



Counsellor Education Program: Master of Counselling

CAAP 6633

***Counselling Issues Across the
Lifespan***

COURSE OUTLINE

Summer Semester: May-Aug 2019

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Meetings may be scheduled by appointment and may occur face-to-face, via telephone, or web conference.

I am best contacted by email. I will respond to emails within the regular work week (9-5, M-F). If the issue is urgent, please write **URGENT** in the subject line. ***Email response time:** Please expect up to 48 hours turnaround time for email responses. Please resend your message if you have not received a reply in this timeframe as I may not have received it.

Please preface email subject line with **CAAP 6633_Sum2019**

Note: I will NOT be checking emails on Sunday. Consider this your day for self-care and rest (if you so choose).

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**Calendar Description**

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 behavioural disorders in children and adolescents. Special attention is given to attachment theory across the life span and implications for relational development.

**Credit Hours:** 3.00

**Contact hours per week:** Online facilitated instruction

**Prerequisite(s):** Admission to the cohort for which the course is being offered

## **Course Objectives**

Upon successful completion of this course, participants will be able to:

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**

- ◆ American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- ◆ Cassidy, J., & Shaver, P. (2016). *Handbook of attachment: Theory, research, and clinical applications* (3rd ed.). New York, NY: Guilford Press.
- ◆ Steele, W., & Malchiodi, C. A. (2012). *Trauma-informed practices with children and adolescents*. New York, NY: Routledge.

### **Additional Course Resources:**

- Resources by the instructor, when required, will be posted in Moodle to augment the weekly readings, discussion forums, and assignments (e.g., journal articles, videos, audio recordings, etc.).

**Please note:** Books maybe available through the U of L book store or publisher. See link for bookstore: <http://www.uleth.ca/bookstore/>

## Supplementary Resources

- Canadian Code of Ethics for Psychologists, 3rd Ed. (2000). Available at [www.cap.ab.ca](http://www.cap.ab.ca) and [www.cpa.ca](http://www.cpa.ca)
- Achenbach, T. M. & Rescorla, L. A. (2007). *Multicultural understanding of child and adolescent psychopathology: Implications for mental health assessment*. New York, NY: The Guilford Press.

## Recommended/Useful Resources

- ☞ **For Moodle:** <http://moodleanswers.com/> & <http://www.moodleanswers.com/index.php/information>
- ☞ **For general IT assistance:** <http://www.uleth.ca/information-technology/desktop/help>;  
<http://www.uleth.ca/information-technology/resources/tips-tricks>;  
<http://www.uleth.ca/information-technology/services>
- ☞ **For Library:** <http://libguides.uleth.ca/c.php?g=520227>; For a full list of helpful guides for library users, see: <http://www.uleth.ca/lib/>
- ☞ **For APA:** <https://owl.english.purdue.edu/owl/resource/560/10/>

## Course Structure

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.

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.

## Discussion Forum

**Note** that there is no one right traditional way to create, implement, and facilitate discussion forums (DFs). This is similar to the fact that there is no one best theoretical framework and counselling approach that work for all clients. Therefore, each instructor has the flexibility to develop DFs in a creative and innovative way with the underlying goal to benefit and advance students' learning.

That said, the DFs for this course are designed in a way that allow students to provide rigorous scholarly literature to support their views and perspectives as well as engage in deep and rich critical thinking all by interacting with their peers. More so, less focus is given to the quantity of students' posts and more emphasis is placed on the depth and breadth of students' reply to enhance the quality of the generated posts, comments, and reflective questions.

More so, at this stage of your professional and academic development, it is hoped that you have all become more independent learners. Therefore, in designing all aspects of this course, more efforts were made for you to utilize your leadership skills and growing counselling competencies as ethical counsellors with the mindset to grow in evidence-based interventions and practices.



**NOTE: The DF runs from Monday morning 6 AM until Thursday night (11:59 pm).** During each week, students will reply to thought-provoking questions and comments that are posted in the weekly discussion forums [DFs].

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 your peers 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.* Initial postings on Thursday or Friday will not be considered active engagement on the DFs.

During each week, students will reply to thought-provoking questions and comments that are posted in the weekly discussion forums [DFs]. Please respond to weekly core question(s) in Moodle in a timely manner to allow active engagement from your peers. Students will contribute to the discussion by addressing comments to help cultivate a cohesive online community. Students are responsible to check the DFs on a regular basis to ensure that ALL questions and comments presented to them are answered in a timely and efficient manner to keep the discussion going. Failure to do so will impact your **self-evaluation grades** as I will be keeping track of these interactions. DFs participation is mandatory and must be completed as a precondition for the self-graded evaluation assignments. Prior to completing the DFs, complete all textbook readings, review lesson plan materials and any additional course resources posted. Ensure that you reply to different peers' post to ensure that everyone's ideas are being validated and honoured.

The structure of the DFs will vary over the course of 13 weeks to enhance students' learning in a creative and collaborative environment. A key aspect of students' learning will involve peer learning via presentations within the larger group context to allow for more intimate engagements with peers. During the online portion of the course, students will be given the opportunity to enhance leadership, interpersonal and critical thinking skills for effective intervention application. Essentially, the DFs are intended as a space for students to engage with each other, share ideas, and enhance their learning as counselling professionals in training. More so, the primary objective of the peer learning approach is to help students understand the depth and breadth of counselling strategies and interventions through their critical learning as well as from the diverse perspectives of their peers. The secondary aim of this learning style is to develop students' leadership, interpersonal and team-building skills.

**Note:** Prior to participating in the DFs, please review the **self-graded evaluation form** on Moodle to understand what constitutes proficient performance in the discussion forums.

### **Writing Expectations**

It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th Edition. In addition, you will want to keep in mind the following points:

- Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure, and poor organization are unacceptable.
- Use **Canadian spelling** consistently.
- Submit all assignments typed, in Word document format, with a title page (see APA Publication Manual for sample).
- Unless otherwise indicated, submit your assignments through the Moodle system. Electronic files should be saved as: **FirstName\_LastNameInitial\_course\_assign name\_date.doc (or .docx).**
- Number all pages. Insert your last name in the header with the page number on all pages.

- All major papers should be double-spaced, unless otherwise indicated in assignment’s criteria.
  - Include a reference page with proper APA formatting.
  - Page requirements do not include title page, references, and appendices (if appropriate).
- Smaller assignments may have different writing criteria. Please see assignment documents.
- Rewriting/redoing of assignments after they are handed in, or completing supplementary assignments, is not permitted.
- Papers over page limit will be deducted 1 mark per page from overall assignment grade.
- All assignments MUST be handed in for you to get a final grade for the course.
- **Late assignments will be penalized 5% per day (incl. weekends), even if it is past the deadline on the same day.**

### **Email Communication Protocol**

In email correspondence to the instructor, it is important to ensure that each student’s correspondence express his/her needs and does not represent the voice of the collective cohort. All too often, a student’s inquiry is phrased in language such as “we were wondering”, the “class was thinking”, “our cohort was wondering”, etc. If you are writing on behalf of another(s) it is imperative that you cc your email *separately to each individual* so she/he/they are informed of your communication. This way, there is no room for miscommunication and generalization.

Additionally, as there will be a lot of email correspondences in this course, responses from me will often be concise and to the point. I trust that you will be understanding and do not misinterpret this form of communication as being brusque and impersonal; this is not my intention. As emails can often be misinterpreted, should you have any concerns about any email correspondence from me, I would encourage you to follow up for any clarification, preferably via phone. This would be much appreciated.

### **Evaluation**

To receive credit for the course, students must submit ALL of the course assignments. Students’ final grade for the course will be based on their performance in the following outlined course activities.

| <b>Course Activity</b>                                                                                                                                                                        | <b>Wt</b> | <b>Tentative Deadline</b>                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------|
| <b>Assignment #1 (A): Individual Work</b><br><b>DISCUSSION FORUM (DF) SELF-GRADED REFLECTION</b> <ul style="list-style-type: none"> <li>• Refer to assessment in assignment folder</li> </ul> | 15%       | <b>DUE: Friday, June 14<sup>th</sup><br/>@11:55pm MST</b> |
| <b>Assignment #2 (Part 1): Individual work</b><br><b>PPT PRESENTATION &amp; DF MODERATION</b> <ul style="list-style-type: none"> <li>• Refer to assessment in assignment folder.</li> </ul>   | 40%       | <b>(Week 6 to 9)</b>                                      |
| <b>Assignment # 2 (Part 2): Individual work</b><br><b>BRIEF PAPER- EXPANSION OF PPT</b> <ul style="list-style-type: none"> <li>• Refer to assessment in assignment folder.</li> </ul>         | 30%       | <b>DUE: To be determined</b>                              |
| <b>Assignment #3: Individual Work</b><br><b>CREATIVE ASSIGNMENT</b> <ul style="list-style-type: none"> <li>• Refer to assessment in assignment folder.</li> </ul>                             | 15%       | <b>DUE: Friday July 26<sup>th</sup><br/>@11:55pm MST</b>  |

**Grading rubrics are available on the Moodle site.**

## **Final Letter Grade**

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

| <b>Numeric Value</b> | <b>Letter Grade</b> | <b>Grade Point</b> |
|----------------------|---------------------|--------------------|
| 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 Faculty of Education master's level 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     | F  | 0.00 |

## **Student Conduct**

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar: [www.uleth.ca/ross/academic-calendar/sgs](http://www.uleth.ca/ross/academic-calendar/sgs)

## **Standards of Professional Conduct**

Within the Faculty of Education graduate 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 for the field*, as noted below.

- ATA Code of Professional Conduct: [http://www.teachers.ab.ca/About the ATA/UpholdingProfessionalStandards/ProfessionalConduct/ Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About%20the%20ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)
- Standards of Professional Conduct for Master of Education Students: <http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>
- 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/>
- Canadian Counselling and Psychotherapy Association Code of Ethics: <http://www.ccpa-accp.ca>

## **Academic Accommodations**

Students with disabilities who require academic or nonacademic considerations to support their learning experience are invited to contact the Accommodated Learning Centre at the University of Lethbridge before their program begins [<http://www.uleth.ca/ross/accommodated-learning-centre/content/accommodations>]. Documentation of the accommodation/ability/disability and recommendations from a professional can be faxed to their office at (403) 329-2281. The student will then be contacted to discuss accommodations and notification of their instructors and/or professors. It is the student's responsibility to inform the instructor of necessary accommodations. Should the need arise the instructor can refer the student to the Accommodated Learning Centre for consultation and information.

## **Academic Honesty**

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that assignments submitted in this course may have their originality verified using this system.

## **Confidentiality**

To create a safe place for students to share and process their thoughts, feelings and reactions related to the course content, we need to have a clear statement about the expectations we have regarding confidentiality and the sharing of personal information. By virtue of your participation in the University of Lethbridge MEd Counselling CAAP courses, you are required to adhere to the ethical practices discussed below. If, for some reason, you believe you cannot adhere to these expectations, you are required to discuss the matter with your course instructor **before** the course begins.

*What are the expectations regarding confidentiality and the sharing of personal information in University of Lethbridge CAAP courses?* Whatever you choose to share about yourself with others is entirely up to you, completely at your discretion. If you are doubtful about sharing specific aspects of your personal experiences, it is best that you wait until a time when you are more comfortable doing so. The personal information that your classmates and course instructors share with you is not to be discussed with anyone outside the course. There are no limitations on the length of time you are expected to continue protecting the confidences you have received from others. You will **never** have the right to share the personal information your classmates and course instructors have entrusted you with. There will be specific incidences where the speaker directs that the information being shared could be dispersed into the public domain. An instructor may, for instance, share with the class that having lost a client, she was grief stricken for months afterwards. In the course of explaining the details she may tell the class to feel free to share her story if it can be of benefit to others.

**Golden Rule:** If you have any doubts, about whether it is acceptable to share a specific piece of someone else's personal information, don't! **Caution:** While we will take all possible precautions to safeguard the information that is exchanged in this course, whether in discussion forums, web conferencing, E-mail, etc., we cannot provide you with a guarantee of confidentiality. Nonetheless, we hope that you will feel comfortable enough to exchange your ideas freely. **Exceptions to confidentiality:** According to professional codes of conduct, your course instructor may be required to break confidentiality in matters relating to, but not limited to the following circumstances: a child or dependent adult is in need of protective services, and/or someone's life is in imminent danger through suicide or the intentional actions of others. Please refer to the College of Alberta Psychologists for more details surrounding limits to confidentiality: [www.cap.ab.ca](http://www.cap.ab.ca)

*What if I want to talk to someone outside the course about a personal comment a student/instructor made?*  
 If you feel you need to consult with someone outside the course on a personal comment made in the course, you may do so as long as you protect the identity of the individual you are discussing. This means, at no times, are you to release the person's name, age, gender or personal/professional background. Similarly, do not share any details about when or where the comment was made. 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. If you have anything further to add to this discussion regarding confidentiality and the sharing of personal information, please feel free to post your ideas in your course forum.

### **Withdrawal from an Online Course**

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.

### **Schedule**

| LESSONS                                                                                                     | TOPICS                                                                                                                                                                     | READING & TASKS                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 1</b><br>May 6-10                                                                                   | <ul style="list-style-type: none"> <li>• Course Expectations</li> <li>• Overview of Attachment Theory</li> </ul>                                                           | <ul style="list-style-type: none"> <li>• Cassidy and Shaver (2016): Ch. 1 &amp; 2</li> <li>• <b>Relevant Article Readings (Moodle)</b></li> </ul>                                       |
| <b>Week 2</b><br>May 13-17                                                                                  | <ul style="list-style-type: none"> <li>• Attachement in Infancy and Childhood</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>• Cassidy and Shaver (2016): Ch. 12</li> <li>• Choose either Ch. 17 <b>OR</b> 19</li> <li>• <b>Relevant Article Readings (Moodle)</b></li> </ul> |
| <b>Week 3</b><br>May 20-<br>Jun24<br><i>Note: This week DF will run from 21-24 as it is a long weekend!</i> | <ul style="list-style-type: none"> <li>• Adolescent and Adult Romantic Attachments</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>• Cassidy and Shaver (2016): Chapters 20, 21, 40</li> <li>• <b>Relevant Article Readings (Moodle)</b></li> </ul>                                 |
| <b>Week 4</b><br>May 27-31                                                                                  | <ul style="list-style-type: none"> <li>• Attachment in Adulthood</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>• Cassidy and Shaver (2016): Chapters 24, 25</li> <li><b>Note: Videoconference to replace DF</b></li> </ul>                                      |
| <b>Week 5</b><br>Jun 3-6                                                                                    | <ul style="list-style-type: none"> <li>• Genograms and Transitions</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>• <b>Relevant Article Readings (Moodle)</b></li> </ul>                                                                                           |
| <b>Week 6</b><br>Jun 10-14                                                                                  | <p><b>Peer Leader 1 Presentation &amp; Discussion</b></p> <ul style="list-style-type: none"> <li>• Models of child development, psychopathology, and treatments</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Relevant Article Readings (Moodle)</b></li> </ul>                                                                                           |



| LESSONS                                                                                          | TOPICS                                                                                                                                                     | READING & TASKS                                                                                               |
|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Week 7</b><br>Jun 17-21                                                                       | <b>Peer Leader 2 Presentation &amp; Discussion</b> <ul style="list-style-type: none"> <li>Emotional and Behavioural Disorders in Childhood (I)</li> </ul>  | <ul style="list-style-type: none"> <li>Relevant Article Readings (Moodle)</li> </ul>                          |
| <b>Week 8</b><br>June 24-28                                                                      | <b>Peer Leader 3 Presentation &amp; Discussion</b> <ul style="list-style-type: none"> <li>Emotional and Behavioural Disorders in Childhood (II)</li> </ul> | <ul style="list-style-type: none"> <li>Relevant Article Readings (Moodle)</li> </ul>                          |
| <b>Week 9</b><br>Jul 1-5<br><i>Note: This week DF will run from 2-5 as it is a long weekend!</i> | <b>Peer Leader 4 Presentation &amp; Discussion</b> <ul style="list-style-type: none"> <li>Trauma</li> </ul>                                                | <ul style="list-style-type: none"> <li>Relevant Article Readings (Moodle)</li> </ul>                          |
| <b>Week 10</b><br>July 8-12                                                                      | <ul style="list-style-type: none"> <li>Trauma-Informed Practice</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>Steele &amp; Malchiodi (2012), Chapters 1-4</li> </ul>                 |
| <b>Week 11</b><br>July 22-26                                                                     | <ul style="list-style-type: none"> <li>Trauma-Informed Practice: Environments and Relationships</li> </ul>                                                 | <ul style="list-style-type: none"> <li>Steele &amp; Malchiodi (2012), Chapters 5-8</li> </ul>                 |
| <b>Week 12</b><br>July 29-Aug 2                                                                  | <ul style="list-style-type: none"> <li>Attachment in the News</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>Locate Article</li> <li>Note: Videoconference to replace DF</li> </ul> |
| <b>Week 13</b><br>August 5-9                                                                     | <ul style="list-style-type: none"> <li>Integration</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>Cassidy and Shaver (2016): Ch. 33</li> </ul>                           |

### THANKS and ACKNOWLEDGEMENT

*Special thanks to Dr. Blythe Shepard who inspired parts of the development of this course.*

***See you online!***