

Lifespan and Development

CNL-518

3 Credits

Feb 6 - Apr 2

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.

Instructor Contact Information

Kelly Drye

Kelly.Drye@gcu.edu

Class Resources

Human Development: A Life-Span View (REQUIRED)

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

CNL-518 Student Guide to Individual Student Assessment-KPIs Presentation (REQUIRED)

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

CNL 518 Individual Student Assessment and Notes PDF.pdf

CNL-518 Student Guide to Individual Student Assessment-KPIs Video (REQUIRED)

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>

CHSS Christian Worldview Integration (REQUIRED)

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)

Additional Course Information and Requirements (REQUIRED)

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/>

American School Counselor Association Ethical Standards for School Counselors (REQUIRED)

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>

ASCA School Counselor Professional Standards and Competencies (REQUIRED)

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>

American Counseling Association: Licensure Requirements (REQUIRED)

Review the ACA Licensure Requirements on the ACA webpage.

<https://www.counseling.org/knowledge-center/licensure-requirements>

American Counseling Association Advocacy Competencies (REQUIRED)

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

Practitioner's Guide to Ethical Decision Making (REQUIRED)

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/practitioner-39-s-guide-to-ethical-decision-making.pdf>

CACREP Standards Mapping of Learning Outcomes (REQUIRED)

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.

CNL-518-RS-CACREPStandardsMapping.docx

CMHC and SC Counselor in Training Handbook (REQUIRED)

Review the "CMHC and SC Counselor in Training Handbook" on the CMHC and SC Forms, Handbook, and Resources tab located on the Student Success Center for the College of Humanities and Social Sciences. Become acquainted with the expectations and program requirements to complete a successful program of study.

<https://ssc.gcu.edu/#/page/chss/>

Counseling e-Portfolio Requirements (REQUIRED)

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>

Examination Preparation (REQUIRED)

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>

SC Professional Disposition of Learners (REQUIRED)

Students in the School Counseling (SC) program should refer to the "SC Professional Disposition of Learners" document on the School Counseling (SC) tab located on the Student Success Center for the College of Humanities and Social Sciences.

<https://ssc.gcu.edu/#/page/chss/>

CMHC Counselor Dispositions (REQUIRED)

Students in the Clinical Mental Health Counseling (CMHC) programs should refer to the "Counselor Dispositions" document located on the Clinical Mental Health Counseling (CMHC) tab located on the Student Success Center for the College of Humanities and Social Sciences.

<https://ssc.gcu.edu/#/page/chss/>

Role Clarification for School Counselors in Training (REQUIRED)

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.

ACA Code of Ethics (REQUIRED)

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>

Student Performance Evaluation Criteria and Procedures (REQUIRED)

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>

The National Certified School Counselor (REQUIRED)

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>

APA Formatting Tutorial (REQUIRED)

Review the APA Formatting Tutorial for formatting assistance.

<https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6>

Disability Accommodation Policy and Procedures Statement (REQUIRED)

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.

GCU Library's Academic Writing (REQUIRED)

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

<https://libguides.gcu.edu/writing/WritingTutorials>

GCU Writing Center (REQUIRED)

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>

GCU Library Evaluating Sources: Scholarly Sources (REQUIRED)

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.

<https://libguides.gcu.edu/EvaluatingSources>

LopesWrite (REQUIRED)

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

<https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite>

Methods of Instruction (REQUIRED)

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.

Zoom Access (REQUIRED)

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

<https://zoom.us/>

GCU Zoom Resources (REQUIRED)

For assistance setting up a free Zoom account using your GCU student email, review the "GCU Zoom Resources" document found on the Additional College Resources tab on the GCU College of Humanities and Social Sciences website.

<https://ssc.gcu.edu/#/page/chss/>

ACA Interview Ethical Statement (REQUIRED)

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.

Microsoft 365 Tips (REQUIRED)

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>

Topic 1: Physical and Cognitive Development in Early Childhood

Feb 6, 2025 - Feb 12, 2025 Max Points: 115

Objectives:

1. Analyze Piaget's cognitive development theory relative to early childhood. [CACREP 2.F.3.c.]
2. Analyze Erikson's stages as relative to early childhood. [CACREP 2.F.3.c.]
3. Apply the biopsychosocial framework to an understanding of a child's development.

Resources

Erik Erikson's Stages of Psychosocial Development (REQUIRED)

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

<https://www.simplypsychology.org/erik-erikson.html>

Erikson's Stages of Psychosocial Development (REQUIRED)

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>

Human Development: A Life-Span View (REQUIRED)

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

Jean Piaget's Theory of Cognitive Development (REQUIRED)

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?](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)

[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)

Assessments

Summary of Current Course Content Knowledge

Start Date & Time	Due Date & Time	Points
Feb 6, 2025, 12:00 AM	Feb 6, 2025, 11:59 PM	0

Assessment Description

Academic engagement through active participation in instructional activities related to the course objectives is paramount to your success in this course and future courses. Through interaction with your instructor and classmates, you will explore the course material and be provided with the best opportunity for objective and competency mastery. To begin this class, review the course objectives for each Topic, and then answer the following questions as this will help guide your instructor for course instruction.

1. Which weekly objectives do you have prior knowledge of and to what extent?
2. Which weekly objectives do you have no prior knowledge of?
3. What course-related topics would you like to discuss with your instructor and classmates? What questions or concerns do you have about this course?

Class Introductions

Start Date & Time	Due Date & Time	Points
Feb 6, 2025, 12:00 AM	Feb 8, 2025, 11:59 PM	0

Assessment Description

Take a moment to explore your new classroom and introduce yourself to your fellow classmates. What are you excited about learning? What do you think will be most challenging?

Topic 1 DQ 1 (Obj. 1.3)

Start Date & Time	Due Date & Time	Points
Feb 6, 2025, 12:00 AM	Feb 8, 2025, 11:59 PM	5

Assessment Description

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)

Start Date & Time	Due Date & Time	Points
Feb 6, 2025, 12:00 AM	Feb 10, 2025, 11:59 PM	5

Assessment Description

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*

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

Start Date & Time	Due Date & Time	Points
Feb 6, 2025, 12:00 AM	Feb 12, 2025, 11:59 PM	85

Assessment Description

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.

Attachments

CNL-518-RS-T1-PiagetMatrix.docx

Topic 1 Participation

Start Date & Time	Due Date & Time	Points
Feb 6, 2025, 12:00 AM	Feb 12, 2025, 11:59 PM	20

Topic 2: Socioemotional Development in Early Childhood

Feb 13, 2025 - Feb 19, 2025 Max Points: 130

Objectives:

1. Differentiate Erikson's psychosocial theory and Piaget's cognitive development theory relative to early childhood.
2. Evaluate the impact of divorce in early childhood. [CACREP 2.F.3.f.]
3. Relate development theory to parenting skills. [CACREP 2.F.3.f.]
4. Apply ethical and cultural strategies for promoting resilience, optimum development, and wellness in early childhood. [CACREP 2.F.3.i.]
5. Analyze a general framework for understanding differing abilities and strategies for differentiated interventions. [CACREP 2.F.3.h.]

Resources

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

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>

Human Development: A Life-Span View (REQUIRED)

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

Early Childhood Attachment Stability to Mothers, Fathers, and Both Parents as a Network (REQUIRED)

Read "Early Childhood Attachment Stability to Mothers, Fathers, and Both Parents as a Network: Associations With Parents' Well-Being, Marital Relationship, and Child Behavior Problems," by Paquette et al., from *Attachment & Human Development* (2024).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2024-76402-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1>

A Learning Theory Approach to Attachment Theory: Exploring Clinical Applications (REQUIRED)

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>

Challenges to School Success and the Role of Adverse Childhood Experiences (REQUIRED)

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>

Assessments

Topic 2 DQ 1 (Obj. 2.2 and 2.3)

Start Date & Time	Due Date & Time	Points
Feb 13, 2025, 12:00 AM	Feb 15, 2025, 11:59 PM	5

Assessment Description

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)

Start Date & Time	Due Date & Time	Points
Feb 13, 2025, 12:00 AM	Feb 17, 2025, 11:59 PM	5

Assessment Description

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.*

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

Start Date & Time	Due Date & Time	Points
Feb 13, 2025, 12:00 AM	Feb 19, 2025, 11:59 PM	100

Assessment Traits

 Requires LopesWrite

 Benchmark

Assessment Description

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.

Attachments

CNL-518-RS-T2-BenchmarkDevelopmentalPsychologyCaseStudiesTemplate.docx

Topic 2 Participation

Start Date & Time	Due Date & Time	Points
Feb 13, 2025, 12:00 AM	Feb 19, 2025, 11:59 PM	20

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

Objectives:

1. Depict the cognitive development of children in Piaget's concrete-operational period. [CACREP 2.F.3.b, 2.F.3.c.]
2. Apply an understanding of physical development in middle childhood to a real-world counseling situation. [CACREP 2.F.3.e.]
3. Differentiate the effects of parental style on a child's socioemotional development.
4. Analyze the effect of media on children's social behaviors and attitudes.
5. Illustrate ethical and cultural strategies for promoting resilience, optimum development, and wellness in middle childhood. [CACREP 2.F.3.i.]

Resources

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

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>

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

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>

Optional - The Wiley Handbook of Early Childhood Care and Education (OPTIONAL)

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>

Human Development: A Life-Span View (REQUIRED)

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

Mental Health and the TikTok Effect (REQUIRED)

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>

Assessments

Topic 3 DQ 1 (Obj. 3.3)

Start Date & Time	Due Date & Time	Points
Feb 20, 2025, 12:00 AM	Feb 22, 2025, 11:59 PM	5

Assessment Description

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)

Start Date & Time	Due Date & Time	Points
Feb 20, 2025, 12:00 AM	Feb 24, 2025, 11:59 PM	5

Assessment Description

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.

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

Start Date & Time	Due Date & Time	Points
Feb 20, 2025, 12:00 AM	Feb 26, 2025, 11:59 PM	85

Assessment Traits

 Requires LopesWrite

Assessment Description

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.*

Attachments

CNL-518-RS-T3-ParentalStyleSocioemotionalDevelopment.docx

Topic 3 Participation

Start Date & Time	Due Date & Time	Points
Feb 20, 2025, 12:00 AM	Feb 26, 2025, 11:59 PM	20

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

Feb 27, 2025 - Mar 5, 2025 Max Points: 130

Objectives:

1. Interpret Kohlberg's stages of moral development as they apply to an adolescent's dilemma. [CACREP 2.F.3.a.]
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.]
3. Apply spiritual factors that promote resilience and reduce the impact of trauma incidents on an adolescent's well-being.

Resources

In Moral Relationship With Nature: Development and Interaction (REQUIRED)

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>

Human Development: A Life-Span View (REQUIRED)

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 (REQUIRED)

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>

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

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>

Statement on the Integration of Faith and Work (REQUIRED)

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>

Religious Development Across Adolescence and Early Adulthood (REQUIRED)

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>

Eating Disorder Treatment and Recovery: Help for Anorexia and Bulimia (REQUIRED)

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>

Determination of Kohlberg's Moral Development Stages and Chronological Age (REQUIRED)

Read "Determination of Kohlberg's Moral Development Stages and Chronological Age," by Ahmeti and Ramadani, from *Philosophica* (2021).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?>

About the CDC-Kaiser ACE Study (REQUIRED)

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>

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

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>

Assessments

Topic 4 DQ 1 (Obj. 4.2)

Start Date & Time	Due Date & Time	Points
Feb 27, 2025, 12:00 AM	Mar 1, 2025, 11:59 PM	5

Assessment Description

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)

Start Date & Time	Due Date & Time	Points
Feb 27, 2025, 12:00 AM	Mar 3, 2025, 11:59 PM	5

Assessment Description

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.*

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

Start Date & Time	Due Date & Time	Points
Feb 27, 2025, 12:00 AM	Mar 5, 2025, 11:59 PM	100

Assessment Traits

 Requires LopesWrite

Assessment Description

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.*

Attachments

CNL-518-RS-T4-SixStagesKohlbergPowerPointTemplate.pptx

Topic 4 Participation

Start Date & Time	Due Date & Time	Points
Feb 27, 2025, 12:00 AM	Mar 5, 2025, 11:59 PM	20

Topic 5: Socioemotional Development in Adolescence

Mar 6, 2025 - Mar 12, 2025 Max Points: 130

Objectives:

1. Explain the socioemotional development of an adolescent.
2. Assess the impact of adolescent development on family systems.
3. Integrate knowledge of the impact of divorce adolescents into treatment planning. [CACREP 2.F.3.f.]
4. Describe ethical and cultural strategies for promoting resilience, optimum development, and wellness in adolescence. [CACREP 2.F.3.i.]

Resources

Studying Families as Systems in Adolescence and Early Adulthood (REQUIRED)

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>

Human Development: A Life-Span View (REQUIRED)

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

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

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>

Gender Identity Formation (REQUIRED)

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>

Adolescent Development (REQUIRED)

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>

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

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>

U.S. Department of Education (REQUIRED)

Explore the U.S. Department of Education website.

<https://www.ed.gov/>

Assessments

Topic 5 DQ 1 (Obj. 5.2)

Start Date & Time	Due Date & Time	Points
-------------------	-----------------	--------

Mar 6, 2025, 12:00 AM	Mar 8, 2025, 11:59 PM	5
-----------------------	-----------------------	---

Assessment Description

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)

Start Date & Time	Due Date & Time	Points
-------------------	-----------------	--------

Mar 6, 2025, 12:00 AM	Mar 10, 2025, 11:59 PM	5
-----------------------	------------------------	---

Assessment Description

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.

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

Start Date & Time	Due Date & Time	Points
-------------------	-----------------	--------

Mar 6, 2025, 12:00 AM	Mar 12, 2025, 11:59 PM	100
-----------------------	------------------------	-----

Assessment Traits

 Requires LopesWrite

Assessment Description

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.*

Attachments

CNL-518-RS-T5-ImpactDivorceonAdolescents.docx

Topic 5 Participation

Start Date & Time	Due Date & Time	Points
Mar 6, 2025, 12:00 AM	Mar 12, 2025, 11:59 PM	20

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

Mar 13, 2025 - Mar 19, 2025 Max Points: 100

Objectives:

1. Use cognitive development and personality theory to explain behavior.
2. Analyze factors that influence health in adults. [CACREP 2.F.3.f.]
3. Distinguish ethical, spiritual, and cultural strategies for promoting resilience, optimum development, and wellness in adults. [CACREP 2.F.3.i.]

Resources

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

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>

Culturally and Contextually Informed Perspectives on Latinx Adolescent and Young Adult Development (REQUIRED)

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>

Human Development: A Life-Span View (REQUIRED)

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

Exploring Resilience and Hope (REQUIRED)

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>

Maslow's Hierarchy and Social and Emotional Wellbeing (REQUIRED)

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>

Assessments

Topic 6 DQ 1 (Obj. 6.1)

Start Date & Time	Due Date & Time	Points
Mar 13, 2025, 12:00 AM	Mar 15, 2025, 11:59 PM	5

Assessment Description

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)

Start Date & Time	Due Date & Time	Points
Mar 13, 2025, 12:00 AM	Mar 17, 2025, 11:59 PM	5

Assessment Description

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.*

Possible Selves (Obj. 6.3)

Start Date & Time	Due Date & Time	Points
Mar 13, 2025, 12:00 AM	Mar 19, 2025, 11:59 PM	70

Assessment Traits

 Requires LopesWrite

Assessment Description

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.*

Topic 6 Participation

Start Date & Time	Due Date & Time	Points
Mar 13, 2025, 12:00 AM	Mar 19, 2025, 11:59 PM	20

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

Mar 20, 2025 - Mar 26, 2025 Max Points: 130

Objectives:

1. Analyze the factors influencing the cognitive, physical, and psychosocial development of an older adult. [CACREP 2.F.3.f.]
2. Assess differing abilities and strategies for differentiated interventions. [CACREP 2.F.3.h.]
3. Implement ethical and cultural strategies for promoting resilience, optimum development, and wellness in older adults. [CACREP 2.F.3.i.]

Resources

Therapy for a Retiree Experiencing Anxiety (REQUIRED)

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>

Working With Depression With Interpersonal Therapy (REQUIRED)

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>

Playfulness and Older Adults: Implications for Quality of Life (REQUIRED)

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>

Human Development: A Life-Span View (REQUIRED)

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

Assessments

Topic 7 DQ 1 (Obj. 7.1 and 7.3)

Start Date & Time	Due Date & Time	Points
Mar 20, 2025, 12:00 AM	Mar 22, 2025, 11:59 PM	5

Assessment Description

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

Start Date & Time	Due Date & Time	Points
Mar 20, 2025, 12:00 AM	Mar 24, 2025, 11:59 PM	5

Assessment Description

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.

Older Adult Development Interview and Reflection (Obj. Topic)

Start Date & Time	Due Date & Time	Points
Mar 20, 2025, 12:00 AM	Mar 26, 2025, 11:59 PM	100

Assessment Traits

 Requires LopesWrite

Assessment Description

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.

Attachments

CNL-518-RS-T7-OlderAdultDevelopmentInterviewReflectionTemplate.docx

Topic 7 Participation

Start Date & Time	Due Date & Time	Points
Mar 20, 2025, 12:00 AM	Mar 26, 2025, 11:59 PM	20

Topic 8: The Final Passage: Dying and Bereavement

Mar 27, 2025 - Apr 2, 2025 Max Points: 150

Objectives:

1. Describe the bereavement process across the life span while recognizing the role of spirituality in this process.
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.]
3. Contrast the differing abilities and strategies for differentiated interventions. [CACREP 2.F.3.h., 2.F.3.i.]
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.]

Resources

Human Development: A Life-Span View (REQUIRED)

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

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

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>

Grieving and Stages of Grief (REQUIRED)

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

<https://www.webmd.com/balance/grieving-and-stages-of-grief>

Palliative Care (REQUIRED)

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

<https://www.cancer.org/cancer/managing-cancer/palliative-care.html>

Grief and Bereavement (REQUIRED)

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>

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

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=rh&AN=ATLAIACO230113000933&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

Ethical Considerations at the End-of-Life Care (REQUIRED)

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/>

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 (REQUIRED)

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>

Assessments

Topic 8 DQ 1 (Obj. 8.4)

Start Date & Time	Due Date & Time	Points
Mar 27, 2025, 12:00 AM	Mar 29, 2025, 11:59 PM	5

Assessment Description

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)

Start Date & Time	Due Date & Time	Points
Mar 27, 2025, 12:00 AM	Mar 31, 2025, 11:59 PM	5

Assessment Description

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.*

CNL-518 Quiz

Start Date & Time	Due Date & Time	Points	Time Limit
Mar 27, 2025, 12:00 AM	Mar 31, 2025, 11:59 PM	20	1 hr

Assessment Traits

 Timed

Assessment Description

The following quiz, due on day five of this topic, has been designed to help prepare you for the national counseling exam. In preparation for the quiz, Review the content learned throughout the course, including the textbook readings. When completing this 20-question quiz, select the best answer within the time limit of an hour.

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

Start Date & Time	Due Date & Time	Points
Mar 27, 2025, 12:00 AM	Apr 2, 2025, 11:59 PM	100

Assessment Description

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.a. Theories of individual and family development across the lifespan. 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.*

Attachments

CNL-518-RS-T8-BereavementAcrossTheLifespan.docx

Topic 8 Participation

Start Date & Time	Due Date & Time	Points
Mar 27, 2025, 12:00 AM	Apr 2, 2025, 11:59 PM	20