

COUN 628 Personal Development Paper

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Assessment

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The purpose of this paper is for you to examine your own development through adolescence. The material shared in this paper will be held in confidence.

- Analyze one theory of childhood and/or adolescent development and apply it to your life.
- Select a theory other than the theory you chose to analyze in the oral presentation.
- If you intend to use a theory not highlighted in this course, please clear it with the instructor prior to beginning the paper.
- The paper should be approximately 10 pages in length and written in APA format with at least **5 peer-reviewed sources** and **1 classic work** from the theorist whose theory you are utilizing to describe your childhood and adolescent development. The paper needs to include a title page and reference page. It should address the following four parts:
 - o **Theory:** Describe a theory regarding childhood and adolescent development that you are using as a working model and thoroughly discuss its strengths and weaknesses.
 - o **Personal Development:** Apply the theory to your own personal development through adolescence (at least through the age of 18). Please reflect upon your life and address the areas of physical, cognitive, social and emotional development. How does this theory reflect your development through adolescence?
 - o **Evaluation:** Evaluate how this model fits your own personal development. What do you see as its limitations in reference to your own growth? Other important points to consider include the theory's applicability to gender, cultural diversity, and sexual orientation.
 - o **Impact:** Describe how your development may impact you in your work as a counseling professional. How could your development in these areas help or hinder your progress in becoming an effective helping professional?

Standards

CACREP-2016.2.F.3.a	theories of individual and family development across the lifespan
CACREP-2016.2.F.3.b	theories of learning
CACREP-2016.2.F.3.c	theories of normal and abnormal personality development
CACREP-2016.2.F.3.d	theories and etiology of addictions and addictive behaviors
CACREP-2016.2.F.3.e	biological, neurological, and physiological factors that affect human development, functioning, and behavior
CACREP-2016.2.F.3.f	systemic and environmental factors that affect human development, functioning, and behavior
CACREP-2016.2.F.3.g	effects of crisis, disasters, and trauma on diverse individuals across the lifespan
CACREP-2016.2.F.3.i	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
CACREP-SC-2016.5.G.2.g	characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
CACREP-SC-2016.5.G.2.h	common medications that affect learning, behavior, and mood in children and adolescents

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	Emerging (1.000 pt)	Developing (2.000 pts)	Expectations Met (3.000 pts)	Expectations Exceeded (4.000 pts)
APA Formatted Paper (1.000, 16%)	APA formatting issues exist in references, citations, charts, and/or graphs. Additional APA formatting issues exist on document layout, headings, subheadings, font style and size, title page, and/or reference page.	Some minor APA formatting issues in references, citations, charts, and/or graphs. Minor APA formatting issues pertaining to document layout, headings, subheadings, font, title page, and/or reference page.	Very few APA formatting issues in references, citations, charts, or graphs. Document format, headings, subheadings, font style and size, title reference page all correctly formatted using APA style.	Font style and size, document format, title page, references page, headings, subheadings, citations, charts, graphs, pictures, appendices, and reference all correctly formatted using APA style.
Professional Writing Style (1.000, 16%)	Professional voice is missing throughout the paper. Writing is unclear requiring substantial clarification. The literature is not used enough to	Professional voice is used most of the time. Writing is mostly clear with less than 3 sentence requiring clarification. The literature is used to	Professional voice is utilized throughout paper. Writing is clear and understandable. Ideas are supported by the literature and synthesized using	Paper is authored in a professional voice. Writing is concise and convincing. Ideas are supported by literature. Key ideas and findings from the literature are

	support key ideas discussed in the paper. Evidence backing up ideas is lacking. Some original thought is evident but needs to be more developed and synthesized with the literature.	support the most ideas discussed in the paper with less than 3 instances requiring additional supporting evidence. Original thought is integrated into the paper with less than 3 areas requiring more of the student's synthesis and integration of literature into original thought.	student's own words. Original thought is evident within the majority of the paper.	integrated and synthesized in a way that demonstrates thorough understanding and original thought.
Knowledge of Developmental Theory (1.000, 16%) CACREP-2016.2.F.3.a CACREP-2016.2.F.3.c CACREP-2016.2.F.3.e CACREP-2016.2.F.3.i	The paper lacks a thorough investigation of the development theory and its major tenets. Concepts are not thoroughly nor concisely addressed.	Some of the major tenets of the theory are addressed; however, a thorough investigation of its concepts are not presented in the paper. More detail, examination, and synthesis are required and needs to be done in a concise manner.	The major concepts and themes are addressed in a thorough manner that is concise. Details of the theory are adequately examined.	Developmental theory is thoroughly examined, synthesized, and presented in the paper. Pertinent details and major themes of the theory are thoroughly, yet, concisely addressed.
Application of Theory to Personal Development (1.000, 16%) CACREP-2016.2.F.3.a CACREP-2016.2.F.3.b CACREP-2016.2.F.3.c CACREP-2016.2.F.3.d CACREP-2016.2.F.3.e CACREP-2016.2.F.3.f CACREP-2016.2.F.3.i CACREP-SC-2016.5.G.2.g CACREP-SC-2016.5.G.2.h	The paper lacks a thorough investigation of the student's personal development. Types and stages of development are not thoroughly nor concisely addressed.	Some of the major aspects of the student's development are addressed; however, a thorough investigation is not present. More detail, examination, and synthesis of the types and stages of development are required and need to be addressed concisely.	Major concepts and themes of the student's personal development are addressed in a thorough and concise manner. Physical, cognitive, social and emotional development are addressed effectively. Infancy, toddlerhood, childhood, and adolescence are discussed.	Student's personal development is thoroughly examined, synthesized, and presented in the paper. Student's physical, cognitive, social and emotional development are thoroughly, yet, concisely addressed. These aspects of development are addressed in the various stages of student's infancy, toddlerhood, childhood, and adolescence.
Evaluation of the Developmental Model (1.000, 16%) CACREP-2016.2.F.3.a	Adequate analysis of the model is lacking. Discussion of the model's strengths and limitations needs to be broadened.	Some of the model's strengths and limitations are discussed. Some aspects of the model's utility are addressed.	An analysis of the model's strengths and limitations is provided. The model's utility is thoroughly examined and analyzed.	Constructive criticism of the model is presented. Its strengths and limitations are analyzed and discussed. Usefulness

<p>CACREP-2016.2.F.3.b CACREP-2016.2.F.3.c CACREP-2016.2.F.3.d CACREP-2016.2.F.3.f CACREP-2016.2.F.3.i CACREP-SC-2016.5.G.2.g</p>				<p>of the model in explaining personal development is thoroughly investigated.</p>
<p>Impact of Personal Development on Future Work in Counseling Field (1.000, 16%) CACREP-2016.2.F.3.a CACREP-2016.2.F.3.b</p>	<p>Additional investigation of the impact of the student's development on future work as a counselor is required. Potential blind spots and areas for counter-transference are inadequately addressed. Self-awareness of these factors is not apparent.</p>	<p>Student addressed some potential influences of her/his development on future work as a counselor. Some self-awareness is apparent along. Some potential blind spots and areas of counter-transference are noted.</p>	<p>Student adequately addresses the potential influences of his/her development on future work as a counselor. Self-awareness is adequate. Potential blind spots and areas for counter-transference are addressed.</p>	<p>Student offers an insightful investigation of how her/his development will impact future work as a counselor. Self-awareness and honesty are apparent. Potential blind spots and counter-transferences are addressed demonstrating significant awareness.</p>



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