 – 82 | B- | 2.70 |

Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.

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|---------|----|------|
| 77 – 79 | C+ | 2.30 |
| 73 – 76 | C | 2.00 |
| 70 – 72 | C- | 1.70 |
| 67 – 69 | D+ | 1.30 |
| 63 – 66 | D | 1.00 |
| <63 | F | 0.00 |



***Enjoy the course and
learn lots!***