

**THE UNIVERSITY OF LETHBRIDGE**  
FACULTY OF EDUCATION

Counsellor Education Program  
Master of Counselling

**CAAP 6633: Counselling Issues Across the Lifespan <sup>1</sup>**

Summer Semester: May 7 – August, 2014  
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.

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<sup>1</sup> 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. 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 (6<sup>th</sup> 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 (e.g., Wednesday and Thursday) so that you can maximize your contributions and your take-aways.* Discussion postings made on Monday or Tuesdays will not count. You will have two days (Monday and Tuesday) to prepare for the following week's lesson before the next discussion forum begins (Wednesday morning).

## COURSE SCHEDULE

LESSON #/ WEEK START DATE	TOPIC	READING	DUE DATES
Lesson 1 May 7	Welcome & Introductions Course Expectations Group sign-up  <b><u>Course Overview:</u></b> What is developmentally based therapy?  What is developmental psychopathology?	Erk, Chapter 1	
Lesson 2 - May 14	Group sign-up  <b><u>Developmental Psychopathology:</u></b> What is the developmental perspective of assessment?  Examination of various classification of emotional and behavioral disorders in youth: Part I of III	Erk, Chapters 2 and 4	
Lesson 3 - May 21	Examination of various classification of emotional and behavioral disorders in youth: Part II of III	Erk, Chapter 7  Coursepack: Sanders & Morawska (2008)	

Lesson 4 – May 28	Examination of various classification of emotional and behavioral disorders in youth: Part III of III	Erk, Chapter 9	<b>Group 1 (Lesson 4) – Assignment 1</b>  <b>Due: May 27</b>
Lesson 5 - June 4	<b><u>Childhood: Cognitive Development and early attachment:</u></b>  Strategy Choice and Discovery Model  Language input and brain development  Impact of parents on children’s psychosocial development and attachment	Coursepack: Shrager & Siegler (1998)  Coursepack: Talking to Babies (NY Times)  Coursepack: Grossman & Grossman (2009)  Coursepack: Benoit (2009)  Coursepack: Belsky (2009)	<b>Group 2 (Lesson 5) – Assignment 1</b>  <b>Due: June 3</b>
Lesson 6 – June 11	<b><u>Adults in Transition:</u></b>  Genogram and the Family Life Cycle  Helping Clients With Life Cycle Transitions	Coursepack: Velez, Wlchik, & Sandler (2011)  Coursepack: McGoldrick & Gerson (1989), Ch. 8 – p. 159  Coursepack: Brown – p. 133	
Lesson 7 - June 18	<b><u>Attachment In Adulthood</u></b> Attachment behavioral system  Normative attachment process	Milulincer & Shaver, Chapters 1 and 3	<b>ASSIGNMENT 2</b>  <b>Due: June 17</b>
Lesson 8 – June 25	Individual differences in attachment  Intrapersonal aspects of attachment  Mental representatives of self and others	Milulincer & Shaver, Chapters 5 and 6	<b>Group 3 (Lesson 8) – Assignment 1</b>  <b>Due: June 24</b>
Lesson 9 - July 2	Intrapersonal aspects of attachment  Emotional Regulation  Personal Growth	Milulincer & Shaver, Chapters 7 and 8	<b>Group 4 (Lesson 9) – Assignment 1</b>

Lesson 10 - July 9	Interpersonal aspects of attachment  Interpersonal Regulation	Milulincer & Shaver, Chapter 9	
Lesson 11 - July 16	Interpersonal aspects of attachment  Couple or intimacy issues  What is attachment abuse?	Milulincer & Shaver, Chapters 10 and 12	
Lesson 12 - July 23	Attachment bases of psychopathology	Milulincer & Shaver, Chapter 13	
Lesson 13- July 30	Implications of attachment for counseling  Review	Milulincer & Shaver, Chapter 14	<b>ASSIGNMENT 3</b>  <b>Due: August 5</b>

## 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
<b>Assignment: DISCUSSION FORUM</b> 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 7-9. You can expect a brief email with high-level comments about your discussion forum postings.
<b>#1 Assignment: GROUP Assignment RESEARCH HANDOUT and SHORT PAPER- Disorders</b> 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 week's Discussion Forum.	25%	Due by 11:59 pm the night before your group's Discussion Forum week begins.
<b>#2 Assignment: INDIVIDUAL Assignment APPLIED ACTIVITY</b> 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 17 <sup>th</sup> by 11:59 pm

<p><b>#3 Assignment: INDIVIDUAL Assignment Attachment in the News</b></p> <p>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?</p>	25%	Due Tuesday, August 5th by 11:59 pm
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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 (30 marks)
Extent of Participation	<ul style="list-style-type: none"> <li>• <b>Two postings</b> to the questions or issues raised in the weekly forum. Please note that some forums contain more than two 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 two.</li> <li>• 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.</li> <li>• <b>Three responses (minimum)</b> per week in response to the postings of other students.</li> </ul> <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. 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>	15 marks
Quality of Comments	<ul style="list-style-type: none"> <li>• Core constructs accurately identified and described</li> <li>• Material from previous units integrated to formulate ideas and generate dialogue</li> <li>• Personal perceptions, attitudes, values reflected in the contributions</li> <li>• Self-awareness, sensitivity to others, openness to personal growth demonstrated</li> <li>• New and related perceptions of an issue raised</li> <li>• Ability to synthesize, personalize, and apply learning to personal development demonstrated</li> <li>• Relevant readings and research cited to support points</li> </ul>	15 marks



	<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 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: 25%**

This assignment gives you an opportunity to do a deeper dive into the topics covered in the course, as a group. There are three components to the assignment, and it’s up to you/you’re your team members whether you all work on all three elements, or whether you divide the components up amongst your group. Total score is shared among all team members.

Handout

Short Paper

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).

<b>Research Handout Component</b>	<b>Weight</b>
<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.	4
<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.	4
<b>Research Paper Component</b>	<b>Weight</b>
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
<b>Discussion Forum Component</b>	<b>Weight</b>
<u>Discussion Forum Questions</u> The questions are thought-provoking and relevant to your topics. You submitted them to your instructor TWO DAYS prior to the start of the DF week (i.e., Monday) 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

### APA Scoring Rubric

<b>Evaluation Component</b>	<b>Relative Weight</b>	<b>Actual Points</b>	<b>Notes</b>
Writing Style and Presentation	2 points		
Spelling and Punctuation	2 points		
Organization and Heading	2 points		

Style			
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 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.

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.

### **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
<b>Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies &amp; Research in Education graduate program.</b>		
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

## 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

Your third task is to sign up with a group for your desired week/topic for Assignment 1.

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!*