

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION

Counsellor Education Program
Master of Counselling

CAAP 6633: Counselling Issues Across the Lifespan ¹

Summer Semester: May 8 – August 19 2013
Section: OL

Contact Information:

- Delivery Format: Online with weekly lessons and highly interactive online discussions
- Instructor: Dr. Jody Sherman LeVos
- Email Address: jody.levos@uleth.ca

Calendar Description

- Credit Hours: 3.0 – Graduate Studies
- Contact hours per week: Online (directed paced study with weekly online interaction)
- Prerequisite: None
- Equivalent: CAAP 633

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, 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. These items were developed and compiled in 2010 by core counsellor education U of L faculty: Dawn McBride, Ph.D. and Blythe Shepard, Ph.D.

Objectives for the Counselling Issues Across the Lifespan Course:

1. Explain the principles of developmental based psychotherapy
2. Describe selected developmental approaches to psychopathology
3. Examine the classification of selected emotional and behavioral disorders in youth
4. Reinforce one's understanding of "normal development" and its relation to assessment of the problems of children and adolescents along a continuum of severity, utilizing critical thinking and analysis
5. 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
6. Consider various aspects of child development, including cognitive development (e.g., SCADS model) and how language input can impact brain development.
7. Provide various perspectives on the affective, cognitive and behavioral 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

- Erk, R. (2008). *Counseling treatment for children and adolescents with DSM-IV-TR disorders*. New Jersey, USA: Pearson Education.
- Mikulincer, M., & Shaver, P. (2007). *Attachment in adulthood: Structure, dynamics, and change*. New York: Guildford Press.
- CoursePack with required readings
- 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 course is divided into 13 lessons, which are offered over a 13-week period. The structure and process of the weekly online lessons require that all students progress at a similar rate throughout this portion of 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.

Once the questions have been posted, you may contribute your ideas at any time between **Wednesday morning and Sunday night (11:59 pm)**. You are expected to log on at least twice 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 earlier in the Discussion Week as possible so that you can maximize your contributions and your take-aways.* Discussion postings made on Monday or Tuesdays will not count. By posting earlier in the week (Wednesday – Sunday), you will have two days (Monday and Tuesday) to prepare for the following week’s lesson before the next discussion forum beings (Wednesday morning).

COURSE SCHEDULE

LESSON #/ WEEK START DATE	TOPIC	READING	DUE DATES
Lesson 1 May 8	<input type="checkbox"/> Welcome & Introductions <input type="checkbox"/> Course Expectations <u>Course Overview:</u> <input type="checkbox"/> What is developmentally based therapy? <input type="checkbox"/> What is developmental psychopathology?	<input type="checkbox"/> Instructor Overview Lecture (online) <input type="checkbox"/> Lesson Activities (self study) <input type="checkbox"/> Erk Textbook: Ch 1	
Lesson 2 - May 15	<u>Developmental Psychopathology:</u> <input type="checkbox"/> What is the developmental perspective of assessment? <input type="checkbox"/> Examination of various classification of emotional and behavioral disorders in youth: Part I of III	<input type="checkbox"/> Instructor Overview Lecture <input type="checkbox"/> Lesson Activities <input type="checkbox"/> Erk Textbook: <u>Ch 2</u> <input type="checkbox"/> Erk Textbook: <u>Chapter 4</u>	
Lesson 3 - May 22	<input type="checkbox"/> Examination of various classification of emotional and behavioral disorders in youth: Part II of III	<input type="checkbox"/> Instructor Overview Lecture <input type="checkbox"/> Lesson Activities <input type="checkbox"/> Erk Textbook: <u>Chapter 7</u> <input type="checkbox"/> Coursepack: <u>Sanders & Morawska (2008)</u>	

Lesson 4 – May 29	<input type="checkbox"/> Examination of various classification of emotional and behavioral disorders in youth: Part III of III	<input type="checkbox"/> Instructor Overview Lecture <input type="checkbox"/> Lesson Activities <input type="checkbox"/> Erk Textbook: <u>Chapter 9</u>	Tuesday, June 4, 2012 * Assignment 1 DUE
Lesson 5 - June 5	<u>Childhood: Cognitive Development and early attachment:</u> <input type="checkbox"/> Strategy Choice and Discovery Model <input type="checkbox"/> Language input and brain development <input type="checkbox"/> Impact of parents on children’s psychosocial development and attachment	<input type="checkbox"/> Instructor Overview Lecture <input type="checkbox"/> Lesson Activities <input type="checkbox"/> Coursepack: <u>Shrager & Siegler (1998)</u> <input type="checkbox"/> Coursepack: <u>Talking to Babies (NY Times).</u> <input type="checkbox"/> Coursepack: <u>Grossman & Grossman (2009)</u> <input type="checkbox"/> Coursepack: <u>Benoit (2009).</u> <input type="checkbox"/> Coursepack: <u>Belsky (2009).</u>	
Lesson 6 – June 12	<u>Adults in Transition:</u> <input type="checkbox"/> Genogram and the Family Life Cycle <input type="checkbox"/> Helping Clients With Life Cycle Transitions	<input type="checkbox"/> Instructor Overview Lecture <input type="checkbox"/> Lesson Activities <input type="checkbox"/> Coursepack: <u>Velez, Wlchik, & Sandler (2011).</u> <input type="checkbox"/> Coursepack: <u>McGoldrick & Gerson (1989), Ch. 8 – p. 159</u> <input type="checkbox"/> Coursepack: <u>Brown – p. 133</u>	
Lesson 7 - June 19	<u>Attachment In Adulthood</u> <input type="checkbox"/> Attachment behavioral system and <input type="checkbox"/> Normative attachment process	<input type="checkbox"/> Instructor Overview Lecture <input type="checkbox"/> Lesson Activities <input type="checkbox"/> Milulincer et al. Textbook: <u>Chapters 1 and 3</u>	Tuesday, June 25, 2012 * Assignment 2 DUE
Lesson 8 – June 26	<input type="checkbox"/> Individual differences in attachment Intrapersonal aspects of attachment <input type="checkbox"/> Mental representatives of self and others	<input type="checkbox"/> Instructor Overview Lecture <input type="checkbox"/> Lesson Activities <input type="checkbox"/> Milulincer et al. Textbook: <u>Chapters 5 and 6</u>	

Lesson 9 - July 3	Intrapersonal aspects of attachment <input type="checkbox"/> Emotional Regulation <input type="checkbox"/> Personal Growth	<input type="checkbox"/> Instructor Overview Lecture <input type="checkbox"/> Lesson Activities <input type="checkbox"/> Milulincer et al. textbook: <u>Chapters 7 and 8</u>	
Lesson 10 - July 10	Interpersonal aspects of attachment: <input type="checkbox"/> Interpersonal Regulation	<input type="checkbox"/> Instructor Overview Lecture <input type="checkbox"/> Lesson Activities <input type="checkbox"/> Milulincer et al. Textbook: <u>Chapter 9</u>	
Lesson 11 - July 17	Interpersonal aspects of attachment <input type="checkbox"/> Couple or intimacy issues <input type="checkbox"/> What is attachment abuse?	<input type="checkbox"/> Instructor Overview Lecture <input type="checkbox"/> Lesson Activities <input type="checkbox"/> Milulincer et al. Textbook: <u>Chapters 10 and 12</u>	
Lesson 12 - July 24	<input type="checkbox"/> Attachment bases of psychopathology	<input type="checkbox"/> Instructor Overview Lecture <input type="checkbox"/> Lesson Activities <input type="checkbox"/> Milulincer et al. Textbook: <u>Chapter 13</u>	Tuesday, July 30, 2012 * Assignment 3 DUE
Lesson 13- July 31	<input type="checkbox"/> Implications of attachment for counselling <input type="checkbox"/> Review	<input type="checkbox"/> Instructor Overview Lecture <input type="checkbox"/> Lesson Activities <input type="checkbox"/> Milulincer et al. Textbook: <u>Chapter 14</u>	

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 midterm evaluation on your DF postings for weeks 1 – 6 during weeks 7-8. You can expect a brief email with high-level comments about your discussion forum postings.
#1 Assignment: RESEARCH HANDOUT and SHORT PAPER- Disorders Create a tangible, take-away pamphlet on a developmental issue related to topics covered in the first half of the course, such as exploring treatment options associated with childhood Attention-Deficit/Hyperactivity Disorder, causal factors related to mood disorders in children and adolescents, or practical implications for treatment of eating disorders. Accompany the handout with a short paper (5 pages or less).	20%	Due Tuesday, June 4 th , by 11:59 pm
#2 Assignment: APPLIED ACTIVITY 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 Tuesday, June 25 th by 11:59 pm
#3 Assignment: 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	30%	Due Tuesday, July 30 th by 11:59 pm

<p>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?</p>		
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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. **Assignments should be emailed to your instructor (jody.levos@uleth.ca).**

Course Activities – More Detail

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 Wednesday and Sunday. No marks will be awarded for posts submitted on Mondays or Tuesdays. *Each student is entitled to one week “off” from discussion postings – please contact your instructor before the start of the week to indicate your intended absence.*

Participation marks will be awarded to students who contribute weekly to the discussions. 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 (20 marks)
Extent of	<ul style="list-style-type: none"> • Three postings to the questions or issues raised in the 	10 marks

<p>Participation</p>	<p>weekly forum. Please note that some forums contain more than three questions in order to provide you with some options for response. You are welcome to engage in the discussions of all questions. You are required to respond to at least three.</p> <ul style="list-style-type: none"> • In some weeks, you are required to respond to a particular question or prompt as one of your replies. These questions are marked as Mandatory in the study process. • Two 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. The discussion forums can be accessed directly from the Course Content Home page or from within Course Resources. Please be careful to select the appropriate forum for each week.</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. Your reading, preparation, and assignment time take place in addition to those three hours.</p> <p>You are permitted to miss posting to the discussion forum for one week during the semester without impacting your grade.</p>	
<p>Quality of Comments</p>	<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. Comments should demonstrate that you have</p>	<p>10 marks</p>

	<p>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> <p>At least one of your postings 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>	
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Assignment 1: Research Handout and Short Paper – Disorders: 20%

This assignment gives you an opportunity to do a deeper dive into a **topic covered in the first half** of the course. Because it’s both a hand-out and a paper, you will gain experience working on materials that you could give to your clients. 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 content from the first six weeks, such as treatment options for AD/HD, causal factors related to mood disorders in children and adolescents, or the controversy surrounding the EDNOS diagnosis. Papers must not exceed 5 pages (of text) in length, and must include at least 5 references (listed in APA style on a separate page). Title page and reference page are not included in the 5-page count. Keep the tone of the paper positive, informative, and easy for clients to read. The paper should include background research and information on the disorder 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 Components	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>	6
<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</p>	4

impactful.	
Research Paper Components	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.	6

APA Scoring Rubric

Evaluation Component	Relative Weight	Actual Points	Notes
Writing Style and Presentation	2 points		
Spelling and Punctuation	2 points		
Organization and Heading Style	2 points		
Quotations and Within-Text Citations	2 points		
Reference List	2 points		
TOTAL	10 points		

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. Or you can use a genogram program, such as GenoPro and email an electronic version of the document.** In a short report format (1 – 3 pages), explain what you learned by completing this project, and how this project can be helpful for:

1. You in your counseling 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.	15
<u>Short Report</u> You have clearly and succinctly described how this project relates to your goals, visions, or experiences within a counseling 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.	5

Assignment 3: Attachment in the News: 30%

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**, including references, 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.

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 the piece.	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.	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.	10
<u>Treatment Options</u> You provide some ideas for potential treatment options, with attachment and developmental perspective in mind.	5

Letter Grade

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

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: A course with a grade of less than B- cannot be considered for credit in the M.Ed/M.C. program		
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 is a F		

Getting Started

Your first task for this course is to scan the three main reading materials: Two course texts and the coursepack. Try to complete the course readings for week 1 and 2 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 nine hours of course reading and study task completion each week. Schedule in additional time for the completion of assignments.

WISE TIP FROM PAST STUDENTS: Inform your family and friends that you need to spend ample time studying and participating in online work so your ability to engage in social activities is severely limited for the next 13 weeks! ☺



**Create a Daily
Study Schedule**

You may then want to review the Instructor and Student Profiles (located within the Discussion Forum for the course) so that you gain a sense of whom you will be working with throughout the course.

Remember, you can update your own Student Profile at any time to provide information about who you are and where you are in your program.

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

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