

**The University of Toledo
College of Health and Human Services
School of Intervention & Wellness—Counselor Education Program**

COUN 5150: Counseling Across the Lifespan

Summer 2021

Semester Credit Hours: 3

Asynchronous-Blackboard

A note about recent events: Over the past year, the U.S. has experienced both the emergence of the global COVID-19 pandemic and the painful consequences of long-endured violence against the Black community in the United States. These events have caused (and continue to cause) fear, stress, and pain for many members of our community, and will continue to impact each of us in various ways throughout this term. Under these circumstances, it is completely normal to feel overwhelmed, anxious, and/or to have difficulty concentrating. I have designed this course with these challenges in mind and am committed to continuing to work with all of you to create a positive and supportive learning environment throughout the term. If recent events are impacting your health, well-being, or school work, I encourage you to make use of the resources the University of Toledo provides, which I have included in this syllabus.

Instructor Contact Information

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Course Description:

[3 credit hours] Theories of individual and family development across the lifespan are examined. Developmental processes of individuals and families and implications for counseling are presented from a multi-generational family perspective.

Content Areas:

This course COUN 5150 Counseling Across the Lifespan provides an examination of major theories of human development, including those from physical, psychological, cognitive, social, and moral perspectives. Development is viewed across the human life span in each of these areas. The course is designed to encourage an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.

The course contributes to meeting the CACREP 2016 Standards primarily in the area of human growth and development (CACREP II.F.3) and Counseling and Helping Relationships (CACREP II.F.5.a.). Education in human development is also required for students desiring to become licensed

as professional counselors and/or endorsed as school counselors in the state of Ohio.

Instruction Method:

This fully online course is designed to stimulate student learning through the web-based delivery of readings as well as collaborative activities involving asynchronous discussion and/or group projects. **No on-campus meetings will be required.** Students are asked to actively participate in online discussions and finish all assignments.

Required Texts:

Juntunen, C. L., & Schwartz, J. P. (2015). *Counseling Across the Lifespan: Prevention and Treatment* (2nd ed.). Sage Publications. ISBN: 9781483343778

Supplemental Readings and Videos:

There may be additional articles and videos on top of the textbook. Readings will be uploaded to BlackBoard. Students will be asked to utilize readings beyond the text to complete online discussion and career socialization assignments as a core part of this online course.

Student Learning Outcomes (SLOs):

The course contributes to meeting the Council on Accreditation of Counseling and Related Educational Programs (CACREP) accreditation general program objectives and curriculum standards related to Lifespan.

Student Learning Outcomes	2016 CACREP Standard	Method of Assessment
Students will be able to understand and apply theories of individual and family development across the lifespan	(CACREP II. F.3.a.)	Quiz Discussion board
Students will be able to understand theories of learning	(CACREP II. F.3.b.)	Quiz
Students will be able to understand biological, neurological, and physiological factors that affect human development, functioning, and behavior	(CACREP II. F.3.e.)	Quiz Genogram
Students will be able to understand systemic and environmental factors that affect human development, functioning, and behavior	(CACREP II. F.3.f.)	Quiz Development Map
Students will be able to understand effects of crisis, disasters, and trauma on diverse individuals across the lifespan	(CACREP II. F.3.g.)	Quiz Discussion board

Students will be able to understand ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	(CACREP II. F.3.i.)	Quiz Discussion board
Students will be able to utilize systems approach to conceptualizing clients	(CACREP II.F.5.b.)	Discussion board

In addition, the material in this course is designed to meet the Laws and Regulations of the Ohio Counselor and Social Worker Licensure Board. The Ohio Administrative Code that is met is Rule 4757-13-01(A)(1)(d)(xi) Professional, Legal, and Ethical.

Course Requirements & Assignments

Students are expected to demonstrate professional dispositions including open-mindedness, ownership and responsibilities to this online course, alignment with professional ethical standards (e.g., 2014 ACA Code of Ethics), willingness to give and take constructive feedback, respectful interactions, and accomplishing all readings and assignments on a timely manner. Specifically, students are expected to:

1. Review all assigned text chapters, readings, and supplemental materials
2. Actively participate in online discussion
3. Provide thoughtful comments/feedback online to facilitate mutual learning
4. Complete all course assignments by the due dates as specified in the schedule. Note that late assignments may be rejected to be graded
5. Engage in a high level of self-exploration and critical self-reflection through online discussion and other written assignments
6. Demonstrate respect for the instructor through professional dispositions.
7. Communicate with the instructor if having difficulty with the course. Discuss any *potential* problems about grades, assignments, online discussion, etc., with the instructor as soon as possible. Do not wait until after the fact to try and resolve difficulties.
8. Be familiar with computer applications such as word processors, web-based searches, library search databases, and other computer software.

Methods of Evaluation/Assignments:

- 1) **Development Map (10% of total grade):** Students will create a “life map” or timeline that chronicles your life stage development. Each student, on his or her life map, will note one or two significant events for each stage. *Further information and rubric on this assignment will be provided early in the semester.* This will help each student compare and contrast the impact of significant events and their impact on your development. Development Map is due 5/23 by 11:59pm on BB.
- 2) **Quizzes (15% each; 45% of total grade):** The course contains 3 online quizzes with each weighing 5 points. These can be found on Blackboard, in the Quizzes section. All quizzes are based on your

textbook chapters. Quiz #1, due 6/6, will cover content from **Chapters 1-5**. Quiz #2, due 7/4, will cover content from **Chapters 6-12**. Quiz #3, due 7/25, will cover content from **Chapters 13-19**.

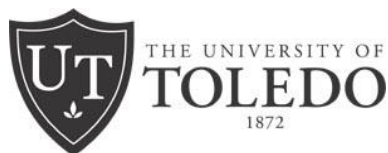
- Test items will be either selected-response (i.e., multiple-choice and true/false) or constructed-response items (i.e., essay questions).
- 1st quiz: 5/31 at noon EST – 6/6 at 11:59 pm EST.
- 2nd quiz: 6/28 at noon EST – 7/4 at 11:59 pm EST.
- 3rd quiz: 7/19 at noon EST-7/25 at 11:59 pm EST.

- 3) **Genogram (20% of total grade):** Students will construct a three-generation **genogram** and **chronology** of your family of origin complete with a brief **narrative** introducing each generation on the genogram. *Further information and rubric on this assignment will be provided early in the semester.* Each student will be able to present and explain the developmental significance of his or her multigenerational family structure. Genogram is due 7/18 by 11:59pm on BB.
- 4) **Online Discussions (5% each; 50% of total grade):** Students will be provided with weekly online discussion prompts throughout the course worth **5 points each (with 3 points allocated to each original post and 2 points for responding to at least two classmates)**. To earn a complete 5 points on an online discussion activity, students must demonstrate adequate effort, analysis, depth, and personalization on your original post and respond to at least two of your peers' original posts with adequate effort, analysis, depth, and personalization. Online discussion will be set up on BlackBoard in the form of blog or discussion forum, so that your posts will become public for review. The instructor and/or GA will monitor the interaction process and review all posts and comments.
Online Discussion Guidelines: Please read these carefully

One of the advantages of discussions online is that you can engage your instructor and fellow students at times when it is convenient for you. The intention of the course discussions is to encourage lively, informative exchanges about course-related topics that increase your knowledge of those topics--but it's up to you to make this happen.

Some guidelines for participating in an online discussion:

1. Do more than state agreement or disagreement. Justify and support your opinion. The most persuasive opinions are supported by evidence, examples, reasons, and facts. If you disagree with something, say why. If you really like something that you've read, let people know what makes you think that way.
2. Do appropriate preparation, such as reading and lesson activity work, before you join the discussion.
3. **To receive full credit when responding to peers, comments should be a paragraph of at least 100 words. Your responses should encourage continued discussion and collaboration on the topics covered.**
4. Check your message before you send it. Pay attention to your spelling and grammar, and be sure your message makes the points you want to make in a clear and concise way. Remember, other



students and instructors can read your messages.

5. Help move the discussion along. When contributing to a discussion, read other people's comments first. Introduce new ideas, but also build on what others have said ("Piggy-back" on other people's ideas).
 6. Keep up with the discussion throughout the course. After you have made your contribution on a topic, check back a few times to find out how the discussion is evolving. Does someone's comment make you think twice about your view?
 7. Share your experience with your fellow students. You may be able to offer advice to someone who is newer to the course.
 8. Respect others' ideas and opinions. Feel free to disagree, but express your disagreement in a respectful manner. Disrespectful communication is poor communication and not acceptable in this course.
- 5) **Case Studies (10% each; 30% of total grades):** Students will complete three (3) Case Studies. Case studies are provided on blackboard. Case studies are due 6/13, 7/11, and 8/1 by 11:59pm on BB. Students will apply the concepts from the readings to the case, and focusing upon treatment issues for this particular case. Evaluation criteria will include your organization and clarity, and evidence of accurate understanding of the concepts.

NOTE: All assignments should be submitted via BlackBoard by the due dates (see class schedule). You will find specific folders/dropbox on your Blackboard course website to submit correspondent assignments. All assignments are due, as indicated on the class schedule.

Evaluation and Grading:

A letter grade consistent with students' performance on the elements of this course, including conduct, will be awarded upon completion of the requirements for this course. Ultimately, student grades and evaluation will be at the discretion of the instructor. Late assignments will receive point deductions (15 points/day on the basis of 100 total; no assignment will be accepted after 48 hours of the due date unless permission granted by the instructor due to unavoidable situations/emergencies that kept the students from submitting the assignment on time). In addition, students may not pass/complete this course without completing/submitted all of the requirements. Grades will be announced only through the usual University procedures. The +/- system is not used in this course.

In this course, final grades will be assigned based upon the total possible points as follows:

A = 90-100

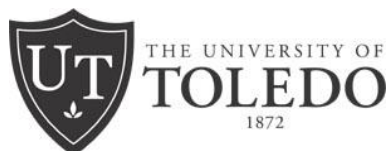
B = 89-80

C = 79-70

D = 69-60

F = 59 or less F; Failing to complete all requirements, regardless of point total F

Development Map: 10 points



Online Quizzes = 40 points
 Online Discussions = 100 points
 Genogram = 20 points
 Case Studies = 30 points
Total Points = 200 points

General Accessibility Statement on Course Technology:

In conjunction with The University's commitment to ensuring equal access to all technology-based information, this course contains technologies that learners can use regardless of age, ability or situation. The course's platform, [Blackboard Learn](#), is a certified web-accessible platform, satisfying Level AA conformance criteria of Web Content Accessibility Guidelines (WCAG 2.0). External sites used in the course, such as [Echo360](#), are compliant with Section 508 standards, and the media players used in the course support closed captioning, are keyboard operable, and compatible with screen reading software.

If any accommodations, beyond what is provided, are needed for equal access to any of this course content, please contact the instructor as soon as possible. The University of Toledo's [Office of Student Disability Services](#) processes closed captioning requests for videos and other media from the instructor, which may take up to four (4) business days to complete.

Course Communication Guidelines

1. Email

Students are expected to check their UT email account frequently for important course information. Please allow 24 hours for emails to be responded.

2. Discussion

In this fully online course, participation is vital to students' success, and students' active engagement during discussion is crucial to learning. Students are responsible to demonstrate ownership to this course through initiating original posting and thoughtfully responding to peers'.

3. Netiquette

It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of [Internet etiquette](#).

Campus-Wide Support

1. Technical Support

If you encounter technical difficulties with Blackboard, please contact the [Learning Ventures Help Desk](#) at (419) 530-8835 or utdl@utoledo.edu. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours,

leave a detailed message, including your Rocket Number and phone number, and a Learning Ventures staff member will respond on the next business day.

***Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT's [IT Help Desk](#)** at (419) 530-2400 or ithelpdesk@utoledo.edu.*

1. Learner Support

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

- 1) **eTutoring Services:** [The Ohio eTutoring Collaborative](#), in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology.
- 2) **eLibrary Services Portal:** The [eLibrary](#) is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard.
- 3) **Student Disability Services:** [Student Disability Services](#) provides accommodations and support services to students with disabilities.
- 4) **Counseling Center:** [The Counseling Center](#) is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.
- 5) **Services for Online Students:** Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the [Resources for Current Students](#) webpage to learn more about the wide range of services for online students.

Other Relevant Class Policies

1. Licensure

The Ohio Counselor, Social Worker, and Marriage and Family Therapist Board will only accept courses in which the student earns a grade of B- or higher. Courses with grades of C+ or lower will not be counted toward licensure (OCSWMFT Rule 4757-3-01(J)(1)).

2. Cheating and Plagiarism

Any student found cheating on a test or assignment or any student who represents the work of another person as his or her own on any of the papers, projects, presentations, or assignments will be subject to penalties ranging from a grade of zero (0) on the assignment to an F in the course to expulsion from the University. All students are subject to the University Policy Statement on Academic Dishonesty in the current Catalog and the Department Policy on Plagiarism which is posted on the Department website.

3. Attendance and Participation

It is the student's responsibility to keep up with readings and assignments, and to contribute to class discussions.

4. Confidentiality

Students will be expected to maintain confidentiality and to respect the right to privacy of others and their fellow students. The ability to demonstrate respect of others in class is an important barometer of how you will relate to co-workers and clients in practice. Remember this is a professional education and training program. You are expected to behave accordingly. In addition, test security will be honored since there will be demonstrations of actual instruments.

5. Drop/Withdrawal

Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being considered absent without leave from the class and the student shall be considered responsible for all work missed.

6. Special Needs

Students who require individualized arrangements for taking tests, taking notes, completing assignments, or any other aspect of the class should discuss these needs with the instructor. Every effort will be made to make reasonable accommodations to facilitate student learning and performance in the course.

7. ADA Compliance

The University of Toledo provides educational opportunities to people with disabilities and complying with the ADA, Section 503 and Section 504 of the Rehabilitation Act of 1973 ("the Rehabilitation Act") and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. UT Policy Number 3364-50-03

8. Email

The University of Toledo issues each student an official UT email address. This email address usually takes the form of `firstname.lastname@rockets.utoledo.edu`. All email communications about this class will be sent to and all communications from students should be sent from your official UT email address. Students will be expected to check this address regularly for official communications about this class. Email communications about this class will not be sent to personal email accounts and communications from personal email accounts may be blocked by UT spam filters.

9. Student Evaluations

At the conclusion of the academic term, students will have an opportunity to evaluate the instructor and the course. This is done anonymously and used as a means to improve instruction, course content, and the overall curriculum. Your comments, suggestions, and feedback are taken seriously and contribute significantly to course and program improvement. You are strongly encouraged to complete a course evaluation.

10. Course Changes

The course schedule, requirements, procedures, contents, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes during regular class meetings.

11. Diversity and Inclusion

In concert with the University of Toledo’s values and expectations, the faculty within the Judith Herb College of Education, Health Science and Human Service upholds the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse faculty, staff, and students; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities. Hence, all students enrolled in this course will be expected to:

- 1) Be considerate of the thoughts and ideas of others
- 2) Promote a collaborative and supportive educational environment in a community of ideological, physical or ethnic differences
- 3) Treat every individual with kindness, dignity, and respect regardless of:
 - Gender,
 - Race/ethnicity,
 - Religion,
 - Sexual orientation,
 - Impairment(s)/Disability(ies),
 - Social economic status,
 - Political views, and
 - Other element(s) of uniqueness

Contact Information:
 Office of Accessibility; Rocket Hall
 Room 1820
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 TTY/VP: 419.530.2612
 Fax: 419.530.6137
 Email: OfficeOfAccessibility@utoledo.edu

Class Schedule

Week #	Work Week	TOPICS	READINGS & ASSIGNMENTS
1	5/17-5/23	Introduction and Course Overview Class participants introduction; Familiarize self with the course syllabus and assignments Ch. 1: Prevention and Treatment in a Developmental Context	Readings: - Chapter 1 Due: Online Discussion (5/23 by 11:59 pm) Due: Development Map (5/23 by 11:59 pm)

2	5/24 – 5/30	<p><i>Part I: Childhood</i></p> <p>Ch. 2: Child Identity Development</p> <p>Ch. 3: Fostering Resilience in Children Experiencing Developmental Disruptions</p>	<p>Readings: - Chapters 2 and 3</p> <p>Due: Online Discussion (5/30 by 11:59 pm)</p>
3	5/31 – 6/6	<p><i>Part I: Childhood</i></p> <p>Ch. 4: Promoting Healthy and Effective Relationships Among School-Aged Children and youth</p> <p>Ch. 5: Psychosocial Adjustment of Children With Chronic Illness</p> <p>Ch. 6: Treating Common Childhood Mental and Behavioral Health Concerns</p>	<p>Readings: - Chapters 4, 5, 6</p> <p>Due: Online Quiz #1 (6/6 by 11:59 pm)</p> <p>Due: Online Discussion (6/6 by 11:59 pm)</p>
4	6/7 – 6/13	<p><i>Part II: Adolescence</i></p> <p>Ch. 7: Promoting Health Lifestyles Among Adolescents</p> <p>Ch. 8: Promoting Positive Identity Development During Adolescence: The Importance of Cultural Contexts</p>	<p>Readings: - Chapters 7 & 8</p> <p>Due: Case Study #1 (6/13 by 11:59 pm)</p> <p>Due: Online Discussion (6/13 by 11:59 pm)</p>
5	6/14 – 6/20	<p>Ch. 9: Fostering Adolescent Work and Career Readiness</p> <p>Ch. 10: Health Disparities and Help-Seeking Behaviors Among Girls</p> <p>Ch. 11: Health Disparities and Help-Seeking Behaviors Among Boys</p>	<p>Readings: - Chapters 9,10, & 11</p> <p>Due: Online Discussion (6/20 by 11:59 pm)</p>

<p>6</p>	<p>6/21 – 6/27</p>	<p><i>Part II: Adolescence</i></p> <p>Ch. 12: Treating Common Adolescent Mental and Behavioral Health Concerns</p> <p>Ch. 13: Preventing Adolescent and Young Adult Suicide</p>	<p>Readings: - Chapters 12 & 13</p> <p>Due: Online Discussion (6/27 by 11:59 pm)</p>
<p>7</p>	<p>6/28 – 7/4</p>	<p><i>Part III: Young Adulthood</i></p> <p>Ch. 14: Promoting Health Relationships in Young Adults</p> <p>Ch. 15: Treating Young Adult Behavioral Health Challenges</p>	<p>Readings: - Chapters 14 and 15</p> <p>Due: Online Discussion (7/4 by 11:59 pm)</p> <p>Due: Online Quiz #2 (7/4 by 11:59 pm)</p>
<p>8</p>	<p>7/5 – 7/11</p>	<p><i>Continued: Part III: Young Adulthood</i></p> <p><i>Part IV: Midlife Adulthood</i></p> <p>Ch. 16: Positive Parenting and Child Rearing: Classic Models and Current Trends</p> <p>Ch. 17: Navigating Work and Family Connections Across the Lifespan: Preventing and Managing Role Strain and Conflicts</p>	<p>Readings: - Chapters 16 and 17</p> <p>- Due: Online Discussion (7/11 by 11:59 pm)</p> <p>Due: Case Study #2 (7/11 by 11:59 pm)</p>
<p>9</p>	<p>7/12 – 7/18</p>	<p><i>Part IV: Midlife Adulthood</i></p> <p>Ch. 18: Prevention of Intimate Partner and Family Violence</p> <p>Ch. 19: Supporting Adaptation to New Family Roles in Middle Age</p>	<p>Readings: - Chapters 18 and 19</p> <p>Due: Online Discussion (7/18 by 11:59 pm)</p> <p>Due: Genogram (7/18 by 11:59 pm)</p>

<p>10</p>	<p>7/19 – 7/25</p>	<p><i>Part IV: Midlife Adulthood</i> <i>Part V: Older Adulthood</i> Ch. 20: Promoting Positive Career Change in Midlife Ch. 21: A Positive Aging Framework for Counseling Older Adults Ch. 22: Facilitating Transitions Through Retirement</p>	<p>Readings: - Chapter 20, 21, & 22 Due: Online Discussion (7/25 by 11:59 pm) Due: Online Quiz #3 (7/25 by 11:59 pm)</p>
<p>11</p>	<p>7/26 – 8/1</p>	<p><i>Part V: Older Adulthood</i> Ch. 23: Prevention and Treatment: Working Therapeutically With Older Adults Ch. 24: Counseling Strategies for the Dying and Their Loved Ones</p>	<p>Readings: - Chapter 23 -Chapter 24 Due: Online Discussion (8/1 by 11:59 pm) Due: Case Study #3 (8/1 by 11:59 pm)</p>
<p>12</p>	<p>8/2-8/6</p>	<p>Last Week of Summer Session (No Class)</p>	

NOTE: Class schedules and topics are subject to change at the instructor's discretion.