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An Advanced Lifespan Odyssey *for* Counseling Professionals

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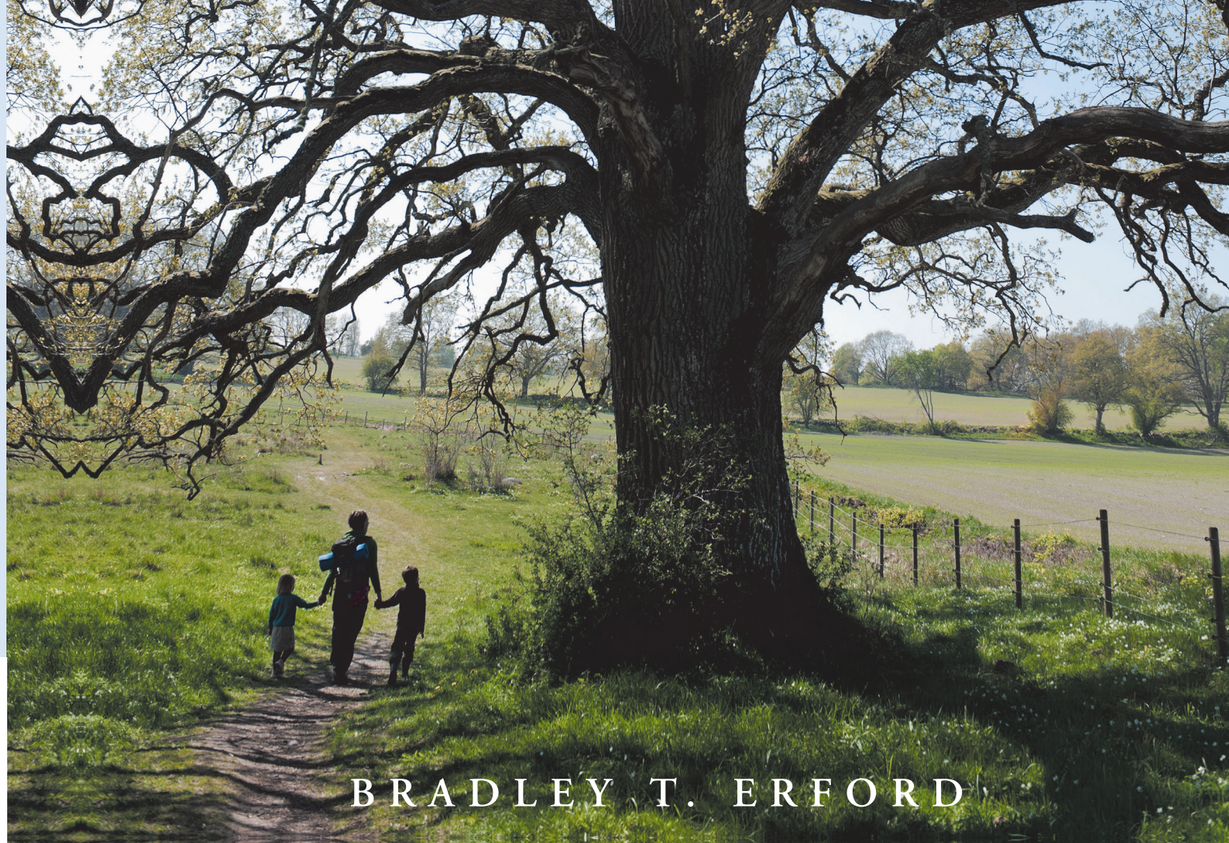

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This effort is dedicated to The One:
the Giver of energy, passion, and understanding;
Who makes life worth living and endeavors
worth pursuing and accomplishing;
the Teacher of love and forgiveness.

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Preface

Welcome to the lifespan odyssey! This text was designed to align with CACREP standards for counselor training programs. The background education and experiences of counselors in training are quite diverse: many have undergraduate degrees in psychology, education, or human services, while others have undergraduate degrees in business, the humanities, or some other discipline. Thus, some start with a basic understanding of human development and perhaps an undergraduate course on the topic, while others have no previous exposure to the content domain. The alignment with CACREP standards helps all counselors-in-training to master the core knowledge of lifespan development, but more importantly to apply this knowledge to helping people resolve difficulties they may encounter on their lifespan odysseys. These issues might include the implications of substance abuse for development, behavioral or emotional issues associated with trauma or an unstable environment, interventions that have been shown to be effective when working with clients along the spectrum of developmental problems, and the normal and abnormal human developmental processes that counselors must master and apply during clinical experiences—and when they take their rightful place as counseling professionals!

This text covers human development from womb to tomb across all developmental areas (e.g., physical, cognitive, language, social, emotional, career), and reflects the trend toward empirically supported practice in the application of lifespan theories. Each life stage from infancy/toddlerhood (Chapters 5–6) to later adulthood (Chapters 17–18) is subdivided into the following sections: physical development (A), cognitive development (B), social/emotional development (C), and social/career development (D), as applicable. With an engaging writing style, a multitude of real-life examples make the content concrete, understandable, and applicable to counselor training. Each chapter includes case studies, reflections, and discussions of current issues, all while focusing on cross-cultural variations. Descriptions of more than 30 major developmental theories and perspectives are provided, and abnormal psychological development and mental and emotional disorders are integrated into all chapters, from infancy through later adulthood, as appropriate. Reflections from counselors and parents that give counselors-in-training ideas for how the theoretical and content pieces can be integrated into real-life practice applications. Lifespan instructors will also be pleased to know that a comprehensive instructor's manual is available from Cengage, with chapter outlines, summaries, and a test bank of multiple-choice, true/false, and extended response questions.

Chapter 1, "Important Fundamental Principles in Lifespan Development," by Katie Sandberg and Bradley T. Erford, introduces some fundamental topics and principles of lifespan development, how current knowledge about human development was derived, and methods used to pursue emerging knowledge and understanding. A brief overview of the "stages of development" is followed by aging processes, the nature of development, important principles and issues in human development, and how developmental theories are categorized. Finally, we turn our attention to how, as humans, we generate knowledge and understanding of complex human phenomena through human development research.

Chapter 2, "Theories of Human Development: Psychosocial, Sociocultural, Multicultural, Biological, and Learning Theories," by Caroline O'Hara, Lindy K. Parker, and Catherine Y. Chang, explores how human development is influenced by multiple factors (e.g., biology, society, culture, environment) and how various theorists over the years have attempted to explain how humans grow and develop. In this and in Chapter 3, brief overviews of the major theories of human development are provided. In Chapter 2, human development is explored from historical, psychosocial, sociocultural, and multicultural perspectives. Biological and learning theories are also examined. While Chapter 2 serves as an introduction and overview of the myriad theories attempting to explain human development, many of these theories will be discussed in later chapters, embedded in the context of the appropriate life stage.

Chapter 3, "Theories of Human Development: Cognitions, Morality and Faith, and the Human Experience," was also written by Lindy K. Parker, Caroline O'Hara, and Catherine Y. Chang. Chapter 3 examines theories of cognitive and intellectual development, moral development, humanism, and faith development. The chapter ends with a brief introduction to adult development theories, with a special focus on developmental theories of womanhood.

Chapter 4, "Genetics, Heredity, Environment, and Prenatal Development," by Taryn Richards and Bradley T. Erford, proposes that human beings are complex creatures whose similarities and differences are determined in large part by genetics and heritability. From conception, a person's physical and cognitive development unfolds in a predictable manner according to information encoded in DNA. As the embryo or fetus develops, environmental influences become more important, and trauma in the prenatal environment can have significant long-term effects—and can even result in death. Chapter 4 reviews the importance of genetics and heritability to the developing human being, and normal and abnormal developmental processes throughout the trimesters of the prenatal period, which begins at conception and culminates in the birth of new living, breathing human being just waiting to embark on a lifespan odyssey!

Chapter 5, "Physical and Cognitive Development in the Infancy and Toddlerhood Years," was written by Nadine E. Garner and Julia M. Dunn. The years from infancy through toddlerhood, spanning approximately birth through age 3, serve as a bridge between life in the womb and the more independent functioning of preschoolers. This chapter explores the tremendous changes that occur in the physical and cognitive domains of the infant and toddler. The rapid brain and body growth during this developmental period are highly context-dependent, shaped by nutrition, sleep, parenting, the broader culture, and the child's own temperament. The child's unique pattern of development lays the groundwork for the continuing adventure across the lifespan.

Chapter 6, "Emotional and Social Development in the Infancy and Toddlerhood Years," was also written by Nadine E. Garner and Julia M. Dunn. It explores the tremendous changes that occur in the emotional and social domains of the infant and toddler. The rapid changes during this developmental period are highly context-dependent, shaped by the broader culture and the child's own temperament. The child's unique pattern of emotional and social development lays the groundwork for the continuing adventure throughout the lifespan.

Chapter 7, "The Preschool Years: Early Childhood Physical and Cognitive Development," was written by Charlotte Daughhetee and Stephen Parker. In the odyssey of human development, the preschool years are a time of many momentous challenges and changes. This chapter provides an overview of both physical and cognitive development during the preschool or early childhood years (approximately ages 2 or 3 through 6 years of age), a time when children make substantial developmental advances in their lifespan journey. Issues related to growth and health, as well as the progression of cognitive processes, are

explored. The preschool years are a time of tremendous growth for children, and healthy physical and cognitive growth and development are essential for well-being.

Chapter 8, "The Preschool Years: Early Childhood Emotional and Social Development," was also written by Stephen Parker and Charlotte Daughhetee. They propose that life is not a solitary journey, that we traverse our lifespan in relationships with others. The formation of a sense of self and the extent of one's ability to form bonds and connections with others is a crucial aspect of development during the preschool years. Through multifaceted familial and societal influences, individuals form a basis of emotional and social competence that will guide their personal odyssey across the lifespan.

In Chapter 9, "Middle Childhood: Physical and Cognitive Development," by Stephanie Puleo, the lifespan odyssey proceeds through middle childhood, beginning around age 6 with the adventure of entering elementary school, and continues until about age 11. In Chapter 9, changes in physical and cognitive functioning that occur during middle childhood are discussed. As attention is focused on these domains, it is important to keep in mind that each develops in conjunction with emotional and social development and is influenced by environmental factors. The development of each child is unique, contingent on the interaction of a variety of factors, so a range of phenomena that occur during middle childhood is presented.

Chapter 10, "Middle Childhood: Emotional and Social Development," was also written by Stephanie Puleo. While family influences remain important, the school environment plays an increasingly greater role in the child's cognitive, emotional, and social development during middle childhood. Before they can learn to read, write, and compute, children must be able to function in the absence of their primary caretakers for extended periods of time. As their attention shifts from home to school and from fantasy to reality, children in middle childhood acquire skills and concepts necessary for daily living. Their attention spans increase, their motor abilities grow more complex, they gain better understanding of right and wrong, they begin to think logically, they become integrated into social networks, and their developing self-awareness permits them to compare themselves to others and refine their self-concepts.

Chapter 11, "The Adolescent Years: Physical and Cognitive Development," by Ann Vernon, revisits adolescence, a unique and important stage of development that marks the passage from childhood to adulthood, by looking at what occurs with regard to physical and cognitive development. It is important to note that there are some significant dynamics of early adolescence (about ages 11–14) that are different from middle adolescence (about ages 15–18). Parents, teachers, and adolescents welcome this change, although, depending on the rate at which they reach formal operational thinking, some older adolescents still appear much like young adolescents.

Chapter 12, "The Adolescent Years: Emotional, Identity, and Social Development," also by Ann Vernon, explores the emotional, identity, and social development that occurs during adolescence. Early adolescence is generally considered to be a more emotionally volatile time, while mid-adolescence is a more emotionally stable period, where the "yo-yo" nature of early adolescence is replaced by greater stability, less dependence on peers, greater self-reliance, and more flexible and rational thought patterns. In addition to the challenges associated with "mood management," adolescents also are faced with the very major task of developing an independent identity and navigating more complex social relationships. Parents, teachers, and adolescents welcome these changes, although, depending on the rate at which they reach formal operational thinking, some older adolescents may still appear much like young adolescents.

Chapter 13, "Young Adulthood: Physical and Cognitive Development," by Stephanie Crockett, proposes that in Western cultures, the journey to adulthood is marked more by the achievement of certain developmental tasks rather than a specific chronological

age, although young adulthood is normative from the age range of 18 years through the 30s. Young adulthood is frequently associated with achieving the following tasks: accepting responsibility for oneself, making independent decisions, and becoming financially independent. Chapter 13 provides an overview of the characteristics and developmental tasks that define young adulthood. The physical and cognitive changes that young adults experience are explored in detail.

Then in Chapter 14, "Young Adulthood: Social, Emotional, and Career Development," also written by Stephanie Crockett, young adulthood marks a transitional period full of social-emotional and career developmental changes as well. Most young adults have sufficiently resolved the identity issues associated with adolescence and can begin to focus on establishing intimate relationships and starting a career. Social development in young adulthood is characterized by the development and maintenance of close relationships with intimate partners, friends, and family. In addition to establishing relationships, young adults focus on becoming productive workers and achieving the tasks associated with finding and maintaining a career. This chapter examines the ways in which young adults go about establishing and maintaining intimate relationships, and the vast variety in lifestyle choices made. Personality development and mental health in young adulthood are also discussed. The second half of the chapter focuses on career selection, vocational preparation, transitioning to the workforce, and balancing work-life roles.

Chapter 15, "Middle Adulthood: Physical and Cognitive Development," was authored by Robin Lee, Jennifer Jordan, Michelle Stevens, and Andrew Jones. In the past decade, middle adulthood has been redefined by society. No longer is middle adulthood considered to be the beginning of the aging process; rather, it is recognized that this group of people may be entering an exciting chapter in their lives. Middle adulthood can be an incredibly rich stage of life, with a variety of life experiences. Many in middle adulthood are raising young children; others are enjoying grandchildren. Some are rediscovering their partners or significant others after years of focusing on children or careers. With the momentous developments in medical technologies, many in middle adulthood are finding ways not only to delay aging, but also to prevent it in some ways. While some in middle adulthood can face negative changes to their physical health, they can also experience significant positive changes in all areas of development including physical, cognitive, and social/emotional. People in middle adulthood have experienced a wide variety of social events that have defined them, from the civil rights movement to the women's movement, as well as the development of technologies we all use today. All these significant experiences have created a rich developmental stage of life we call middle adulthood.

Chapter 16, "Middle Adulthood: Social/Emotional, Family, Career, and Spiritual Development," was also authored by Robin Lee, Jennifer Jordan, Michelle Stevens, and Andrew Jones. Middle adulthood brings about myriad social and emotional developmental changes; it is a transition between being the younger generation beginning their adult lives and being the older generation and slowing down. This stage within the lifespan introduces new situations: establishing a career, raising children, caring for the older generation, and preparing for retirement. Middle adulthood describes a developmental stage that often gets "stuck" and overlooked but given greater responsibility. Is this the cause of the "midlife crisis"? Does the "midlife crisis" really exist? Middle adulthood also presents different challenges and opportunities, such as maintaining marital relationships, ending them, or beginning new relationships. But relationships change because the self-concept of a middle adult is often one of confidence and insecurity.

And, finally, the odyssey transitions through older adulthood and ultimate demise. Chapter 17, "Later Adulthood and Old Age: Physical and Cognitive Development," by Cecile Yancu, Debbie Newsome, Joseph Wilkerson, and Shannon Mathews, starts with the notable supposition that, globally, the population is aging. Those aged 60 and older

have increased from 8% of the total population in 1950 to 11% in 2011 and are expected to reach 22% by 2050. Among the elderly, the 80 years and over group is also growing exponentially. In the United States, the leading edge of the "Baby Boomer" generation, a large cohort of people born between 1946 and 1964, has reached the age of Medicare and Social Security. Although population aging raises important challenges for every society, the good news is that while people are living longer, they are also living healthier for more years of life. With the help of modern medicine, a healthier lifestyle, and a cleaner environment, older people are often able to delay debilitating illness until shortly before death. As a result, our ideas about growing older have evolved from being a time of social withdrawal and frailty to a period of vitality, community engagement, and tackling challenges head on. Older people are now seen by many as a valuable social and economic resource capable of contributing to the economy in myriad ways, from volunteerism to skills experience to consumer power.

Chapter 18, "Relationships and Psychosocial Aspects of Later Adulthood," was also written by Debbie Newsome, Cecile Yancu, Joseph Wilkerson, and Shannon Mathews. This final chapter discusses the ways social relationships evolve and change in older adults, as well as two important societal concerns: ageism and elder abuse. Next, socioemotional theories related to aging are introduced, as well as theories related to personality stability and change in older adulthood. A special focus involves ways in which older adults deal with adversity and what makes some older adults more resilient than others as they age. Issues of spirituality and religion in later life are also addressed. Enjoy the odyssey!

About the Editor

Bradley T. Erford, Ph.D., LCPC, NCC, LPC, LP, LSP, was the 2012–2013 President of the American Counseling Association (ACA) and a professor in the school counseling program of the Education Specialties Department in the School of Education at Loyola University Maryland. He is the recipient of the American Counseling Association (ACA) Research Award, ACA Extended Research Award, ACA Arthur A. Hitchcock Distinguished Professional Service Award, ACA Professional Development Award, and ACA Carl D. Perkins Government Relations Award. He was also inducted as an ACA Fellow. In addition, he has received the Association for Assessment in Counseling and Education (AACE) AACE/MECD Research Award, AACE Exemplary Practices Award, AACE President's Merit Award, the Association for Counselor Education and Supervision's (ACES) Robert O. Stripling Award for Excellence in Standards, Maryland Association for Counseling and Development (MACD) Maryland Counselor of the Year, MACD Counselor Advocacy Award, MACD Professional Development Award, and MACD Counselor Visibility Award. He is the editor/co-editor of numerous texts including: *Orientation to the Counseling Profession* (1st and 2nd editions, Pearson Merrill, 2010, 2014), *Group Work in the Schools* (Pearson Merrill, 2010), *Transforming the School Counseling Profession* (1st, 2nd, 3rd, and 4th editions; Pearson Merrill, 2003, 2007, 2011, 2015), *Group Work: Processes and Applications* (Pearson Merrill, 2010), *Developing Multicultural Counseling Competence* (1st and 2nd editions, Pearson Merrill, 2010, 2014), *Crisis Intervention and Prevention* (1st and 2nd editions, Pearson Merrill, 2010, 2014), *Professional School Counseling: A Handbook of Principles, Programs and Practices* (1st and 2nd editions, pro-ed, 2004, 2010), *Assessment for Counselors* (1st and 2nd editions, Cengage, 2007, 2013), *Research and Evaluation in Counseling* (1st and 2nd editions, Cengage, 2008, 2014), and *The Counselor's Guide to Clinical, Personality and Behavioral Assessment* (Cengage, 2006); and co-author of three more books: *35 Techniques Every Counselor Should Know* (Merrill/Prentice-Hall, 2010), *Educational Applications of the WISC-IV* (Western Psychological Services, 2006), and *Group Activities: Firing Up for Performance* (Pearson/Merrill/Prentice-Hall, 2007). He is also the General Editor of *The American Counseling Association Encyclopedia of Counseling* (ACA, 2009). His research specialization falls primarily in development and technical analysis of psychoeducational tests and has resulted in the publication of dozens of refereed journal articles and book chapters, and eight published tests. He was a member of the ACA Governing Council and the ACA 20/20 Visioning Committee. He is Past President of AACE, Past Chair and Parliamentarian of the American Counseling Association—Southern (US) Region; Past Chair of ACA's Task Force on High Stakes Testing; Past Chair of ACA's Standards for Test Users Task Force; Past Chair of ACA's Interprofessional Committee; Past Chair of the ACA Public Awareness and Support Committee (Co-Chair of the National Awards Subcommittee); Chair of the Convention and Past Chair of the Screening Assessment Instruments Committees for AACE; Past President of the Maryland Association for Counseling and Development (MACD); Past President of the Maryland Association for Measurement and Evaluation (MAME); Past President of the Maryland Association for Counselor Education and Supervision (MACES); and Past President of the Maryland Association for Mental Health Counselors (MAMHC). He is also a past action editor and board member of the *Journal of Counseling and Development*. Dr. Erford has been a faculty member at Loyola since 1993 and is a Licensed Clinical Professional Counselor, Licensed Professional Counselor, Nationally Certified Counselor, Licensed

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Ancillaries

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