



GRAND CANYON  
UNIVERSITY™

# CNL-518 | Lifespan and Development

## Topics & Objectives

### 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

### 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]
- 1.1: Analyze Piaget's cognitive development theory relative to early childhood. [CACREP 2.F.3.c.]
- 1.2: Apply the biopsychosocial framework to an understanding of a child's development.
- 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 2: Socioemotional Development in Early Childhood**

### ***Objectives:***

- 2.1: Differentiate Erikson's psychosocial theory and Piaget's cognitive development theory relative to early childhood.
- 2.1: Compare and contrast Erikson's psychosocial theory and Piaget's cognitive development theory relative to early childhood.
- 2.2: Evaluate the impact of divorce on preschool, school-age, and adolescent children. [CACREP 2.F.3.f]
- 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.]
- 2.3: Relate development theory to parenting skills. [CACREP 2.F.3.f]
- 2.4: Examine ethical and cultural strategies for promoting resilience, optimum development, and wellness in early childhood. [CACREP 2.F.3.i]
- 2.4: Apply ethical and cultural strategies for promoting resilience, optimum development, and wellness in early childhood. [CACREP 2.F.3.i.]
- 2.5: Analyze differing abilities and strategies for differentiated interventions. [CACREP 2.F.3.h]
- 2.5: Analyze a general framework for understanding differing abilities and strategies for differentiated interventions. [CACREP 2.F.3.h.]

### **Topic 3: Physical, Cognitive, and Socio-Emotional Development in Middle Childhood**

#### ***Objectives:***

- 3.1: Dramatize 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: Examine the effects of parental style on a child's socioemotional development.
- 3.4: Analyze the effect of TV on children's social behaviors and attitudes.
- 3.5: Examine ethical and cultural strategies for promoting resilience, optimum development, and wellness in middle childhood. [CACREP 2.F.3.i]

### **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 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 4: Physical and Cognitive 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.]

#### **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 5: Socio-Emotional 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: Examine ethical and cultural strategies for promoting resilience, optimum development, and wellness in adolescence. [CACREP 2.F.3.i]

### **Topic 6: Physical, Cognitive, and Personality Development of Adults**

#### ***Objectives:***

- 6.1: Use cognitive development and personality theories to explain behavior.
- 6.2: Analyze factors that influence health in adults. [CACREP 2.F.3.f]
- 6.3: Examine ethical and cultural strategies for promoting resilience, optimum development, and wellness in adults. [CACREP 2.F.3.i]

### **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 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.]
- 7.1: 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.]
- 7.2: Assess differing abilities and strategies for differentiated interventions. [CACREP 2.F.3.h.]
- 7.3: Examine ethical and cultural strategies for promoting resilience, optimum development, and wellness in older adults. [CACREP 2.F.3.i.]
- 7.3: Implement ethical and cultural strategies for promoting resilience, optimum development, and wellness in older adults. [CACREP 2.F.3.i.]

## **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.
- 8.1: Summarize the bereavement process across the life span.

- 8.2: Identify resources and interventions that can be used in counseling those who have experienced the death of a loved one. [CACREP 2.F.3.i]
- 8.2: 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.]
- 8.3: 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.]
- 8.4: Identify resources and interventions that can be used in counseling those who are in the end-of-life stage. [CACREP 2.F.3.i]

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