CNL-518 | Lifespan and Development Syllabus

COURSE DESCRIPTION

This course provides an understanding of the nature, needs, and differing abilities of individuals at all developmental levels. Theories of individual and family development, transitions across the life span, theories of learning, theories of personality development, and ethical and cultural strategies for facilitating optimum development over the life span are addressed.

CREDITS

3

PREREQUISITES

None

CO-REQUISITES

None

REQUIRED COURSE MATERIALS

Textbooks

Electronic Resources

ACA Code of Ethics

Read the American Counseling Association (ACA) Code of Ethics. School counselors must adhere to both the ACA and ASCA ethical standards.

http://www.counseling.org/knowledge-center/ethics (http://www.counseling.org/knowledge-center/ethics)

ACA Interview Ethical Statement

Note: The American Counseling Association (ACA, 2014) Code of Ethics indicates that:

- Limits to confidentiality must be discussed. Interviewees may ensure confidentiality of information being shared through changing the interviewee's identifying information (e.g., their name, age).
- Interviewees have the right to privacy and can refuse to answer any question posted to them by an interviewer. Please ensure that your interviewees are aware of this, and do not force them to answer where the opportunity to reply has been refused.

Additional Course Information and Requirements

Diagnostic and Statistical Manual of Mental Disorders (DSM)

Students of GCU's Counseling programs are required to possess a copy of the current version of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders (DSM)*. The manual will be used throughout your program. The *DSM* will be used from course to course, so students who already own the current edition of the manual need not purchase another. Once purchased, students should keep the manual for all subsequent classes while attending GCU and for reference after graduation.

Syllabus and Textbook Access

Many states require syllabi for licensure. If you are required to provide syllabi, contact your Student Service Counselor (SSC) to request official copies. Textbooks delivered via BibliU are accessible through the BibliU library upon first access to the digital classroom. It is recommended you download the BibliU app to access your textbooks. If a textbook is not delivered through BibliU, make sure to save the e-book to your computer as a PDF file. If you have trouble saving the e-book, contact GCU Technical Support.

Recommended Program Materials:

Publication Manual of the American Psychological Association

GCU has made APA templates and other resources available within the Student Success Center. However, be aware that a more complete APA manual can be purchased at your own expense. To order the APA manual, please visit the American Psychological Association.

International Classification of Disease

Students are encouraged (not required) to familiarize themselves with the current version of the *International Classification of Disease (ICD)* reference.

https://www.apa.org/ (https://www.apa.org/)

American Counseling Association Advocacy Competencies

Review the ACA Advocacy Competencies document for more information.

https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-may-2020.pdf?sfvrsn=85b242c_8 (https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-may-2020.pdf?sfvrsn=85b242c_8)

American Counseling Association: Licensure Requirements

Review the ACA Licensure Requirements on the ACA webpage.

https://www.counseling.org/knowledge-center/licensure-requirements (https://www.counseling.org/knowledge-center/licensure-requirements)

American School Counselor Association Ethical Standards for School Counselors

Follow the link to the "Legal and Ethical Responsibilities" page located on the ASCA website (2022). On the right of this page, there is a red box labeled 'Downloads' where you can access the 'ASCA Ethical Standards for School Counselors' PDF. School counselors must adhere to both the ACA and ASCA ethical standards.

https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities (https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities)

ASCA School Counselor Professional Standards and Competencies

This resource is specifically for school counselors in training. Review the ASCA School Counselor Professional Standards & Competencies, located on the ASCA website.

https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf (https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf)

CACREP Standards Mapping of Learning Outcomes

The course objectives are informed by the identified 2016 CACREP standards. Where applicable, objectives clearly identify the standards addressed. Review the "CNL-518 CACREP Standards Mapping" document to see which specific CACREP standards are mapped to the course.

CHSS Christian Worldview Integration

Notice to the Instructor: Through dialogue, we can challenge our assumptions, learn from each other, and grow in empathy and compassion to promote understanding of all human experiences. Meaningful dialogue can help bridge divides and promote peace and harmony in our world. We can strive to find common ground and recognize our

shared humanity, despite our differences.
Optional CATs to provide to students to engage students and bring their attention to the CHSS statement.

CAT 1: Objective – to explore the meaning of the statement and Scripture and its relevance to our lives today.

- Begin by reading 1 Samuel 16:7: "The Lord does not look at the things people look at. People look at the outward appearance, but the Lord looks at the heart."
- Discuss the passage by considering the following: What does it mean to say that God looks at the heart, not the outward appearance? How does this passage challenge our assumptions and bias/prejudices about others?

CAT 2: Objective – to cultivate a heart that is focused on what matters to the Lord.

- Discussion: What are some ways that we judge others based on their outward appearance? How can we cultivate a heart that is focused on what matters to God? How can we help others see beyond outward appearances to what really matters?

CMHC and SC Counselor in Training Handbook

The "CMHC and SC Counselor in Training Handbook" is located on the Student Success Center website.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

CNL-518 Student Guide to Individual Student Assessment-KPIs Presentation

To understand individual student assessments and Key Performance Indicators (KPIs) view the Student Guide presentation attached.

CNL-518 Student Guide to Individual Student Assessment-KPIs Video

To understand individual student assessments and Key Performance Indicators (KPIs) view the Student Guide video.

https://ssc.gcu.edu/#/media-element/f09e5966-b417-ef11-918e-005056bde9d6 (https://ssc.gcu.edu/#/media-element/f09e5966-b417-ef11-918e-005056bde9d6)

Counseling e-Portfolio Requirements

At the end of the School Counseling or Clinical Mental Health Counseling program, you will be required to submit an e-Portfolio. The e-Portfolio showcases your development with concrete evidence of your counselor identity development based on various experiential learning opportunities. Please see the e-Portfolio guidelines and examples for the respective programs for additional information.

https://cce.gcu.edu (https://cce.gcu.edu)

Disability Accommodation Policy and Procedures Statement

Grand Canyon University (GCU) seeks to serve all students equally. This plan is established to provide all students with equal access to GCU's programs, systems, and facilities. To receive accommodations through the University, students are required to complete the Accommodation Request Form and provide supporting documentation to Student Disability Services.
Note: GCU cannot provide accommodations that are not requested. Review the Student Disability Services section of the University Policy Handbook, located on the GCU website for specific information regarding the policy and procedures.

Examination Preparation

For clinical mental health counselors, explore the "Examination Preparation," section on the National Board for Certified Counselors (NBCC) website in preparation for exams.

https://www.nbcc.org/exams/examprep (https://www.nbcc.org/exams/examprep)

GCU Counselor Dispositions

Students in the Clinical Mental Health Counseling program should refer to the GCU "Counselor Dispositions" document, located in the Student Success Center.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

GCU SC Professional Disposition of Learners

This resource is specifically for school counselors in training. Students in the School Counseling program should refer to the GCU "SC Professional Disposition of Learners" document, located in the Student Success Center.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

GCU Writing Center

Refer to the Writing Resources located on GCU's Student Success Center website for additional guidance on completing assignments in the appropriate style and academic level.

https://ssc.gcu.edu/#/page/writing-center/3575 (https://ssc.gcu.edu/#/page/writing-center/3575)

GCU Zoom Resources: Counseling and Social Work

Please refer to the "GCU Zoom Resources: Counseling and Social Work" document to assist you with using a licensed Zoom account for your counseling or social work courses while you are a GCU student.

https://ssc.gcu.edu/#/page/chss/1567 (https://ssc.gcu.edu/#/page/chss/1567)

Human Development: A Life-Span View

Kail, R. V., & Cavanaugh, J. C. (2022). *Human development: A life-span view* (9th ed.). Cengage Learning. ISBN-13: 9780357657959

Methods of Instruction

The methods of instruction for this course may include but are not limited to lectures, small and large group discussion, guest speakers, individual assignments, group assignments, discussion questions, readings, videos, and online instruction.

Microsoft 365 Tips

Review "Microsoft 365 Tips" on the GCU Technical Support website for assistance with Microsoft Word and PowerPoint.

https://support.gcu.edu/hc/en-us/articles/201212094-Microsoft-365-Tips (https://support.gcu.edu/hc/en-us/articles/201212094-Microsoft-365-Tips)

Practitioner's Guide to Ethical Decision Making

Read "Practitioner's Guide to Ethical Decision Making," by Forester-Miller and Davis, from *The Center for Counseling Practice, Policy, and Research* (2016).

https://www.counseling.org/docs/default-source/ethics/practioner-39-s-guide-to-ethical-decision-making.pdf (https://www.counseling.org/docs/default-source/ethics/practioner-39-s-guide-to-ethical-decision-making.pdf)

Role Clarification for School Counselors in Training

This resource is specifically for school counselors in training. Throughout the program of study, school counselors in training will consider their counselor identity in the context of a school setting. School and clinical mental health counseling courses are integrated in order to best prepare graduates to serve children, adolescents, adults, and families who present multifaceted needs in both school and community settings. Since school counselors work in the education profession but are also well-versed in clinical mental health issues, the school counseling program will abide by the American School Counselor Association (ASCA) Code of Ethics and the Professional Dispositions of Learners.

Student Performance Evaluation Criteria and Procedures

For specific information on the grading policies and procedures, please see the most current University Policy Handbook (UPH) located on the Academic Catalog and Policies page.

https://www.gcu.edu/academics/academic-policies.php (https://www.gcu.edu/academics/academic-policies.php)

The National Certified School Counselor

This resource is specifically for school counselors in training. For school counselors in training, explore the "The National Certified School Counselor," section of the National Board for Certified Counselors (NBCC) website site in preparation for the NCE as well as other related exams.

https://www.nbcc.org/certification/ncsc (https://www.nbcc.org/certification/ncsc)

Zoom Access

As directed by your instructor, access Zoom to complete your course assignments. For licensed accounts, Zoom can be accessed by clicking on the link below. When initially setting up your Zoom account, be sure to use your **GCU email address.**

https://my-gcu-edu.zoom.us/ (https://my-gcu-edu.zoom.us/)

INSTRUCTOR ONLY MATERIALS

APA Formatting Tutorial

Review the APA Formatting Tutorial for formatting assistance.

CHSS Christian Worldview Integration

Grand Canyon University is a Christian institution committed to service and engagement in the way of Jesus through intentional Christian community. The College of Humanities and Social Sciences focuses on developing purposeful, globally minded individuals who exemplify Christ's love and compassion. Through our rigorous academic programs, we equip our students with the necessary tools to engage in meaningful dialogue with all humanity and make a positive impact on the world. “The Lord does not look at the things people look at. People look at the outward appearance, but the Lord looks at the heart.” (1 Samuel 16:7 NIV)

CNL-518 Course Guide

CNL-518 Course Revision History

CNL-518 Discussion Questions

CNL-518 Instructor Guide to Individual Student Assessment-KPIs Presentation

To understand individual student assessments and Key Performance Indicators (KPIs) view the Instructor Guide presentation attached.

CNL-518 Instructor Guide to Individual Student Assessment-KPIs Video

To understand individual student assessments and Key Performance Indicators (KPIs) view the Instructor Guide video.

CNL-518 Quiz Answer Key

GCU Library Evaluating Sources: Scholarly Sources

Review the GCU Library Evaluating Sources: Scholarly Sources and read "Defining Scholarly Resources." You are required to support information provided in your assignments using scholarly resources.

GCU Library's Academic Writing

Refer to the GCU Library's Academic Writing resources on the Academic Writing and Study Skills website to find writing resources and tutorials.

LopesWrite

Refer to the LopesWrite webpage for guidance regarding assignments requiring submission to LopesWrite.

Optional – CNL-518 Topic 8 Quiz Study Guide

At instructor's discretion, the attached study guide may be given to students for the Topic 8 Quiz.

TOPICS, OBJECTIVES, AND COURSE CONTENT

Topic 1: Physical and Cognitive Development in Early Childhood

Objectives:

1.1: Analyze Piaget's cognitive development theory relative to early childhood. [CACREP 2.F.3.c.]

1.2: Analyze Erikson's stages as relative to early childhood. [CACREP 2.F.3.c.]

1.3: Apply the biopsychosocial framework to an understanding of a child's development.

Topic Materials

Textbooks

Electronic Resources

Erik Erikson's Stages of Psychosocial Development

Explore the "Erik Erikson's Stages of Psychosocial Development," by McLeod (2024).

https://www.simplypsychology.org/erik-erikson.html (https://www.simplypsychology.org/erik-erikson.html)

Erikson’s Stages of Psychosocial Development

Read "Erikson’s Stages of Psychosocial Development," by Gross, from *Wiley Encyclopedia of Personality and Individual Differences, Models, and Theories.* (2021).

https://ebookcentral-proquest-com.lopes.idm.oclc.org/lib/gcu/reader.action?docID=6384370&ppg=203 (https://ebookcentral-proquest-com.lopes.idm.oclc.org/lib/gcu/reader.action?docID=6384370&ppg=203)

Human Development: A Life-Span View

Read Chapters 1 and 4 in *Human Development: A Life-Span View.*

Jean Piaget’s Theory of Cognitive Development

Read "Piaget’s Theory of Cognitive Development," by DeWolfe, from *Salem Press Encyclopedia of Health* (2023).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=93872065&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=93872065&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Assignments:

CNL-518 Piaget's Sensorimotor and Preoperational Cognitive Development Stages (Obj. 1.1)

In this assignment, you will examine how Jean Piaget’s theory of cognitive development applies to early childhood, particularly focusing on normal and abnormal personality development. Provide a detailed analysis of the key developmental milestones within Piaget’s sensorimotor and preoperational stages. Include specific examples of normal versus abnormal personality development for each stage. Utilize "Piaget's Sensorimotor and Preoperational Cognitive Development Stages" matrix and write from the perspective of your discipline. Ensure your entries in the matrix are in complete sentences and supported by at least two scholarly sources.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.
This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.
You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standard:
2.F.3.c. Theories of normal and abnormal personality development.

Discussion Questions:

Topic 1 DQ 1 (Obj. 1.3)

How does the biopsychosocial model contribute to our understanding of a child's developmental progress or delays? As a clinical mental health or school counselor, what is the significance of this understanding? Relate your analysis to Piaget's theory of cognitive development, specifically focusing on early childhood. Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.

Topic 1 DQ 2 (Obj. 1.1 and 1.2)

Children with low birth weights may face challenges in intellectual development. How would this manifest within the frameworks of Piaget's and Erikson's theories of normal and abnormal personality development? Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.
This discussion question is informed by the following CACREP Standard:
2.F.3.c. Theories of normal and abnormal personality development

Participation:

Topic 1 Participation : 20.0 points

Topic 2: Socioemotional Development in Early Childhood

Objectives:

2.1: Differentiate Erikson's psychosocial theory and Piaget's cognitive development theory relative to early childhood.

2.2: Evaluate the impact of divorce in early childhood. [CACREP 2.F.3.f.]

2.3: Relate development theory to parenting skills. [CACREP 2.F.3.f.]

2.4: Appy ethical and cultural strategies for promoting resilience, optimum development, and wellness in early childhood. [CACREP 2.F.3.i.]

2.5: Analyze a general framework for understanding differing abilities and strategies for differentiated interventions. [CACREP 2.F.3.h.]

Topic Materials

Textbooks

Electronic Resources

A Learning Theory Approach to Attachment Theory: Exploring Clinical Applications

Read "A Learning Theory Approach to Attachment Theory: Exploring Clinical Applications," by Bosmans et al., from *Clinical Child and Family Psychology Review* (2022).

https://lopes.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/learning-theory-approach-attachment-exploring/docview/2708085514/se-2?accountid=7374 (https://lopes.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/learning-theory-approach-attachment-exploring/docview/2708085514/se-2?accountid=7374)

Caregiver Stress and Cultural Identity in Families of Preschoolers With Developmental Delay and Behavioral Problems

Read "Caregiver Stress and Cultural Identity in Families of Preschoolers With Developmental Delay and Behavioral Problems," by Conroy et al., from *Infant Mental Health Journal* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=151852581&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=151852581&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Challenges to School Success and the Role of Adverse Childhood Experiences

Read "Challenges to School Success and the Role of Adverse Childhood Experiences," by Crouch, Radcliff, Hung and Bennett, from *Academic Pediatrics* (2019).

https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S1876285919303730 (https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S1876285919303730)

Child-Father Attachment in Early Childhood and Behavior Problems: A Meta-Analysis

Read "Child-Father Attachment in Early Childhood and Behavior Problems: A Meta-Analysis," by Deneault, Bakermans-Kranenburg, Groh, Fearon, and Madigan, from *Child and Adolescent Development* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=156277231&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=156277231&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Human Development: A Life-Span View

Read Chapter 5 in *Human Development: A Life-Span View.*

Assignments:

Benchmark - Erikson/Piaget Case Studies (Obj. 2.1 and 2.5)

This assignment involves writing an introduction and creating four detailed case studies that apply Erikson's and Piaget's developmental stages for counseling clients in regard to differentiated interventions. A comprehensive summary will compare the two theories, followed by a discussion about promoting resilience and optimal development. A conclusion will highlight the main ideas. Refer to the template for this assignment.

Part 1: Introduction

In 75-100 words, provide an insight into the assignment.

Part 2: Case Studies

From the perspective of your specific discipline, School Counseling (SC) or Clinical Mental Health Counseling (CMHC), choose two of Erikson's psychosocial and learning theory (3-8 years old) stages and two of Piaget's cognitive theory of learning and development (3-8 years old) stages. This assignment will allow you to gain an understanding of different strategies and interventions that can be utilized based on the abilities of the counselor and client. Erikson’s psychosocial theory and Piaget’s cognitive theory focus on development

and learning at different stages of life.
While creating the four detailed case studies, label each of the four case studies with the theorist and stages relevant to it. Each case study should be a minimum of 250 words. For each of the four case studies include the following:

- Provide a description of the stage within the chosen learning theory, integrating theories and etiology of addictions and addictive behaviors, and develop a case study of a client within this stage, focusing on potential addictive behaviors. Include at least one scholarly in-text citation.
- Discuss how a counselor could determine strategies for differentiated interventions to support clients with differing abilities. Include at least one scholarly in-text citation.
- Discuss the biological, neurological, and physiological factors that affect human development and personality within the identified stage. Include at least one scholarly in-text citation.

Part 3: Summary
Include a 250-500-word summary that explains:

- The similarities and differences between Piaget's and Erikson's theories of normal and abnormal personality development. Include at least one scholarly in-text citation.
- Discuss the ethical and culturally relevant strategies for promoting resilience and optimum development and wellness in early childhood. Include at least one scholarly in-text citation.

Part 4: Conclusion
In 75-100 words, prepare a conclusion statement that focuses on the main ideas of the assignment.
Include at least two peer-reviewed, scholarly sources beyond the textbook within the APA formatted reference page.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.
This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.
You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Course Resources if you need assistance.
GCU Benchmark Information
This assignment assesses the following programmatic competency and professional standards:
MS Clinical Mental Health Counseling; MEd School Counseling
3.4: Demonstrate understanding of human growth and development and how they

impact counseling efforts.
2.F.3.a. Theories of individual and family development across the lifespan.
2.F.3.b. Theories of learning.
2.F.3.c. Theories of normal and abnormal personality development.
2.F.3.d. Theories and etiology of addictions and addictive behaviors.
2.F.3.e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior.
2.F.3.h. A general framework for understanding differing abilities and strategies for differentiated interventions.
2.F.3.i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

Discussion Questions:

Topic 2 DQ 1 (Obj. 2.2 and 2.3)

You are a clinical mental health or school counselor specializing in the treatment of children. How does divorce affect the development in early childhood? Provide a discussion about how a counselor could teach parenting skills from the perspective of Erikson's theory regarding the needs of a child whose parents are going through a divorce. Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.
This discussion question is informed by the following CACREP Standard:
2.F.3.f. Systemic and environmental factors that affect human development, functioning, and behavior.

Topic 2 DQ 2 (Obj. 2.4)

Single-parent households and the need for both parents to be in the workforce to provide income in dual parent households have contributed to a significant need for day care and preschool options. Based on your understanding of attachment theory, how does this affect children? Discuss ethical and cultural strategies for promoting resilience, development, and wellness in early childhood. Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.
This discussion question is informed by the following CACREP Standard:
2.F.3.i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

Participation:

Topic 2 Participation : 20.0 points

Topic 3: Physical, Cognitive, and Socioemotional Development in Middle Childhood

Objectives:

3.1: Depict the cognitive development of children in Piaget's concrete-operational period. [CACREP 2.F.3.b, 2.F.3.c.]

3.2: Apply an understanding of physical development in middle childhood to a real-world counseling situation. [CACREP 2.F.3.e.]

3.3: Differentiate the effects of parental style on a child's socioemotional development.

3.4: Analyze the effect of media on children's social behaviors and attitudes.

3.5: Illustrate ethical and cultural strategies for promoting resilience, optimum development, and wellness in middle childhood. [CACREP 2.F.3.i.]

Topic Materials

Textbooks

Electronic Resources

Different Developmental Stages and Developmental Ages of Humans in History: Culture and Socialization, Open and Closed Developmental Windows, and Advanced and Arrested Development

Read "Different Developmental Stages and Developmental Ages of Humans in History: Culture and Socialization, Open and Closed Developmental Windows, and Advanced and Arrested Development," by Oesterdiekhoff, from *American Journal of Psychology* (2021).

https://link-gale-com.lopes.idm.oclc.org/apps/doc/A672445847/PPCJ?u=canyonuniv&sid=bookmark-PPCJ&xid=28f704f7 (https://link-gale-com.lopes.idm.oclc.org/apps/doc/A672445847/PPCJ?u=canyonuniv&sid=bookmark-PPCJ&xid=28f704f7)

Human Development: A Life-Span View

Read Chapters 6 and 7 in *Human Development: A Life-Span View.*

Mental Health and the TikTok Effect

Read "Mental Health and the TikTok Effect," by Martin, from *Therapy Today* (2023).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=162446600&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=162446600&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Optional - The Wiley Handbook of Early Childhood Care and Education

For additional information, the following is recommended:
"The Wiley Handbook of Early Childhood Care and Education," by Brown, McMullen, and File, from John Wiley & Sons, Incorporated (2019).

https://lopes.idm.oclc.org/login?url=https://ebookcentral.proquest.com/lib/gcu/detail.action?docID=5649341 (https://lopes.idm.oclc.org/login?url=https://ebookcentral.proquest.com/lib/gcu/detail.action?docID=5649341)

The Development of Cooperation and Self-Control in Middle Childhood: Associations With Earlier Maternal and Paternal Parenting

The Development of Cooperation and Self-Control in Middle Childhood: Associations With Earlier Maternal and Paternal Parenting," by Gülseven et al., from *Developmental Psychology* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1287408&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1287408&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Assignments:

Parental Style and Socioemotional Development in Middle Childhood (Obj. 3.1, 3.2, 3.3, and 3.5)

This written assignment aims to examine the influence of various parental styles on the socioemotional development of children in middle childhood while examining Piaget's cognitive theory of learning and parenting styles. The relationship between parenting approaches and the emotional and social well-being of 10-year-old children will be analyzed to understand how these styles

impact resilience and wellness in correlation to theories of normal and abnormal personality development. This paper will be 1,000-1,200 words in total. Use the attached template, “Parental Style and Socioemotional Development in Middle Childhood,” for assistance.

Part 1: Introduction

In 100-125 words, provide a description to introduce the purpose of this assignment including a thesis statement.

Part 2: Parenting Styles

From the perspective of your specific counseling discipline (SC or CMHC), complete the following:

- Define each of the four parenting styles. Include 75-100 words for each definition and at least one supportive citation.
- Describe each parenting style's effect on the socioemotional development in relation to Piaget’s concrete operational stage of a 10-year-old child. Include 75-100 words for each definition and at least one supportive citation.

Part 3: Summary

- Include a 100-150-word summary about the biological, neurological, and physiological factors that affect human development, functioning, and behavior in middle childhood. Include at least one supportive citation.
- Include a 100-150-word summary that explains the protective factors and respective ethical and cultural strategies for promoting resilience, optimum development, and wellness in middle childhood. Include at least one supportive citation.

Part 4: Conclusion

In 100-125 words, prepare a conclusion statement that focuses on the main ideas of the assignment.

Include at least two scholarly sources to support your statements.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Course Resources if you need assistance.

This assignment is informed by the following CACREP Standards:

2.F.3.b. Theories of learning.

2.F.3.e: Biological, neurological, and physiological factors that affect human

development, functioning, and behavior.
2.F.3.i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

Discussion Questions:

Topic 3 DQ 1 (Obj. 3.3)

A parent is concerned about their 8-year-old child and has entered counseling for help. The child has frequent emotional outbursts and does not want to socialize with their peers. As a clinical mental health or school counselor, how might you counsel the parent in regard to parenting styles and the child in regard to their socioemotional needs? Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.

Topic 3 DQ 2 (Obj. 3.4)

Children's social behaviors and attitudes can be influenced by what they see on social media and television, whether it be violence, prosocial skills, or a distorted view of others. Do you agree or disagree? Why? Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.

Participation:

Topic 3 Participation : 20.0 points

Topic 4: Physical, Cognitive, and Spiritual Development in Adolescence

Objectives:

4.1: Interpret Kohlberg's stages of moral development as they apply to an adolescent's dilemma. [CACREP 2.F.3.a.]

4.2: Evaluate physical and psychological factors that threaten an adolescent's well-being, including crisis and their susceptibility to addictions. [CACREP 2.F.3.g.]

4.3: Apply spiritual factors that promote resilience and reduce the impact of trauma incidents on an adolescent’s well-being.

Topic Materials

Textbooks

Electronic Resources

About the CDC-Kaiser ACE Study

Read "About the CDC-Kaiser ACE Study" located on the Centers for Disease Control and Prevention website (2021).

https://www.cdc.gov/violenceprevention/aces/about.html (https://www.cdc.gov/violenceprevention/aces/about.html)

Eating Disorder Treatment and Recovery: Help for Anorexia and Bulimia

Read "Eating Disorder Treatment and Recovery: Help for Anorexia and Bulimia," by Smith, Robinson, and Segal, found on the Helpguide website (2024).

https://www.helpguide.org/articles/eating-disorders/eating-disorder-treatment-and-recovery.htm (https://www.helpguide.org/articles/eating-disorders/eating-disorder-treatment-and-recovery.htm)

Human Development: A Life-Span View

Read Chapter 8 and review Chapters 5 and 7 in *Human Development: A Life-Span View.*

Identity Synthesis and Confusion in Early to Late Adolescents: Age Trends, Gender Differences, and Associations With Depressive Symptoms

Read "Identity Synthesis and Confusion in Early to Late Adolescents: Age Trends, Gender Differences, and Associations With Depressive Symptoms," by Bogaerts et al., from *Journal of Adolescents* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edselp&AN=S0140197121000154&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edselp&AN=S0140197121000154&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

In Moral Relationship With Nature: Development and Interaction

Read “In Moral Relationship With Nature: Development and Interaction,” by Kahn, from *Journal of Moral Education* (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsbl&AN=vdc.100144177049.0x000001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsbl&AN=vdc.100144177049.0x000001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Kohlberg’s Stages of Moral Development

Read "Kohlberg’s Stages of Moral Development," by Gould, from *Salem Press Encyclopedia* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=89185561&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=89185561&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Religious Development Across Adolescence and Early Adulthood

Read "Religious Development Across Adolescence and Early Adulthood," by Hardy and Nelson, in *APA Handbook of Adolescent and Young Adult Development from American Psychological Association* (2023).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2022-91981-036&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2022-91981-036&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Statement on the Integration of Faith and Work

> Read the "Statement on the Integration of Faith and Work," from Grand Canyon University's One Foundation (2015) in preparation for assignments and DQs.

https://www.gcu.edu/sites/default/files/media/Documents/Statement-IFLW.pdf (https://www.gcu.edu/sites/default/files/media/Documents/Statement-IFLW.pdf)

Talking to Teens About Alcohol, Drugs, and Other Dangerous Behaviors: Four Keys, Six Goals, and a MESS

Read "Talking to Teens About Alcohol, Drugs, and Other Dangerous Behaviors: Four Keys, Six Goals, and a MESS," by Mah, from *Counselor: The Magazine for Addiction Professionals* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=cul&AN=152858238&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost

(https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=cul&AN=152858238&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Validity of an Expanded Assessment of Adverse Childhood Experiences: A Replication Study

Read "Validity of an Expanded Assessment of Adverse Childhood Experiences: A Replication Study." by Choi et al., from *Children and Youth Services Review* (2020).

https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0190740920303984 (https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0190740920303984)

Assignments:

CNL-518 Six Stages of Kohlberg* (Obj. 4.1)

This assignment involves creating a presentation that applies Kohlberg's six stages of moral development to a case study while also considering theories of individual and family development across the lifespan.

Read the following scenario:

A young adolescent woman is caught between doing what her family wants and following her own dreams. She believes in the power of learning, but her parents would rather have her stay at home to help rather than go to school.

Using the template attached, “Six Stages Kohlberg PowerPoint Template,” create an 8-10-slide presentation. This PowerPoint presentation will need to include:

- A title slide.
- An introduction slide.
- Six slides representing each of Kohlberg’s stages. Each slide needs at least 100-125 words within the speaker notes. Use complete sentences.
- Identify and describe Kohlberg’s Stage.
- Expand upon the provided scenario from the adolescent's viewpoint that clearly represents the moral decision-making process in the specified stage.
- Provide a rationale to explain the factors that may have impacted the decision-making process for the adolescent's dilemma. Include scholarly support with in-text citations.
- Discuss how theories of individual and family development across the lifespan (e.g., Piaget, Erikson) relate to Kohlberg’s depiction of social interaction in moral decision-making. Include scholarly support with in-text citations.
- Conclusion slide

- Reference slide. In addition to the textbook, include at least two more peer-reviewed, scholarly sources.

Refer to the "Student Guide Individual Student Assessment-KPIs" presentation and video in Class Resources.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.
This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.
You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.
**This assignment is recommended as a representative artifact in your e-Portfolio. This performance assessment assesses the Key Performance Indicator (KPI) for Human Growth & Development.*
This assignment is informed by the following CACREP Standard:
2.F.3.a. Theories of individual and family development across the lifespan.

Discussion Questions:

Topic 4 DQ 1 (Obj. 4.2)

A healthy body image is a critical issue in adolescence. Obesity, anorexia, and bulimia and having addictive tendencies are severe threats to an adolescent's well-being. What physical and psychological factors play a role in succumbing to these threats? What preventative measures can be taken? Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.

Topic 4 DQ 2 (Obj. 4.3)

What are the short-term effects and lasting impacts of crises, disasters, and traumas on culturally diverse adolescents? Consider the CDC-Kaiser Permanente adverse childhood experiences (ACE) study in your response. How could one's spiritual beliefs serve as protective factors? Provide at least two examples considering the GCU Statement on the Integration of Faith and Work in your response. Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.
This discussion question is informed by the following CACREP Standard:
2.F.3.g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan.

Participation:

Topic 4 Participation : 20.0 points

Topic 5: Socioemotional Development in Adolescence

Objectives:

5.1: Explain the socioemotional development of an adolescent.

5.2: Assess the impact of adolescent development on family systems.

5.3: Integrate knowledge of the impact of divorce adolescents into treatment planning. [CACREP 2.F.3.f.]

5.4: Describe ethical and cultural strategies for promoting resilience, optimum development, and wellness in adolescence. [CACREP 2.F.3.i.]

Topic Materials

Textbooks

Electronic Resources

Adolescent Development

Read "Adolescent Development," by Donnelly, *Salem Press Encyclopedia* (2023).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=89164056&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=89164056&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Adolescents' Post-Divorce Sense of Belonging: An Interdisciplinary Review

Read "Adolescents' Post-Divorce Sense of Belonging: An Interdisciplinary Review," by Rejaän et al., from *European Psychologist* (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2021-62297-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2021-62297-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Gender Identity Formation

Read "Gender Identity Formation," by Slavin and Slaughter, from *Salem Press Encyclopedia of Health* (2023).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=93871991&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=93871991&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Human Development: A Life-Span View

Read Chapter 9 and review Chapter 8 in *Human Development: A Life-Span View.*

Social Media and Body Image: Modulating Effects of Social Identities and User Characteristics

Read "Social Media and Body Image: Modulating Effects of Social Identities and User Characteristics," by Rodgers and Rousseau, from *Body Image* (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edselp&AN=S1740144522000407&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edselp&AN=S1740144522000407&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Studying Families as Systems in Adolescence and Early Adulthood

Read "Studying Families as Systems in Adolescence and Early Adulthood," by Updegraff and Perez-Brena, in *APA handbook of Adolescent and Young Adult Development* from American Psychological Association (2023).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2022-91981-011&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2022-91981-011&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

U.S. Department of Education

Explore the U.S. Department of Education website.

https://www.ed.gov/ (https://www.ed.gov/)

Assignments:

The Impact of Divorce on Adolescents (Obj. 5.2, 5.3, and 5.4)

The role of the counselor in supporting an adolescent's development is critical to their socioemotional adjustment throughout their parents' divorce. By providing a supportive environment, teaching resilience-building strategies, addressing misbehavior, and employing effective theoretical approaches, counselors can make a significant positive impact on the lives of adolescents navigating the challenges of divorce.

From the perspective of your specific discipline, write a 1,000-1,250-word analysis of the socioemotional response of adolescents to divorce and custody arrangements. Use the template provided and address the following in your assignment:

- Discuss how a counselor can provide support for all the parties involved. Cite any scholarly references accordingly using in-text citations.
- Explain strategies for promoting resilience, optimum development, and wellness in adolescence. Further your discussion on promoting resilience, optimum development, and wellness in adolescence by discussing cultural and ethical factors that may come into play. Cite any scholarly references accordingly using in-text citations.
- Address how a counselor can approach the issue of an adolescent's increased misbehavior as the result of divorce. Cite any scholarly references accordingly using in-text citations.
- Building on previous knowledge, expound on a theoretical approach to counseling that works well when addressing issues of misbehavior as the result of parental divorce. Justify your answer using one Christian worldview principle. Cite any scholarly references accordingly using in-text citations.
- Include a minimum of two scholarly sources in addition to your textbook and use APA headings for clarity.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Course Resources if you need assistance.

This assignment is informed by the following CACREP Standards:

2.F.3.f. Systemic and environmental factors that affect human development, functioning, and behavior.

2.F.3.i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

Discussion Questions:

Topic 5 DQ 1 (Obj. 5.2)

How can the many socioemotional changes of adolescence impact family systems? Respond to the question theoretically and then provide a minimum of two examples, without sharing names if they are personally known to you. Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.

Topic 5 DQ 2 (Obj. 5.1)

Kail and Cavanaugh raise an interesting question: *When juveniles commit serious crimes, should they be tried as adults?* What do you think? Relate your discussion to the socioemotional development of an adolescent. Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.

Participation:

Topic 5 Participation : 20.0 points

Topic 6: Physical, Cognitive, Spiritual, and Personality Development of Adults

Objectives:

6.1: Use cognitive development and personality theory to explain behavior.

6.2: Analyze factors that influence health in adults. [CACREP 2.F.3.f.]

6.3: Distinguish ethical, spiritual, and cultural strategies for promoting resilience, optimum development, and wellness in adults. [CACREP 2.F.3.i.]

Topic Materials

Textbooks

Electronic Resources

Culturally and Contextually Informed Perspectives on Latinx Adolescent and Young Adult Development

Read “Culturally and Contextually Informed Perspectives on Latinx Adolescent and Young Adult Development,” by White, Nair, and Vega, from *APA Handbook of Adolescent and Young Adult Development* (2023).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2022-91981-020&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2022-91981-020&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Exploring Resilience and Hope

Watch “Exploring Resilience and Hope” from the Positive Psychotherapy With a Ukrainian Refugee series from the PsycTHERAPY database (2022).

https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700726-001?start=00:30:37:80006ac2a46-0ade-47de-81d9-d9f301f3fb45 (https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700726-001?start=00:30:37:80006ac2a46-0ade-47de-81d9-d9f301f3fb45)

Human Development: A Life-Span View

Read Chapters 10 and 11 in *Human Development: A Life-Span View.*

Maslow's Hierarchy and Social and Emotional Wellbeing

Read "Maslow's Hierarchy and Social and Emotional Wellbeing," by Gorman, from *Aboriginal & Islander Worker Journal* (2010)

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=54710119&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=54710119&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

What Every Struggling Young Adult Needs to Hear: Someone Needs to Believe in Your Troubled Adult Child. Why Not You?

Read “What Every Struggling Young Adult Needs to Hear: Someone Needs to Believe in Your Troubled Adult Child. Why Not You?” by Bernstein, from *Psychology Today* (2024).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=cul&AN=174347737&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost

(https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=cul&AN=174347737&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Assignments:

Possible Selves (Obj. 6.3)

In a 250-500 summary, discuss the following:

- The possible selves theory in relation to adult clients. Utilize citations as needed to cite your work.
- Ethical, spiritual, and cultural strategies for promoting resilience, optimum development, and wellness in adults. Utilize citations as needed to cite your work.
- Include at least one peer-reviewed, scholarly source.

APA style is not required for this assignment, although scholarly writing is expected.
This assignment does not use a rubric.
You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Course Resources if you need assistance.
This assignment is informed by the following CACREP Standard:
2.F.3.i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

Discussion Questions:

Topic 6 DQ 1 (Obj. 6.1)

Erikson's theory aims to help us understand cognitive and personality development throughout the lifespan. Erikson's stages of adulthood include young adulthood, middle adulthood, and maturity. Provide an example of each stage, including the main task of each. Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.

Topic 6 DQ 2 (Obj. 6.2)

What role do smoking, drinking alcohol, and nutrition play in adult development? Create some possible combinations of these and then respond based on them. For example, how might a person who smokes but eats well develop in adulthood? Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.

This discussion question is informed by the following CACREP Standard: 2.F.3.f. Systemic and environmental factors that affect human development, functioning, and behavior.

Participation:

Topic 6 Participation : 20.0 points

Topic 7: Physical, Cognitive, and Personality Development of Older Adults

Objectives:

7.1: Analyze the factors influencing the cognitive, physical, and psychosocial development of an older adult. [CACREP 2.F.3.f.]

7.2: Assess differing abilities and strategies for differentiated interventions. [CACREP 2.F.3.h.]

7.3: Implement ethical and cultural strategies for promoting resilience, optimum development, and wellness in older adults. [CACREP 2.F.3.i.]

Topic Materials

Textbooks

Electronic Resources

Human Development: A Life-Span View

Read Chapters 13, 14, and 15 in *Human Development: A Life-Span View.*

Playfulness and Older Adults: Implications for Quality of Life

Watch "Playfulness and Older Adults: Implications for Quality of Life," by Saliba and Barden, from *Journal of Mental Health Counseling* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=149585019&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=149585019&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Therapy for a Retiree Experiencing Anxiety

Watch "Solution-Focused Therapy for a Retiree Experiencing Anxiety," by American Psychological Association, on the PsycTHERAPY website (2023).

https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777701037-001 (https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777701037-001)

Working With Depression With Interpersonal Therapy

Watch "Working With Depression With Interpersonal Therapy," by American Psychological Association, on the PsycTHERAPY website (2020).

https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700668-001 (https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700668-001)

Assignments:

Older Adult Development Interview and Reflection (Obj. Topic)

Resources: To prepare for this assignment, review the following theories of aging listed in Chapters 13, 14, and 15 of the textbook. Here are some ideas of theories you could use:

- Erik Erikson's Integrity vs. Despair
- Continuity Theory
- Competence and Environmental Press Theory

Part 1: Interview

Considering a general framework for understanding differing abilities and strategies for differentiated interventions, interview an older adult of your choice (e.g., your parents, relatives, or friends) and discuss the factors that influenced their development. Address the following as part of the interview:

- Cognitive, physical, and psychosocial development during the interviewee's Maturity Stage of Adulthood (age 65 or older).
- How peers influenced the interviewee during his or her adolescent/young adult stage.
- People and/or events influenced by the interviewee's development of morals such as faith, ethics, and culture.
- How the interviewee's experiences, positive or negative, have formulated who he or she is as a mature adult.

Note: American Counseling Association (ACA) ethical guidelines indicate that interviewees have the right to refuse to answer any question posed to them by an interviewer. Please ensure that your interviewees are aware of this, and do not force them to answer where the opportunity to reply has been refused.

Part 2: Theoretical Reflection

Pick one of the theories reviewed in Chapters 13, 14, and 15 of the text. From the perspective of your specific discipline, write a paper of 750-1,000 words, discussing the selected theory and how it relates to your interview. Include the following in your paper:

- Provide a description of your interviewee (gender, age, ethnicity, etc.)
- Provide a description of the selected theory. Cite any scholarly references accordingly using in-text citations.
- Discuss how the interviewee's responses demonstrate the selected theory. Support your response with examples including interventions. Cite any scholarly references accordingly using in-text citations.
- Discuss ethical and cultural counseling strategies for promoting resilience, optimum development, and wellness in older adults. Cite any scholarly references accordingly using in-text citations.
- Include at least two peer-reviewed, scholarly sources in addition to a personal communication reference for the interviewee.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center. Please use APA Headings.
This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.
You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Course Resources if you need assistance.

This assignment is informed by the following CACREP Standards:
2.F.3.f. Systemic and environmental factors that affect human development, functioning, and behavior.
2.F.3.i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

Discussion Questions:

Topic 7 DQ 1 (Obj. 7.1 and 7.3)

How do the effects of aging impact the cognitive, physical, and psychological functioning within older adults? Explain at least one ethical and culturally relevant strategy for promoting resilience and optimum development and wellness when counseling older adults. Incorporate one Christian worldview principle. Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.
This discussion question is informed by the following CACREP Standard:
2.F.3.i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

Topic 7 DQ 2

Grandparenting can be highly rewarding. Many grandparents, though, unexpectedly become guardians and raise small children. How might this responsibility affect their normal course of adult development? How would a

counselor encourage these older guardians in their new roles? Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.
This discussion question is informed by the following CACREP Standard: 2.F.3.f. Systemic and environmental factors that affect human development, functioning, and behavior.

Participation:

Topic 7 Participation : 20.0 points

Topic 8: The Final Passage: Dying and Bereavement

Objectives:

8.1: Describe the bereavement process across the life span while recognizing the role of spirituality in this process.

8.2: Explain resources and interventions that can be used in counseling those who have experienced the death of a loved one. [CACREP 2.F.3.i.]

8.3: Contrast the differing abilities and strategies for differentiated interventions. [CACREP 2.F.3.h., 2.F.3.i.]

8.4: Discuss resources and interventions that can be used in counseling those who are in the end-of-life stage. [CACREP 2.F.3.i.]

Topic Materials

Textbooks

Electronic Resources

A National Survey of School Counselors' Experiences With Student Death by Suicide

Read "A National Survey of School Counselors' Experiences With Student Death by Suicide," by Stickl, Waalkes, and Lambie, from *Professional School Counseling* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1361778&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1

(https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1361778&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Ethical Considerations at the End-of-Life Care

Read "Ethical Considerations at the End-of-Life Care," by Akdeniz, Yardımcı, and Kavukcu, from *SAGE Open Medicine* (2021).

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7958189/ (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7958189/)

Grief and Bereavement

Read "Grief and Bereavement," by Wienclaw, from *Salem Press Encyclopedia* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=89185512&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=89185512&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Grieving and Stages of Grief

Review “Grieving and Stages of Grief," by Sheikh, from WebMD website (2023).

https://www.webmd.com/balance/grieving-and-stages-of-grief (https://www.webmd.com/balance/grieving-and-stages-of-grief)

Human Development: A Life-Span View

Read Chapter 16 in *Human Development: A Life-Span View*.

Life and Death Sometimes Coincide, and Pastoral Response is Crucial to the Brokenhearted

Read "Life and Death Sometimes Coincide, and Pastoral Response Is Crucial to the Brokenhearted," by Sergi and Mullur, from *The Journal of Pastoral Care & Counseling* (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=rfh&AN=ATLAiACO230113000933&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=rfh&AN=ATLAiACO230113000933&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Loss and Bereavement: A Focus on Cancer and Families, Death of a Parent, Death of a Young Child, and Sudden or Violent Death in Families

Read "Loss and Bereavement: A Focus on Cancer and Families, Death of a Parent, Death of a Young Child, and Sudden or Violent Death in Families," by Benson et al., from *Treating Contemporary Families: Toward a More Inclusive Clinical Practice* (2022).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2022-08963-009&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2022-08963-009&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Palliative Care

Review "Palliative Care" from the American Cancer Society website.

https://www.cancer.org/cancer/managing-cancer/palliative-care.html (https://www.cancer.org/cancer/managing-cancer/palliative-care.html)

Assignments:

CNL-518 Bereavement Across the Life Span* (Obj. 8.1, 8.2, and 8.3)

One's understanding of death and the bereavement process changes over the life span. Incorporate a general framework for understanding differing abilities and strategies for differentiated interventions by using the "Bereavement Across the Life Span " matrix attached. Using the matrix provided below, summarize how individuals perceive the loss of a loved one throughout the lifespan. Using this attachment, create a short vignette for each age group and include the role of spirituality and/or Christian principles in the process. Include developmentally appropriate, ethical, and culturally relevant counseling interventions for promoting resilience and optimum development and wellness. Each stage should include at least one scholarly citation. Write in complete sentences.
Include at least two peer-reviewed, scholarly sources and an APA formatted reference page.
Refer to the "Student Guide Individual Student Assessment-KPIs" presentation and video in Class Resources.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.
This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.
**This assignment is recommended as a representative artifact in your e-Portfolio.*
This performance assessment assesses the Key Performance Indicator (KPI) for Human Growth & Development.
This assignment is informed by the following CACREP Standards:
2.F.3.h: A general framework for understanding differing abilities and strategies for differentiated interventions.
2.F.3.i: Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

Discussion Questions:

Topic 8 DQ 1 (Obj. 8.4)

While thinking about ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan, what types of resources would you use in helping a client deal with their own mortality? Research and post a minimum of three websites or other resources that might be beneficial in helping a client deal with death, dying, loss, and/or questions regarding immortality. Include an annotation as to what the resource contains and why you think it might be helpful. Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.
This discussion question is informed by the following CACREP Standard:
2.F.3.i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

Topic 8 DQ 2 (Obj. 8.2)

Describe Stroebe's dual process model of coping with loss. Why do you think this "balance" is important in helping one recover from grief? Discuss how ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan apply to grief. How do the unique needs and abilities of clients affect the counseling interventions? Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.
This discussion question is informed by the following CACREP Standard:
2.F.3.i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

Participation:

Topic 8 Participation : 20.0 points

Gradebook

Assignment	Topic Due	Non Trad Points
CNL-518 Piaget's Sensorimotor and Preoperational Cognitive Development Stages (Obj. 1.1)	Topic 1	85
Benchmark - Erikson/Piaget Case Studies (Obj. 2.1 and 2.5)	Topic 2	100
Parental Style and Socioemotional Development in Middle Childhood (Obj. 3.1, 3.2, 3.3, and 3.5)	Topic 3	85
CNL-518 Six Stages of Kohlberg* (Obj. 4.1)	Topic 4	100
The Impact of Divorce on Adolescents (Obj. 5.2, 5.3, and 5.4)	Topic 5	100
Possible Selves (Obj. 6.3)	Topic 6	70
Older Adult Development Interview and Reflection (Obj. Topic)	Topic 7	100
CNL-518 Quiz	Topic 8	20
CNL-518 Bereavement Across the Life Span* (Obj. 8.1, 8.2, and 8.3)	Topic 8	100
Discussion Questions	Topics 1-8	80
Participation	Topics 1-8	160
Total		1000

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