

EDITED BY

DAVID CAPUZZI

MARK D. STAUFFER

# HUMAN GROWTH AND DEVELOPMENT ACROSS THE LIFESPAN

APPLICATIONS FOR  
COUNSELORS

WILEY





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Applications for Counselors

Edited by

**David Capuzzi**

Walden University, Johns Hopkins University

**Mark D. Stauffer**

Walden University

**WILEY**

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# About the Editors

**David Capuzzi, PhD, NCC, LPC**, is a counselor educator and member of the core faculty in clinical mental health counseling at Walden University and professor emeritus at Portland State University. Previously, he served as an affiliate professor in the Department of Counselor Education, Counseling Psychology, and Rehabilitation Services at Pennsylvania State University and scholar in residence in counselor education at Johns Hopkins University. He is past president of the American Counseling Association (ACA), formerly the American Association for Counseling and Development, and past chair of both the ACA Foundation and the ACA Insurance Trust.

From 1980 to 1984, Dr. Capuzzi was editor of the *School Counselor*. He has authored a number of textbook chapters and monographs on the topic of preventing adolescent suicide and is coeditor and author with Dr. Larry Golden of *Helping Families Help Children: Family Interventions With School Related Problems* (1986) and *Preventing Adolescent Suicide* (1988). He coauthored and edited with Douglas R. Gross *Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents* (1989, 1996, 2000, 2004, 2008, 2014); *Introduction to the Counseling Profession* (1991, 1997, 2001, 2005, 2009, 2013); *Introduction to Group Work* (1992, 1998, 2002, 2006; with Mark Stauffer, 2010); and *Counseling and Psychotherapy: Theories and Interventions* (1995, 1999, 2003, 2007, 2011; coauthored and edited with Mark Stauffer, 2016). Other texts are *Approaches to Group Work: A Handbook for Practitioners* (2003), *Suicide Across the Life Span* (2006), and *Sexuality Issues in Counseling*, the last coauthored and edited with Larry Burlew. He has also coauthored and edited with Mark Stauffer *Career Counseling: Foundations, Perspectives, and Applications* (2008, 2012) and *Foundations of Addictions Counseling* (2008, 2012, 2016). He has authored or coauthored articles in a number of ACA-related journals.

A frequent speaker and keynoter at professional conferences and institutes, Dr. Capuzzi has also consulted with a variety of school districts and community agencies interested in initiating prevention and intervention strategies for adolescents at risk for suicide. He has facilitated the development of suicide prevention, crisis management, and postvention programs in communities throughout the United States; provides training on the topics of youth at risk and grief and loss; and serves as an invited adjunct faculty member at other universities as time permits.

An ACA fellow, he is the first recipient of ACA's Kitty Cole Human Rights Award and also a recipient of the Leona Tyler Award in Oregon. In 2010, he received ACA's Gilbert and Kathleen Wrenn Award for a Humanitarian and Caring Person. In 2011, he was named a Distinguished Alumni of the College of Education at Florida State University.

**Mark D. Stauffer, PhD, NCC**, is a counselor educator and member of the core faculty in mental health counseling at Walden University. He specialized in couples, marriage, and family counseling during his graduate work in the counselor education program at Portland State University, where he received his master's degree. He received his doctoral degree from Oregon State University, Department of Teacher and Counselor Education.

As a clinician, Dr. Stauffer has worked in the Portland Metro Area in Oregon at crisis centers and other nonprofit organizations with low-income individuals, couples, and families. He studied and trained in the Zen tradition and presents locally and nationally on meditation and mindfulness-based therapies in counseling. His research focus centers on Eastern methods and East–West collaboration.

Dr. Stauffer was a Chi Sigma Iota International fellow and was awarded the American Counseling Association's (ACA) Emerging Leaders Training Grant. He recently served as cochair of the American Counseling Association International Committee.

In addition to the present counseling textbook with Dr. Capuzzi, Dr. Stauffer has coedited several textbooks in the counseling field: *Introduction to Group Work* (2010); *Career Counseling: Foundations, Perspectives, and Applications* (2006, 2012); *Foundations of Addictions Counseling* (2008, 2012, 2016); and *Foundations of Couples, Marriage and Family Counseling* (2015). Drs. Stauffer and Capuzzi are currently working on *Counseling and Psychotherapy: Theories and Interventions* (6th ed., 2016) with the American Counseling Association.

# About the Contributors

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Dr. Cook is a licensed professional counselor (Wisconsin and Oregon) and a national certified counselor with the National Board of Certified Counselors. His academic focus is in family systems, intercultural counseling, professional orientation, and supervision. Prior to full-time academic work, Dr. Cook worked in private practice with a focus on trauma, shame, and couples and also as a school counselor and career counselor.

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Her counseling experience includes working extensively with the veteran population, men and women of the active armed forces, adolescents, children, domestic violence victims, sex offenders, inmates, and culturally diverse populations in the areas of assessment, diagnosis, treatment planning, crisis management, and intervention. Through her work as a federal hostage negotiator and critical incident stress debriefer, Ms. Dadashazar's research interests include the psychology of criminal and serial offenders, trauma and posttraumatic stress disorder, and social justice issues.

**Darcie Davis Gage, PhD** is an associate professor at the University of Northern Iowa and teaches in the CACREP accredited clinical mental health and school counseling programs. She received her graduate education in counseling at Pittsburg State University and the University of Iowa. Dr. Davis-Gage's research

interests are in the areas of group counseling, creativity and flow theory, and diversity issues related to counselor education and practice. Her current research agenda includes examining the how popular media can be used to train counselors.

Dr. Davis Gage brings 15 years of various counseling experiences to the classroom. She worked as a counselor in a variety of mental health agencies which included a partial hospitalization program, a women's mental health agency, a college counseling and advising center, and private practice. Dr. Davis Gage is an active member of the American Counseling Association, the Association of Counselor Education and Supervision, and the North Central Association for Counselor Education and Supervision.

**Kerrie R. Fineran, PhD**, is assistant professor in the counselor education program at Indiana University–Purdue University, Fort Wayne, and also serves as coordinator of school counseling for the program. She earned her BS from the College of William and Mary in Williamsburg, Virginia, where she was also an NCAA Division I student athlete (swimming). Dr. Fineran obtained her MEd in counseling from Shippensburg University in Pennsylvania and her PhD in counselor education and supervision from the University of Toledo in Ohio.

Dr. Fineran's passion is preparing master's-level students to be competent, compassionate scholar practitioners who endeavor to serve individuals, couples, families, and communities in a variety of capacities. Her research and writing interests include best practices in counselor preparation; suicide assessment, prevention, and postvention; and working with individuals with substance and behavioral addictions, including reducing the stigma associated with these types of disorders. She is a member of and serves on various committees for professional organizations, including the American Counseling Association, Association for Counselor Education and Supervision, International Association of Addictions and Offender Counselors, Association for Specialists in Group Work, Chi Sigma Iota International Counseling Honor Society, and numerous state and local organizations.

**Brandé Flamez, PhD, NCC, LPC**, is a licensed professional counselor and clinical professor in the counseling and special populations department at Lamar University. Dr. Flamez is also the CEO founder of the nonprofit SALT (Serving and Learning Together) World, Inc., which provides volunteer services to developing countries. Her clinical background includes working with children, adolescents, and families in community-based and private counseling settings both nationally and internationally. In addition, Dr. Flamez helped design an outpatient program for court-referred adolescents and specializes in diagnosing and assessment. Dr. Flamez is active in the counseling profession. Currently, she serves on the American Counseling Association (ACA) Governing Council for the International Association of Marriage and Family Counselors, ACA Finance Committee, and ACA Investment Committee and is chair of the ACA Publications Committee. She is also past-president of the Association for Humanistic Counseling.

Dr. Flamez is on the editorial board for the *Family Journal* and *Journal of College Counseling*. She has presented over 100 times nationally and internationally and has authored or coauthored more than 30 book chapters and articles. Dr. Flamez

is coauthor of the assessment textbook *Counseling Assessment and Evaluation: Fundamentals of Applied Practice* (2015), *Diagnosing Children and Adolescents: Guide for Mental Health Practitioners* (2015), and the upcoming textbook *Introduction to Marriage, Couples, and Family Counseling: Applied Practice* (2017). She is the recipient of numerous national awards, including the 2015 Counselor Educator Advocacy Award, the 2014 ACA Kitty Cole Human Rights Award, the 2012 ACA Gilbert and Kathleen Wrenn Award for a Caring and Humanitarian Person, and the 2012 IAMFC Distinguished Mentor Award.

**Amy E. Ford, PhD**, is a clinical core faculty member at Oregon State University (OSU)—Cascades in Bend, Oregon. She received her MS (2001) and PhD (2005) in counseling from OSU, and she has worked full time as a counselor educator since 2004. She joined the OSU faculty full time in 2012. Dr. Ford holds national credentials as an approved clinical supervisor and nationally certified counselor. She is a licensed professional counselor in Oregon and a certified compensation and pension examiner with the U.S. Department of Veteran's Affairs.

Dr. Ford's professional interests are trauma, posttraumatic stress disorder, veterans, humanitarian work, best practices in counselor education, and parental alienation. She has volunteered with Medical Teams International (MTI) since 2005 and has been on international assignment with MTI to Banda Aceh, Indonesia, and Chisinau, Moldova. One of her current projects at OSU is developing a counseling practicum outreach that offers low-cost mental health services to the Central Oregon community.

**Leif A. Ford, PhD**, earned his doctorate in psychology from Walden University in 2015. His dissertation researched the effects of emotional intelligence within the American workplace. He has a diverse professional background, including 8 years working in an international corporation and more than 20 years of experience in education and pastoral/community care.

Dr. Ford specializes in providing interventions and care for individuals and organizations challenged by relationship dysfunction and individuals with cognitive development issues resulting from family or substance abuse. He is passionate about contributing to positive social change through holistic human development.

**Juliana J. Forrest-Lytle, MS**, received her bachelor's in psychology and a certificate in women's studies from the University of Central Florida and her master's in mental health counseling from Walden University. Ms. Forrest-Lytle is currently completing her doctorate at Walden University in counselor education and supervision specializing in counseling and social change. While working toward her PhD, Ms. Forrest-Lytle is a teaching assistant to faculty in Walden's clinical mental health counseling program and works as a counselor for children in foster care.

Ms. Forrest-Lytle has applied experience working with adults in individual and couples counseling and with adolescents and children. She has also designed and led psychosocial education groups for adolescents and taught anger management and stress management classes within her community.

Her research interests include burnout, self-care, work–life balance and stress management, multiculturalism in counseling, communication in marriage and other relationships, family dynamics, and parenting concerns.

**Matt Glowiak, PhD, NCC, LPC**, is assistant professor of the master's of clinical psychology program at Benedictine University and contributing faculty in the bachelor's of human services program at Walden University. Dr. Glowiak also cofounded Counseling Speaks, a practice in Chicago, Illinois, focused on clinical counseling, consultation, coaching, supervision, crisis intervention, and psychoeducational services and products. Dr. Glowiak completed his doctorate in counselor education and supervision at Walden University, where his dissertation focused on veteran educators' perceptions of the Internet's impact on K–8 learning and social development. He served as Chi Sigma Iota (CSI) president of the Omega Zeta Chapter and was selected by CSI International as a leadership fellow. Currently, he is serving the profession as president of the Chicago Counseling Association.

Dr. Glowiak is committed to counselor and client advocacy as evidenced through his leadership roles but also through community and clinical service. He counsels children, adolescents, and adults in a variety of settings. He has diverse contributions to the field through publication and continues to pursue his research interests in the areas of childhood development, technology use in counseling, and leadership.

**Janet Froeschle Hicks, PhD**, is associate professor of counseling and chair of the educational psychology and leadership department in the College of Education at Texas Tech University. She is both a licensed professional counselor and a certified school counselor in Texas.

Dr. Froeschle Hicks worked many years in the public school system as a teacher and school counselor as well as in the community before earning her doctorate in counseling and becoming a professor. She currently specializes in working with families, children, and adolescents.

**Melinda Haley, PhD**, received her master's in counselor education at Portland State University in Oregon and her doctorate in counseling psychology from New Mexico State University in Las Cruces. She was assistant professor at the University of Texas–El Paso in the counseling and guidance program for 5 years before transitioning to her current work as a core faculty member in the counselor education and supervision doctoral program at Walden University. She has written numerous book chapters and journal articles on diverse topics related to counseling.

Dr. Haley has extensive applied experience working with adults, adolescents, children, inmates, domestic violence offenders, and culturally diverse populations in the areas of assessment, diagnosis, treatment planning, crisis management, and intervention. Dr. Haley's research interests include multicultural issues in teaching and counseling, personality development over the life span, personality disorders, the psychology of criminal and serial offenders, trauma and posttraumatic stress disorder, bias and racism, and social justice issues.

**Brooks Bastian Hanks, PhD, LCPC**, is a core faculty member at Walden University in the clinical mental health counseling program. Dr. Bastian Hanks's scholarly interests include child sexual abuse, forensic interviewing, vicarious trauma, mental health accessibility, and professional development within the counseling and counselor education fields. She is a member of the American Counseling Association and the Association of Counselor Education and Supervision Council for the Accreditation of Counseling and Related Educational Programs and their Idaho branches. Dr. Bastian Hanks values the development of a strong professional identity and is an advocate for the counseling profession.

Clinically, since 2005 Dr. Bastian Hanks has been working with children who have been sexually abused and their families. She also works as a forensic interviewer and victim advocate. Dr. Bastian Hanks has worked in the field of substance abuse counseling with adolescent and adult clients and is a counseling supervisor for both master's-level and postmaster's-level counselors and enjoys being part of the growth process of her clients, supervisees, and students.

**Nicole R. Hill, PhD, LPC**, is professor and chair of the Department of Counseling and Human Services at Syracuse University. Dr. Hill's scholarly interests include working with children and adolescents, multicultural counseling competencies, professional development of faculty and graduate students, and mentoring. She currently serves as doctoral program co-coordinator and the Council for the Accreditation of Counseling and Related Educational Programs liaison. She is committed to leadership and professional engagement that strengthen counseling, counselor education, and supervision as a discipline. Her participation on the executive boards of Chi Sigma Iota, the Association for Counselor Education and Supervision, and Counselors for Social Justice has contributed to a broader understanding of how to advance the profession through service and advocacy.

Before joining the faculty at Syracuse University, Dr. Hill served as interim dean of the graduate school and chair of the Department of Counseling at Idaho State University. Her clinical experience is focused on counseling children and adolescents.

**Brian Hutchison, PhD, LPC, NCC**, is assistant professor, international studies fellow, and coordinator of the school counseling program at the University of Missouri–St. Louis. Dr. Hutchison received his doctorate in counselor education and supervision from Pennsylvania State University. He is the founding president of the Missouri Career Development Association, has served 3 years on the American Counseling Association of Missouri Executive Board, currently sits as co-chair of the Global Connection Committee for the National Career Development Association, and is an active member in several national counseling organizations. Currently, he serves on the editorial board of the *Journal of Counseling & Development*, *Journal of Humanistic Counseling*, and *Asian Pacific Education Review* and sits as an ad hoc reviewer for *Career Development Quarterly*.

Dr. Hutchison's scholarship can be broadly described as focused on career development and counseling within two primary counseling domains: school counseling and career counseling. This broad theme is infused into three primary



scholarship areas: social class issues in counseling; international, multicultural, and social justice issues in counseling; and counselor education broadly defined. To this end, he has more than two dozen publications pertaining to social class bias in school counseling, career theory, career counseling, school counseling, academic advising, and specific counseling interventions. Recent publications include peer-reviewed articles in the *Journal of Counseling & Development*, *Journal of Humanistic Psychology*, *Equity & Excellence in Education*, and *Career Development Quarterly* and textbook chapters in seven books published by professional organization presses.

**Kim Lee Hughes, PhD, LAPC**, is assistant professor in the Department of Counseling at the University of Texas–San Antonio. She received her doctorate in counseling and student personnel services from the University of Georgia in 2015. She is coauthor of several book chapters on cross-cultural counseling.

Her clinical, research, and advocacy interests include queer college youth of color and empowerment, LGBTQ youth in school settings, qualitative research, social justice, and multicultural training. Dr. Hughes was the 2014 chair of the Georgia Gay-Straight Alliance Summit and 2012 presidential fellow for the Association of Counselor Educators and Supervisors.

**Andrew J. Intagliata, MA**, is a doctoral student and graduate assistant in the counselor education program at the University of Toledo. He is the current president of the Alpha Omega chapter of Chi Sigma Iota. He earned both his MA and BA from the University of Toledo. Currently, he teaches undergraduate counseling courses at the University of Toledo as part of his graduate assistantship.

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**Christie Jenkins, PhD**, is a core faculty member at Walden University in the clinical mental health counseling program. Dr. Jenkins has been with Walden for more than 5 years teaching a variety of courses but finding her passion in the field experience classes. She has also been serving in the social service field for more than 19 years and as a counselor for more than 10 years. She began working in domestic violence safe houses as a child advocate, life skills trainer, crisis intervention specialist, and court advocate. She is independently licensed in two states and has a supervisory designation in the state of Ohio. She has been CEO, associate director, and supervisor for the Family and Child Abuse Prevention Center and the Children's Advocacy Center. She has over 10 years of experience working with a vast array of clientele in inner-city Toledo.

Dr. Jenkins has presented locally and at the state and national levels on various topics affecting counselors and their clients. She is also very active in professional organizations for counselors. Dr. Jenkins's primary research interests are in animal assisted therapy and domestic violence. She was just awarded the Ohio Counselor



of the Year (2014) award by the Ohio Counseling Association. She was previously awarded the 2012 Clinical Supervisor of the Year and the 2012 Clinical Counselor of the Year from the Northwest Ohio Counseling Association. She is currently the president of the Ohio Association for Counselor Education and Supervision. She will be president of the Ohio Association for Spiritual, Ethical, and Religious Values in Counseling (OASERVIC) in 2015–2016.

**Adrianne L. Johnson, PhD**, is assistant professor in the clinical mental health counseling program at Wright State University. She earned her doctorate in counselor education from the University of Arkansas in 2007. Dr. Johnson's research interests and professional experience include clinical mental health counseling, addictions, crisis intervention, and diversity issues in counseling and counselor education.

She is active in various organizations committed to mental health advocacy and strongly promotes excellence in counselor education through teaching and supervision, scholarly publication, and international presentations.

**Amber Lange, PhD**, is a licensed professional counselor, a certified advanced alcohol and drug counselor, and national certified counselor. She has been providing counseling services since 2005. Before her counseling career she was the creator and director of a drop-in, part-time, child-care center. She has extensive training and experience in treating adults and youth. Her expertise includes trauma, grief, and loss; chemical dependency; infidelity; and work-life balance. Her experience includes both community counseling and private practice work.

Dr. Lange is an active participant within her counseling association and is an advocate for the counseling profession. Additionally, she has been teaching in higher education since 2004 and currently teaches master's-level students the skills necessary for becoming a professional counselor. Dr. Lange is a known speaker. She speaks on topics such as relationships, divorce, alcoholism, domestic violence, and addiction. She has researched, published about, and utilized a therapy dog in counseling. She also is working with several school counselors on utilizing dogs in schools.

**John M. Laux, PhD**, is a professor of counselor education and the current chair of the Department of School Psychology, Higher Education, & Counselor Education at the University of Toledo. He earned his PhD from the University of Akron, MA from West Virginia University, and BA from Ambassador University. He teaches courses in research, internship, psychopathology, and personality assessment.

Dr. Laux is a PCC-S in Ohio, a licensed independent chemical dependency counselor in Ohio, and a psychologist. His areas of clinical interest include substance use disorders and personality disorders. He has clinical experience in a variety of treatment settings including the Cincinnati VAMC, community mental health, a university counseling center, an inpatient chemical dependence treatment center, and private practice. His wife, Audrey, and two sons are the source of his support.

**Elsa Soto Leggett, PhD**, is associate professor with the University of Houston–Victoria (UHV) in Sugar Land, Texas. She is also program coordinator of the counselor educator program. She is a licensed professional counselor, board approved supervisor, and registered play therapist–supervisor as well as a certified school counselor. Her clinical experience, research, and advocacy have concentrated on mental health work with children and adolescents. Her work focuses on counseling with children and adolescents, school counseling, solution focused counseling, creative integration, and play therapy with a strong interest in services provided in school settings.

Dr. Leggett was a founding board member of the newest American Counseling Association division, the Association of Child and Adolescent Counseling (ACAC). She was the president of ACAC from 2013 to 2015. She has also served as president of the Texas Association of Counselor Education and Supervision in 2012–2013 and UHV Faculty Senate in 2014–2015. She has provided numerous publications and presentations at international, national, state, and local levels.

**Katheryne T. Leigh, MEd**, is a currently a second-year doctoral student at the University of Missouri–St. Louis in the counselor education and supervision program. She graduated from the University at Buffalo in 2012 with an MEd in school counseling and holds provisional school counseling certification in New York and Missouri. Ms. Leigh has experience working with several diverse populations of students and educational settings. These experiences include work with students living with developmental disorders, emotional disorders, and issues stemming from poverty and oppression. Having the opportunities to be immersed within different populations and ages encouraged Ms. Leigh to expand her education to include critical theory and critical consciousness within diverse experiences and contribute to the field of counselor education.

While at the University of Missouri–St. Louis, Ms. Leigh has taken steps toward her goals of becoming a counselor educator specializing in school counseling and critical counselor education pedagogy including social justice and advocacy work within the community and in the schools. Some of her research interests include cultural competency, critical school counseling pedagogy, social justice work, and advocacy within the school counseling profession. Additional interests include relational-cultural and critical race theories in counseling research. Upon graduation from the PhD program, Ms. Leigh plans on working in academia as a counselor educator further contributing to the profession through critical scholarship and advocacy for school counselors and students alike.

**Mark Aaron Mayfield, MA, NCC, LPC**, is assistant professor of counseling at Colorado Christian University. Mr. Mayfield is currently in the dissertation stage of his doctorate, pursuing a PhD in counselor education and supervision at Walden University. His clinical, research, and advocacy interests include exploring experiential therapeutic alternatives for active duty military and veteran survivors of posttraumatic stress disorder (specifically equine-facilitated and -assisted psychotherapy), bullying prevention, professional identity development through

the enhancement of quality supervision, and the advocacy for marginalized populations.

Mr. Mayfield is an active member of the American Counseling Association (AHC, IMFCA, ACES, and several other divisions of ACA) and serves on the Association for Humanistic Counseling's Empty Plate Project Committee. He is also an active member of the Chi Sigma Omega Zeta Chapter and the Golden Key Honor's Society. Mr. Mayfield's early counseling work focused on in-home family therapy, court-ordered drug rehabilitation therapy, family therapy, adolescent substance abuse treatment, group therapy, and equine-facilitated psychotherapy. Mr. Mayfield currently lives in Colorado, where he also maintains a supervision practice and an equine-facilitated psychotherapy practice.

**Taryne M. Mingo, PhD**, is assistant professor at Missouri State University and has a career background as an elementary professional school counselor for rural student populations in Georgia. Her research interests include advocating for marginalized student populations across P-16 settings; using intersectionality theory to support marginalized student populations, womanist theory, and supervision; and incorporating a social justice lens within school counseling programs.

Dr. Mingo has served as a member on the Georgia School Counselor Association leadership team and was invited to participate in White House convening for school counselors as part of the Reach Higher Initiative, which encouraged an increase in postsecondary education for all high school graduates across the nation. Dr. Mingo identifies as a social justice change agent who seeks to find new and innovative methods toward accessing education, to support student learning, and to promote every student reaching his or her highest potential.

**Tammie O'Neil, MS**, is a member of the American Counseling Association. She is currently working as a licensed mental health counselor in private practice at Karner Psychological Associates. She has previously worked with at-risk youth and families with two agencies. She was able to assist families in attaining appropriate mental health care as well as community services to mitigate their psychosocial difficulties.

Ms. O'Neil is currently working on her PhD in counselor education and supervision at Walden University. She will use this degree to assist student counselors in developing the skill sets necessary to facilitate changes associated with individual, family, and couples counseling.

**Ann Ordway, JD, EdS**, is distance clinical professor in the counseling and special populations department at Lamar University in Beaumont, Texas. She holds her Juris Doctor from Seton Hall University and has been a licensed attorney in New Jersey for nearly 25 years, where she has practiced exclusively in the field of family law. Ms. Ordway currently practices parenting coordination, provides supervision for parenting time, and serves as a child advocate.

Ms. Ordway is a doctoral student at Walden University, where she is completing her dissertation toward a PhD in counselor education and supervision. She is

a frequent regional and national presenter, and she has authored and coauthored several articles related to high-conflict divorce, parental alienation, and parenting coordination. Ms. Ordway's areas of interest include the preparation of counselors for court testimony and court-involved roles, multicultural competence, and various aspects of human development.

**Dilani M. Perera-Diltz, PhD**, is associate professor of counseling at Lamar University in Beaumont, Texas. She is a licensed professional clinical counselor, professional school counselor, and a licensed independent chemical dependency counselor in Ohio. She has worked in a variety of clinical settings including a prison, a hospital, and private practice.

Her research interests include assessment, social justice, and counselor education. She is coeditor of *The Counselor Educator's Survival Guide: Designing and Teaching Outstanding Courses in Clinical Mental Health Counseling and School Counseling* (2011), a reference for all counselor educators to find resources for teaching courses in counselor education. She has more than 20 peer-reviewed articles and book chapters. Outside of work, she enjoys listening to her 11-year-old's stories on life and spending time with her pets.

**Torey Portrie-Bethke, PhD, NCC**, is a core faculty member for the master's program in clinical mental health counseling at Walden University. Dr. Portrie-Bethke holds a PhD in counselor education and counseling; MCoun in couples, marriage, and family counseling; and a BS in communication disorders and hearing sciences. Dr. Portrie-Bethke specializes in providing counseling services for children, adolescents, and families using experiential counseling methods such as adventure-based counseling, play therapy, and sandplay. Her scholarly interests include counseling supervision, adventure-based counseling, online counselor education, childhood sexual abuse, vicarious trauma, and experiential teaching methods.

Dr. Portrie-Bethke is dedicated and enthusiastic in her role as a counselor educator and as a mental health and family counselor working toward empowering students and clients in the direction of positive growth and development. She provides clinical supervision for master's practicum and internship students. In her strength-based supervision role, she works to enhance students' self-efficacy through creating a bridge between counselor development and emerging counseling skills, techniques, and theory. She promotes students' professional identity and advocates for the profession by utilizing networking techniques such as student inclusion in presentations and professional publications. Dr. Portrie-Bethke is a frequent presenter in the areas of adventure-based counseling, abuse/trauma, play therapy, counseling supervision, and group counseling.

**Gail K. Roaten, PhD**, is associate professor in the Clinical Counseling and Marriage and Family Therapy Program at Hardin-Simmons University. She also chairs that graduate program and serves as the clinic director. Gail has been a counselor educator for 11 years, serving previously at Texas State University as the school counseling coordinator. Over many semesters, Dr. Roaten has taught the

life span development class and focused on development as it relates to counseling in numerous other classes. One of her focused areas of research and publication is counseling children and adolescents.

Dr. Roaten is an active member of numerous professional organizations. She has been a part of a group of counselor educators and clinicians in the recent formation of the Association for Child and Adolescent Counseling; she will serve as president of that organization for the next 2 years. She is actively involved in the American Counseling Association, the Association for Counselor Education and Supervision, the Texas Counseling Association, and the Texas Association of Counselor Educators and Supervisors.

**Tiffany Rush-Wilson, PhD**, is the skill development coordinator for the counseling unit at Walden University with a focus on both the online classrooms and in-person residencies. She has taught a variety of courses in the clinical mental health counseling and psychology programs.

Professionally, Dr. Rush-Wilson is independently and dually licensed and certified as a counselor in the United States and Canada. She is interested in the impact of language and communication on mental health and body image and has worked in community mental health, children's services, and extensively in private practice. She is a member of both the American and Canadian Counseling Associations and the Academy for Eating Disorders and has participated in community outreach and presented on women's issues, scope of practice, and eating disorders at local, national, and international venues.

**Kelli A. Saginak, PhD**, serves as professor and the school counseling program coordinator in the Department of Professional Counseling at the University of Wisconsin–Oshkosh. She has worked in the field of education as a teacher, counselor, prevention specialist, and consultant for more than 20 years. In her university role, she strives to educate and train counselors to serve the needs of today's youth as advocates, leaders, and experts in child and adolescent development.

Dr. Saginak's passion for youth inspires her writing, scholarship, and teaching in the areas of school counseling, counseling process, counseling with children and adolescents, life span development, and addictions counseling. She presents on a variety of counseling-related topics and enjoys collaborating with students, colleagues, community partners, and school districts. She has served on her community's board of education and continues to support the district's focus on student development. Dr. Saginak's recent endeavors have inspired her to travel abroad with graduate students to Malaysia, where the group serves refugee children and adolescents and provides education and training to counselors, social workers, and human services professionals in Kuala Lumpur.

**Stephanie K. Scott, PhD**, is a core faculty in the clinical mental health counseling program at Walden University. She has her doctorate in human services, with a specialization in marriage and family therapy, which she earned at Capella University. Dr. Scott is a licensed mental health counselor in Florida, and her clinical work includes individuals, couples, and families. Much of her clinical work focuses

on adolescents and young adults, with special attention to trauma, identity, and developmental considerations.

Dr. Scott's areas of research include affective training both in counselors and in clients, cultural diversity and conceptualization, systemic family issues, and standards of practice. She is also founder of a local teen advocacy organization that supports adolescent health and wellness. Dr. Scott has worked extensively in inpatient and outpatient settings and currently maintains a small private practice in Florida.

**Anneliese A. Singh, PhD, LPC**, is associate professor in the Department of Counseling and Human Development Services at the University of Georgia. Her clinical, research, and advocacy interests include investigating the resilience and coping of transgender survivors of trauma, LGBTQQ bullying and violence prevention, and South Asian American survivors of child sexual abuse. Dr. Singh has particular expertise in qualitative methodology with historically marginalized groups and is the author of *Qualitative Inquiry in Counseling and Education* (2012).

Dr. Singh is past president of the Association of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling, a division of the American Counseling Association, where her presidential initiatives included the development of counseling competencies for working with transgender clients, supporting queer people of color, and ensuring safe schools for LGBTQQ youth. She has received numerous awards for her scholarship and community activism on violence prevention and intervention, including American Counseling Association awards (O'Hana Social Justice and Kitty Cole Human Rights) and the Ramesh and Vijaya Bakshi Community Change Award. Dr. Singh is a founder of the Georgia Safe Schools Coalition, an organization that works at the intersection of heterosexism, racism, sexism, and other oppressions to create safe school environments in Georgia; and of the Trans Resilience Project, which works on increasing knowledge and awareness of transgender resilience.

**Robyn Trippany-Simmons, EdD**, received her doctorate in counselor education from the University of Alabama. She serves as residency coordinator and core faculty in the master's in counseling programs at Walden University. Dr. Trippany-Simmon's research and clinical interests include sexual trauma, vicarious trauma, play therapy, spirituality in counseling, and professional identity issues. She serves on the editorial review board for the *Journal of Mental Health Counseling*, *Association for Play Therapy Magazine*, and *Tennessee Counseling Association Journal*.

Dr. Trippany-Simmons is a licensed professional counselor in Alabama and a registered play therapist. She also maintains a small counseling practice, where she works with individuals and couples in a faith-based counseling setting. She lives in north Alabama with her family.

**Javier Cavazos Vela, PhD**, is assistant professor of counseling and guidance at University of Texas Rio Grande Valley. He obtained a doctorate in counselor education from Texas A&M University–Corpus Christi. His research interests include Latina/o students' educational and mental health experiences.



He has published 34 peer-reviewed articles and book chapters on topics ranging from higher education to counselor education and supervision. His work has appeared in journals such as *Professional School Counseling*, *Counselor Education and Supervision*, *Journal of School Counseling*, and *Journal of Hispanic Higher Education*.

When he is not writing, he enjoys spending time with family, running, and watching sports.

**Ann Vernon, PhD**, is professor emerita at the University of Northern Iowa, where she was coordinator of the school and mental health programs for many years. In addition, she had a large private practice, specializing in applications of rational-emotive and cognitive behavior therapy with children and adolescents as well as adults. Presently, she works pro bono at a low-income clinic in Tucson, primarily treating anxiety and depression.

Dr. Vernon has written more than 20 books and many chapters and articles on a variety of topics related primarily to counseling children and adolescents. She is recognized as leading expert in applications of rational emotive and cognitive behavioral therapy with young clients and has presented trainings and workshops throughout the United States and Canada as well as in Romania, South America, Singapore, Australia, Mexico, and Europe. She is visiting professor in counseling at the University of Oradea in Romania, where she teaches courses on counseling children and adolescents. Dr. Vernon is president of the Albert Ellis Institute and a member of the International Standards Training and Review Committee, which sets policies for rational emotive and cognitive behavioral therapy training programs throughout the world.

**Holly H. Wagner, PhD**, is assistant professor at the University of Missouri–St. Louis. She graduated from Idaho State University in May 2014 with a PhD in counselor education and counseling. Dr. Wagner’s specialty area is school counseling, with areas of concentration including career development, human growth and development, helping relationships, and professional orientation and ethics. She is a certified school counselor in Montana, a nationally certified counselor, a licensed professional counselor in Missouri and Idaho, and a certified family life educator. Dr. Wagner has previous work experience as a professional school counselor in a K–8 school setting from 2006 to 2009 and as the school counseling program leader at Montana State University from 2009 to 2011. Her teaching and counseling experience over the years has enhanced her ability to work with individuals at a variety of developmental levels. Whether teaching at the kindergarten level as a school counselor or the master’s level as a counselor educator, she discovered her true passion for education and the process of learning along a broad continuum of development and life stages.

At University of Missouri–St. Louis, Dr. Wagner is continuing to enhance her teaching, research, and supervisory skills. Her research interests include school counseling, counselor development, feminist pedagogy, cultural competence, LGBTQQIA competence and advocacy, and social justice issues in counselor education. She looks forward to continued research and scholarship that impact

clinical, programmatic, pedagogical, and supervisory domains within the field of counseling and counselor education.

**Kathy Ybañez-Llorente, PhD, LPC-S**, is associate professor of counseling at Texas State University. She holds a doctorate in counselor education and is licensed as a professional counselor and board approved supervisor in her state. Dr. Ybañez-Llorente teaches foundational and clinical counseling courses to graduate students across all degree tracks and also serves as the professional counseling program's practicum and internship clinical coordinator.

Professionally, Dr. Ybañez-Llorente has provided counseling services to children, adolescents, and families in a variety of settings, from private practice, community counseling agencies, and foster care and state contract settings to inpatient psychiatric settings. She has also worked with elementary-age students, where she provided year-long anxiety reduction classroom guidance interventions.



# Preface

The profession of counseling can be described as one in which counselors and counselor researchers assist individuals, families, and communities with positive change and best care in meeting developmental needs and goals. Counselors in school, mental health, rehabilitation, hospital, private practice, and a variety of other settings must be thoroughly prepared to support clients in their capacities to develop as healthy, productive, happy individuals. Professional organizations, accrediting bodies, licensure boards, and graduate preparation programs and departments are charged with making sure that counselors are able to serve the public through best-care practices and to avoid harming clients. Counselor education and supervision standards require a background in human development theories and key research findings and an ability to describe and explain human phenomena that are universal, cultural, and individual in nature. As professionals, counselors must also be able to apply the knowledge base of key areas of study, offering a holistic approach with their clients as they search for growth and maturity and face the unexpected transitions in life.

Counselors can expect clients to want to address issues connected to the transition from one developmental stage to the next. This book is written for use in graduate-level counseling programs, but it can also be used in undergraduate and community college programs because of the case studies, suggestions for counseling practice, and the clear writing style. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and other certification association requirements demand that most university programs in counselor education offer a course in human development for all students regardless of specialization (e.g., school, clinical mental health, rehabilitation, couples, marriage and family, student personnel). This book is therefore written and geared toward the mental health worker. Throughout this text, readers will find that core material is covered, but, in keeping with the aim of supporting counselors in training, human development is addressed in relation to counselor job requirements.

Although the text addresses history, theory, and research related to human development, emphasis is also given to practitioner techniques and skills. Each chapter infuses material on how issues of human development impact clients' lives and the realm of counseling. Writers, experienced in counseling with a holistic approach to human development, were asked to contribute to the text so that readers will not only understand the foundations of human development study but also apply these foundations to their roles as practicing, licensed, and certified counselors. Each chapter covers application points and also contains a Key Pointers section to provide additional insights.

The book is unique in both content and format. Contributing authors—experts nationally recognized for their expertise, research, and publications—provide state-of-the-art information. Readers are thus provided with content in areas not always addressed in introductory human development texts. Examples of this include Chapter 19, which covers grief and loss as it relates to human development, and Chapter 3, which is focused on spiritual and moral development. Because counselors are called to be competent in cross-cultural issues and advocacy, Chapter 4 goes beyond discussing broad cultural issues and delves into the importance of cross-cultural competency in working with clients.

The book is designed for students who are taking a preliminary course in human development from a life span perspective. We know that one text cannot adequately address all the factors that comprise the complex and holistic aspects of assisting clients who present with issues related to specific developmental stages. We have, however, attempted to provide our readers with a broad perspective based on current professional literature and the rapidly changing world in which we live at this juncture of the new millennium. The following overview highlights the major features of the text.

## OVERVIEW

As previously noted, the format for the co-edited textbook is based on the contributions of authors who are recognized for their expertise, research, and publications. With few exceptions, each chapter contains case studies that illustrate the practical applications of the concepts presented. Most chapters refer the reader to websites for additional, supplemental information. Professors may want to use the PowerPoint presentations that go along with each chapter. There is also a test manual, which can be used to develop quizzes and exams on the book's content.

The book is divided into key developmental stages by age range. Part 1, Essential Concepts (Chapters 1–4), is an introduction and discusses the qualities, processes, and influences on human development. Key pointers for studying human development are provided. Chapters 2 and 3 cover key theories for understanding development from biopsychosocial standpoints and also from theorists covering moral and spiritual development. Because counseling is focused on working with diverse clients and because counselors need to understand how sociocultural influences affect human development, Chapter 4 is devoted to unpacking this for the reader.

Parts 2–8 contain two chapters each: one on physical and cognitive aspects of development and one on social and emotional aspects. The stages covered in these sections are birth and infancy, early childhood, middle childhood, adolescence, young adulthood, middle adulthood, and late adulthood. The aim of each section is to provide a holistic perspective by adding to concepts developed in Part 1.