ABSTRACT
                This thesis presents a model for an Adult Growth and
Development Center predicated on preventive/educational counseling
for the issues and tasks of adulthood. The model is described in
terms of information from three data bases: (1) a review and
synthesis of various adult development theories: (2) a review of the
literature on outreach programs: and (3) a pilot field survey of
organizations providing services to the adult population. The
programs for preventive/educational counseling for adult development
are considered in terms of general life skills and specific careers,
i.e., social and civic career, marriage, family, occupation, and
leisure. Within each of these careers, the programs are examined in
terms of the tasks and issues of the adult developmental periods of
different theorists. (Author)

A MODEL FOR AN ADULT GROWTH AND DEVELOPMENT CENTER

A THESIS

Presented to the School of Education

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In Partial Fulfillment

of the Requirements for the Degree

Master of Science

By George Richard Schmidt

December 1979

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A.W.S. and H.O.S.--love and peace.

CONTENTS

Chapter

WE, THE UNDERSIGNED MEMBERS OF THE COMMITTEE,

HAVE APPROVED THIS THESIS

A MODEL FOR AN ADULT GROWTH AND DEVELOPMENT CENTER

By

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Chapter 1

INTRODUCTION

Purpose

The purpose of this paper is the development of a model for an Adult Growth and Development Center. This center is designed to provide a vehicle for client recognition of the developmental nature of the adult life cycle and the issues and tasks associated with the various periods of adulthood, to assist in developing strategies for dealing with these tasks and issues, and to provide a support structure for those persons seeking to grow and develop in their adult years.

Design of the Study

The design of the model for the Adult Growth and Development Center is developed from three data bases. The first of these is derived from various developmental theories; the second is derived from a review of the literature on outreach programs and their results, and the relationship of both to adult development; the third comes from a pilot field survey of various organizations offering services to adults.

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The major part of the design is based on some representative developmental stage theories and their attendant stages, tasks, and issues. In doing this, a brief review of the history of adult development theory is presented, followed by a brief description of some of the adult development theories. The theories are then broken down into major periods, tasks, and issues and a series of developmental and growth programs are specified in terms of "careers." These programs are the "heart" of the center's purpose and goals.

To assist in the development of these programs, a review of the current array of outreach programs was done. The focus was on the issues being addressed in the programs, their relationship to adult development, the population being served, and the outcome of the programs. It was expected that this review would show that many of the outreach programs are directed to the same end as that of the proposed center, i.e., preparation for growth and change. Since the majority of outreach programs are centered in educational institutions, it was expected that a direct translation to a center outside the educational environment might not be possible. However, it was expected that these programs would provide valuable information for creating a safe, effective environment acceptable to the population to be served.

As can be seen from the results of the field survey in the Appendix, most of the services being provided by the various centers are directed to crisis-oriented situations. It is the author's belief that many, if not most, of these crisis situations are the direct or indirect result of the client's lack of general life skills, failure to recognize the periods, tasks, and issues of adult development, and/or the inability to prepare for the changes resulting from these adult developmental tasks and issues. To investigate this belief, a survey of selected counseling and service centers was conducted using interview techniques and the questionnaire included in the Appendix. The data from the survey are summarized in the Appendix and used in Chapter 3 in the description of the center's programs.

Significance of the Study

Before beginning, it should be noted that much of this section is derived from Drum and Figler (1976).

If we accept the proposition that adulthood is a process of development and change and that problems can and do arise during this process, it then follows that there is a large number of people who would benefit from counseling and/or education related to these developmental problems. It is axiomatic that a person needing help will

seek out other people who he thinks will be able to help
him work things out. The type of person that an adult
facing a problem will turn to is, to an extent, dependent
on the nature and the severity of the problem. The pro-
liferation of crisis-oriented counseling centers, a few
of which were covered in the pilot field survey (see
Appendix), is evidence of the need for one type of
helping person, the professional counselor.

The other type of person turned to for help is the
non-professional counselor, a spouse, minister, doctor,
mentor, co-worker, or friend. This does not mean that a
doctor or minister cannot be an effective counselor,
trained or untrained. Many are; many are not. In any
event, laymen are counseling laymen, often without an
awareness of the potentially harmful consequences of such
counseling. This has always been the case, but it appears
to be more prevalent now than before.

In either case, the result is that counseling is
directed to current problem solving and not to preventive/
educational counseling which would help prevent or at
least lessen the impact of future changes. The counselors
in the various centers surveyed and in many of the educa-
tional institutions are expected to meet an ever-widening
range of client needs. They are not only faced with meet-
ing the immediate psychological needs of their current

client population, but are faced with the broader chal-
lenge of helping the adult clients satisfy their everyday,
normal developmental needs. To add to the difficulties,
counselors are expected to deal with the needs of a larger
and larger population.

There has been some recognition of this difficulty
by professional counselors and this recognition is
reflected in their efforts to develop more effective and
efficient counseling methods and techniques. However, it
has not often been reflected in a recognition of the fact
that the most effective and efficient way to deal with a
crisis is to prevent it. As determined in the pilot field
survey, many counselors would agree that preventive/
educational counseling is desirable, but the implementa-
tion of such counseling is lacking. Even the recognition
of the process of change in adulthood and the development
of strategies and skills to deal with these changes,
although a step in the right direction, is not enough.
It is necessary that this recognition of adult development
and the strategies and skills to deal with the resulting
changes be made available to the population in need of
them.

It appears, based on the data from the field sur-
vey, that even with large adult population being served,
only a part of those who would benefit from developmental

counseling/education are being reached. The clients now being served are usually middle-class whites who have been "given permission" ("given permission" refers to the internalized social acceptability of seeking professional help in dealing or coping with psychological problems) to seek counseling or are those who have been "involuntarily" referred to counseling, i.e., court referrals, referrals by government agencies as a condition of financial aid, etc. There is a whole other population of adults that is not aware of the availability of counseling, its benefits, or the "acceptability" of seeking such counseling. An approach to reaching this broader adult population, which appears to be promising, is that of outreach programs.

Outreach programs, as they currently exist, are usually addressed to specific issues or tasks in the developmental cycle and, in total, cover the entire range of needs from developing general life skills (assertion training, decision-making, etc.) to rehearsing for changes to come (death and dying, widowhood, etc.) to developing emergency-coping skills (rape prevention and counseling, etc.). Even though they cover a wide range of needs, there is no organizing adult development principle behind them. They are usually developed and offered after a recognition of a serious and widespread need in the population. In this sense, they are still "after the fact" programs.

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programs.

To date, most outreach programs have been developed by people associated with educational institutions. Much of the effectiveness of these outreach programs is the result of how they are identified and where they are presented. One way this has been done is to present the outreach programs as specialized courses, workshops, and seminars on campus or campus-affiliated locations. Examples of this are the many programs offered by Coastline Community College in Fountain Valley, California, at its satellite locations and by Cerritos Community College in Norwalk, California, on campus and at various locations within the community. These specialized courses, workshops, and seminars (assertion training, single parenting, reentry women, career counseling, etc.) are offered to the community-at-large at no or very low cost in an environment which is acceptable to the "non-client." The non-client who enrolls in these programs is made aware of the potential developmental changes and/or problems, of the fact that they are not alone or unique in facing these changes or problems, that coping skills can be learned, that counseling is available should it be needed, and that it is all right to seek counseling. Again, it is usually the members of the middle class who respond to these outreach programs, although there appears to be a change in this to include more of the lower- and lower-middle-class

population (based on the author's experience as a counselor-in-training at Cerritos Community College).

Another way in which the outreach programs developed by educational institutions are presented to the general population is through the use of students presenting programs as part of their internship or field work. These programs, developed as part of the work toward the master's degree, are presented in various community organizations by the educational institution or in sponsorship with various community organizations such as the fraternal orders, churches, and senior citizen organizations. An example of this latter method is the work done by the Continuum Center for Adult Counseling and Leadership Training, Oakland University, Rochester, Michigan (Waters & Fink, 1978).

In summary, the most effective and efficient crisis-oriented counseling is preventive/educational counseling prior to the crisis. A number of approaches to preventive/educational counseling are feasible. Based on the limited data available, it appears that outreach programs offered in an educational context, i.e., a "safe," non-counseling environment, programs utilizing the client base of existing agencies as a starting point, and programs utilizing peer counselors (para-professionals) are the most effective and efficient way to reach the adult population. Using these methods and others to be

developed, it is the purpose of the Adult Growth and Development Center to further this outreach to the population-at-large and to provide them with the skills and support necessary for effective growth.

Definition of Terms

Adult

Any person 18 years of age or older.

Adult Growth and Development

The terms growth and development may appear redundant. They are, in much of their meaning, synonymous. The purpose in using both is to go beyond the meaning of physical growth. Part of the definition of development, i.e., unfolding more completely, evolving the possibilities of and promoting the growth of, expresses this larger meaning.

Career

"A progression of statuses and functions which unfold in a more or less orderly though not predetermined sequence in the pursuit of values which themselves emerge in the course of experience" (Foote, N.M. in Lowenthal, et al., 1975, p. 15).

Crisis-oriented Counseling

Counseling designed to meet the needs of a person

experiencing an emotionally significant event or a radical change of status which is disruptive of one's usual mode of adaptation.

Developmental Issue

The questions which arise during the life cycle that lead to decisions and choices which affect the direction of future development. Identity and intimacy are developmental issues and the attaining of an identity or an intimate relationship are developmental tasks. All the issues that one faces throughout life are developmental in the sense that the resolution of each has an effect on our future path and, hence, development.

Developmental Periods/
Developmental Stages

(These two terms are the most commonly used in the literature.) Periods within the life cycle which contain specific issues or tasks for the adult moving through them. Not all developmental theorists are stage theorists nor do all stage theorists agree about the necessity and inevitability of passing through the various stages. (See Developmental Theory Perspectives, Chapter 2, for further discussion of this point.)

Developmental Tasks

A task which arises at or about a certain period in the life of the individual, successful attainment of which leads to happiness and to success with later

tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks. (Havighurst, 1953, p. 2)

Emergency Coping Skills

The ability, already possessed or provided through crisis-oriented counseling, to deal with situations outside the normal events of life, i.e., a more focused activity on the part of the individual.

Life Cycle

To speak of a general life cycle is to propose that the journey from birth to old age follows an underlying, universal pattern on which there are endless cultural and individual variations. Many influences along the way shape the nature of the journey. They may produce alternative routes or detours along the way; they may speed up or slow down the timetable within certain limits; in extreme cases they may stop the developmental process altogether. But as long as the journey continues, it follows the basic sequence. (Levinson, 1978, p. 6)

Life Skills

The general abilities that enable a person to deal effectively with the issues and problems common throughout life. Examples of these skills would be assertiveness, decision-making skills, stress-coping skills, change management skills, time management skills, etc.

Outreach Programs

A series of programs designed to meet the needs of the largest population possible. These are offered as

non-counseling opportunities, usually in a non-clinical

environment. Examples of these would be specialized

workshops, seminars, etc. addressed to specific develop-

mental tasks or general life skills.

Definitions of these terms which are at variance

with those given are indicated in the body of the paper.

Unique or specialized definitions are also cited in the

body of the paper.

Chapter 2

BASES FOR THE MODEL

Adult Development

Historical Perspective

Adulthood has, until recently, been viewed as being a static period of life and this view is still widely accepted (Schlossberg, Troll, & Liebowitz, 1978). Much of this belief stems from the theories of Freud, where adulthood is regarded as a time when earlier unconscious conflicts are reenacted rather than a time of further development (Levinson, 1978, p. 4). The first major challenge to these theories was made by Carl Jung (Campbell, 1971), who postulated a concept of an entire life cycle with particular attention given to adult development.

A next major step in adult development theory was made by Erik Erikson (1950), with his theory of eight stages of life-cycle development. Although others in the psychoanalytical field, such as Adler, Rank, and Reich, influenced thinking about adult development, none was or has been nearly as influential as Erikson (Levinson, 1978).

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With the exception of the work of Buhler and Brunswick-Frenkel in the 1930s, it was not until the 1950s that adult development theory became an area of interest to social scientists (Levinson, 1978). Erikson's theory was first published in 1950 and it was in this decade that the work of Robert Havighurst (1953) and Abraham Maslow (1954) began to be published. The next two decades were a time of dramatic increase in the publication of adult development theory. During these two decades further studies by Havighurst and Maslow were published along with the works of Brim, Gould, Guttman, Kohlberg, Levinson, Loevinger, Miscel, Neugarten, Riegal, Riley, White, and many others (Schlossberg, et al., 1978). It is a long way from Shakespeare's Seven Ages of Man (As You Like It) to current adult development theory with all its different perspectives.

Developmental Theory
Perspectives

Because of the diversity of adult developmental theory, Schlossberg et al. (1978) suggest a number of ways of organizing the various approaches. Much of what is presented in this section is derived from their work. The first approach, one that is basic to the design of the Adult Growth and Development Center, is to consider adulthood as being either static or dynamic.

Each has its significance for the counseling relationship.
A static point of view implies that adulthood is a stable
period with the implication that there is a "right" way to
be an adult. The counseling mode for this point of view
is one of adjustment to an acceptable norm.

The other part of this duality is that adulthood
is a process, a time of change and growth. This is the
view of the author and the remainder of this section is a
discussion of various views of this process of adulthood.
In doing this, development is looked at in terms of inner
versus outer determinants of change, open-ended versus
stage development, and age-grading versus experiential
determinants of change.

The first of these, outer versus inner determi-
nants of change, is the question of whether change in
adulthood comes from an inner need or as a result of out-
side factors and expectations. In some ways, it is simi-
lar to the nature-nurture dichotomy. The inner determined
change resembles maturation theory and is represented by
the work of Maslow (1954) and White (1966). Maslow (1954)
postulates an innate drive for self-actualization and
believes that, if given the proper circumstances, we will
strive to become what we are capable of becoming. White's
(1966) theory is based on the premise that human beings
have a need to explore, expand, and achieve mastery; to
become more fit, more confident.

The outer determinant of change is based on the premise that there is a lack of biological pressure for change in adulthood. Since there is no inner determinant, change, if there is any, is the result of social expectations or compelling outside events such as marriage, having a child, death of a significant other, etc.

The next perspective on adult change, open-ended versus stage development, addresses the issue of whether change is predictable or not. The open-ended theorists represented by Miscel and Riegal (Schlossberg, et al., 1978) postulate that change is particular to each individual and is tied to specific situations. There may be similarities, explained by similar experiences, but adult development does not follow a particular pattern.

The stage theorists such as Havighurst (1953), Erikson (1950), Kohlberg (1973), and Levinson (1978) postulate that there are predictable stages that a person passes through. Not all stage theorists agree about the necessity and inevitability of passing through the various stages nor do they agree on the necessity for a successive progression through the various stages.

The third perspective, age-grading versus experiential determinants, is a question of correlation with the chronological age or of the individual's experiences and life situations. Levinson and Havighurst are representative of the age-graded theorists believing that human

attitudes, behaviors, and the problems that we face are the product of chronological aging (Schlossberg, et al., 1978).

The other side of this dichotomy, represented by Neugarten (1968) is that chronological age is not the determinant, but the unique individual experiences are. Here the idea is that a person's development may be affected by calendar time, social time, or life time (chronological age). It is in this approach that the question of the "social clock" by which we judge whether we are "on time" or "off time" in our particular life events becomes important (Neugarten, 1968).

Each of these perspectives can have significant influence on the goals and methods used in counseling adults. None has yet been proved "right"; none has yet been proved "wrong." Their importance in the context of this paper is in the use of all of them in recognizing and identifying the various tasks and issues of adulthood and in the development of the programs which are designed to deal with them.

Adult Development Theories

This section presents a brief overview of various adult developmental theories and the stages, tasks, issues, and problems associated with the development delineated in each. These are used in the next chapter to identify and

design the programs that are to be offered by the Adult
Growth and Development Center.

Carl Jung. Note: Carl Jung wrote extensively
over a relatively long period of time and to attempt to
reduce his writings to a manageable degree for this paper
does not do his work proper justice and the author asks
for your understanding.

Carl Jung, although believing that development is
continuous throughout one's life, postulated four stages:
childhood, youth and young adulthood, middle age, and old
age (Hall & Nordby, 1973). The first stage, childhood,
begins at birth and lasts until puberty or sexual maturity.
Since adult development is the topic of this paper, this
stage will not be discussed further. The second stage,
youth and young adulthood, begins at puberty and extends
to somewhere between 35 and 40 years of age. The third
stage, middle age, begins by age 40 and lasts until very
late in life. The last stage, old age, begins very late
in life. This stage held very little interest for Jung
(Hall & Nordby, 1973) and will not be discussed in detail
here. Much of Jung's work was done in the context of two
halves of life, the first half the morning of life and the
second half the afternoon, with age 40 being the "noon of
life." During the first half of life, the tasks have to
do with extroverted values. It is a matter of making a

place in the world, i.e., choosing a career, marrying,
raising a family, etc.

The second half of life, the time that Jung was
most interested in, is a time when radical changes can
occur.

> Biological and social interests and activities,
> and orientations to the external, material world
> recede, to be replaced by an inward-turning spiritu-
> ality. Wisdom and patience take the place of physical
> and mental assertiveness. The person becomes more
> religious, cultural, philosophical, and intuitive.
> (Maddi, 1972, p. 82)

It is during this time that mid-life individuation begins
and the success or failure in meeting this task can have a
tremendous impact on the person's remaining years. Jung's
concept of individuation is directly related to the con-
cept of archetypes and his personality theory and many of
the tasks of mid-life individuation are related to meeting
(a somewhat imprecise term since the archetypes are uncon-
scious and can never be directly met) these archetypes and
integrating them, along with the dichotomies of the per-
sonality structure, into a new and more complete person-
ality. Levinson (1978) presents a brief statement of this:

> As Jung conceived the term, and as it is commonly
> used by psychologists, individuation is a developmental
> process through which a person becomes more uniquely
> individual. Acquiring a clearer and fuller identity
> of his own, he becomes better able to utilize his inner
> resources and pursue his own aims. He generates new
> levels of awareness, meaning and understanding. Indi-
> viduati n is known to be a crucial aspect of develop-
> ment in childhood and adolescence. Jung was the first

to recognize that individuation occurs, and is sorely
needed, at mid-life and beyond.

Until the late thirties, says Jung, a man's life
is of necessity rather one-sided and imbalanced.
Many valuable aspects of the self have been neglected
or suppressed. Of the four psychological functions--
thought, feeling, intuition, sensation--that all
personalities must exercise, only one or two are
likely to have developed much. Although no one
develops all four functions to an equal degree, it
is possible in middle adulthood to strengthen the
formerly weaker functions and lead a more balanced
life.

Mid-life individuation enables us to reduce the
tyranny of both the demands society places on us and
the demands of our own repressed (instinctual) uncon-
scious. We can begin to give more attention to what
Jung calls the "achrtypal unconscious," an inner
source of self-definition and satisfaction. Arche-
types are, so to speak, a treasury of seeds within
the self. Most of them remain dormant in early
adulthood. Through the process of individuation in
middle adulthood, as a man nourishes the archetypal
figures and gives them a more valued place in his
life, they will evolve and enrich his life in ways
hardly dreamed of in youth. Individuation is not
without painful transitions and recurrent setbacks,
but it holds the possibility of continuing self-
renewal and creative involvement in one's own and
others' lives. (p. 33)

Erik Erikson. Erik Erikson (1950) proposed an

eight-stage progression over the life span. Each stage

is characterized by a different crucial issue to be faced

and failure to achieve a successful resolution of the

central issue of each stage impedes the development during

later stages. The first four stages, trust versus mis-

trust, autonomy versus shame and doubt, initiative and

responsibility versus guilty functioning, and industry

versus inferiority, generally occur prior to adolescence.

They are, however, of importance to adulthood in that an unsuccessful resolution of any of these tasks leads to difficulties in later stages and, in that sense, they can be developmental tasks at any age.

The remaining four stages are those of adulthood. The first of these is identity versus role diffusion in which the conflict is produced by the socially imposed task of becoming an independent and effective adult and the difficulty of the task for an adolescent. The second of the adult stages is intimacy versus isolation. There is no clear-cut separation point between this and the previous stage, but an individual does not become capable of a fully intimate relationship until the identity crisis is resolved. We must know who we are before we can fuse that identity with another in full appreciation of the other's uniqueness and humanness. The sense of one's own identity permits the intimacy with others beyond the romantic or sexual intimacy of first attempts.

The third of the adult stages is that of generativity versus stagnation, where we begin to become concerned with what we leave behind us after we are gone. This is the period of major productivity and is usually centered around occupational success and parenthood. Because this is the time of major productivity, it is the longest of the stages. The fourth and final adult stage

is that of integrity versus despair. This is the period of increasing awareness of the limits of time and of one's closeness to death. It is the task of this stage to review one's life and accomplishments and to affirm that it has been meaningful.

Although discussed separately, there can be an overlapping of the developmental tasks. Kimmel (1974) gives an example of this overlap in relation to retirement:

> In the Erikson framework, retirement marks the transition between generativity versus stagnation and the crisis of integrity versus despair. . . . But, of course, the possibility for generativity does not end at retirement, particularly with the current lengthening of the retirement period; nor is the issue of integrity suddenly salient only after retirement. Instead, these two stages of the life cycle, and the intimacy stage as well, overlap and are probably as simultaneous as they are distinct; only the relative emphasis of the crucial issue distinguishes each stage from the others. (p. 261.)

Robert J. Havighurst. Havighurst's (1953) developmental theory grew out of his work as an educator and stresses cultural and socio-economic conditions. He postulates six stages of which the first two, related to childhood, will not be discussed here. The four adult stages are adolescence, early adulthood, middle age, and later maturity.

The first stage of adulthood, adolescence, generally occurs between the ages of 12 and 18; however,

many of the tasks are carried over or not begun until early adulthood. Adolescence is primarily a time of physical and emotional maturing where the principal lessons are emotional and social, not intellectual. The specific tasks of this period are:

1. Achieving new and more mature relations with age-mates of both sexes.

2. Achieving a masculine or feminine social role.

3. Accepting one's physique and using this body effectively.

4. Achieving emotional independence of parents and other adults.

5. Achieving assurance of economic independence.

6. Selecting and preparing for an occupation.

7. Preparing for marriage and family life.

8. Developing intellectual skills and concepts necessary for civic competence.

9. Desiring and achieving socially responsible behavior.

10. Achieving a set of values and an ethical system as a guide to behavior.

The second adult stage, early adulthood, extends from age 18 to 30. "Of all the periods of life, early adulthood is the fullest of teachable moments and emptiest of efforts to teach" (Havighurst, 1953, p. 257). This is

the time of transition from an age-graded to a social status-graded society. The specific tasks of this period are:

1. Selecting a mate.

2. Learning to live with a marriage partner.

3. Starting amily.

4. Rearing children.

5. Managing a home.

6. Getting started in an occupation.

7. Taking on civic responsibility.

8. Finding a congenial social group.

The third adult stage, middle age, extends from age 30 to 55 where "the developmental tasks of the middle age arise from changes within the organism, from environmental pressure, and above all from demands or obligations laid upon the individual by his own values and aspirations" (Havighurst, 1953, p. 268). The specific tasks of this period are:

1. Achieving adult civic and social responsibility.

2. Establishing and maintaining an economic standard of living.

3. Assisting teen-age children to become responsible and happy adults.

4. Developing adult leisure-time activities.

5.   Relating oneself to one's spouse as a person.

6.   Accepting and adjusting to the physiological changes of middle-age.

7.   Adjusting to aging parents.

The last adult stage, later maturity, covers the years after 50.

> The fact that man learns his way through life is made radically clear by consideration of the learning tasks of older people. They still have new experience ahead of them and new situations to meet. . . . The developmental tasks of later maturity differ in only one fundamental respect from those of other ages. They involve more of a defensive strategy--of holding on to life rather than seizing more of it. (Havighurst, 1953, p. 277)

The specific tasks of this period are:

1.   Adjusting to decreasing physical strength and health.

2.   Adjustment to retirement and reduced income.

3.   Adjusting to death of spouse.

4.   Establishing an explicit affiliation with one's age group.

5.   Meeting social and civic obligations.

6.   Establishing satisfactory physical living arrangements.

As can be seen from the above, development, for Havighurst, is a life-long process of learning. This is made explicit in his statement, which follows.

> When the body is ripe, and society requires, and the self is ready to achieve a certain task, the

teachable moment has come. Efforts at teaching
which would have been largely wasted if they had
come earlier, give gratifying results when they
come at the "teachable moment," when the task
should be learned. (Havighurst, 1953, p. 5)

Charlotte Buhler. Charlotte Buhler analyzed the
life stories of individuals of varied nationality, occu-
pations, and social class, looking at external events,
internal events, and life accomplishments and products.
From this, she postulated two models for adult develop-
ment. The first is the Expansion-Restriction Model
covering five phases:

1. A period of accelerated growth before
reproductivity sets in.

2. A period of continuing of accelerated growth
with beginning ability to reproduce.

3. A period of relative stability between
accelerated growth and decline, a period of
reproductivity.

4. A period of loss of reproductivity and
beginning decline.

5. A period after reproductivity and of decline.
The period of growth occurs between ages 0 to 25, the
period of relative stability between ages 25 to 50, and
the period of decline after 50. These periods are modi-
fied by the individuals' pattern of culmination. Buhler
and Massarik (1968) define four stages of culmination:

1. Early culmination, characteristic of not only the laborer, the athlete, and the sportsman, but also of certain artists and musicians.

2. Middle-age culmination, the usual pattern in most careers.

3. Late culmination, characteristic of accomplishments based on experiences and/or long, systematic planning. Typical in this category are statesmen.

4. Irregular productivity over the life span or several productive peaks.

The second model for development is the Self-Determination Model covering five phases:

1. 0-15, the period before self-determination to life goals.

2. 15-25, a period of tentative programmatic self-determinism.

3. 25-45, a period of definite self-determination.

4. 45-65, a period of self-assessment and a review of past activities with a reorientation for the future.

5. 65 plus, a period of experiencing life as fulfillment, resignation, or failure.

There is a partial correlation with Erikson's tasks of identity, intimacy, generativity, and integrity. The review of past activities with a reorientation for the

future is very similar to Butler's (1975) life review.

Marjorie Fiske Lowenthal. Although not developmental theorists, the work of Lowenthal, Thurnber, Chiriboga, and Associates (1975) provides numerous insights into adult development. They studied lower-middle and middle class adults in the San Francisco bay area at four life stages:

1. High school seniors (age range 16-18)

2. Young newlyweds (age range 28-38)

3. Middle-aged parents (mean age of 50)

4. An older group about to retire (mean age of 60)

The first two stages were incremental transitions (involving role gains) and the last two were decremental transitions (involving role loss).

The results of the study are discussed, where appropriate, in the next section dealing with the developmental programs. Of general importance are the findings of the potential stressful nature of both incremental and decremental changes, the development of a stress typology, and "most notable (of the recurring themes in this book), perhaps, are criss-crossing trajectories of men and women at successive stages, which may eventually . . . prove to reflect differing types of developmental change as well as different scheduling" (Lowenthal, et al., 1975, p. v).

Daniel Levinson. Levinson (1978) postulates a
series of developmental periods over the life course.
These are not "stages in ego development or occupational
development or development in any single aspect of living.
I am talking about period in the evolution of the individ-
ual life structure" (p. 41). His reason for stressing
this point is that even though there is a standard
sequence of periods, each individual life has its own
unique character.

The life structure is formed through an alternat-
ing series of stable and transition periods. The basic
task of a stable period is to build a life structure. A
person makes certain key choices, builds a structure
around them and within this structure pursues his goals
and values. A transition period terminates the existing
structure and creates the possibility for a new one. It
is during these periods that the existing structure is
questioned and reappraised, various possibilities for
change in the self and the world are explored and movement
toward a commitment to a new life structure is made.

The developmental stages occur over and between
four eras, childhood and adolescence, early adulthood,
middle adulthood, and late adulthood. These, although
more detailed, are somewhat related to Jung's four stages
of life. Levinson begins his adult development stages

with the Early Adult Transition, age 17-22. This is the
time of moving out of the pre-adult world and making a
preliminary step into the adult world. The next stage is
Entering the Adult'World, a stable period between the ages
22 and 28. During this period there are two primary yet
antithetical tasks: to explore the possibilities of adult
living while keeping the options open, and secondly, to
create a stable life structure.

The Age 30 Transition, 28-33, is a time of modify-
ing the first adult structure to create the basis for a
more satisfying structure within which to complete the era
of early adulthood. The last stable period of early
adulthood is the Settling Down period, age 33-40. The two
major tasks here are "establishing a niche" in society and
"making it."

The bridge to Middle Adulthood, the Mid-Life
Transition, 40-45, is again a time of modifying the life
structure but usually with greater impact and consequences.
Levinson is very similar to Jung in this period in its
being the time of individuation. It is a time of balanc-
ing the polarities of our lives, of looking again at the
options we did not select when making our previous deci-
sions. It is here that we begin to question the life
dream.

The stable period, Entering Middle Adulthood, 45-

50, is when we develop a new life structure which will,
without extensive modification, be with us for the
remainder of our lives.

The subsequent periods are not treated in depth
by Levinson, but he has postulated some periods and tasks
for the remainder of life. These are: the Age 50 Transi-
tion, 50-55, which is similar in its tasks to the Age 30
Transition; the stable period, Culmination of Middle
Adulthood, 55-60, when we build the life structure to
complete middle adulthood; and finally, the Late Adult
Transition, 60-65, again, a period of modifying the
existing life structure, this time in preparation for late
adulthood. These periods following Entering Middle Adult-
hood are tentative in their development because of the age
of the population with which Levinson worked while
developing his theory.

Other theorists. For a brief summary of the work
on adult development by Else Frenkel-Brunswick, Lawrence
Kohlberg, Jane Loevinger, Roger Gould, Gail Sheehy, George
Vaillant, Ira Progoff, and Elisabeth Kubler-Ross see
McCoy, Ryan, and Lichtenberg (1978, pp. 229-30).

Summary of theorists. How each of these theories
is applied in the development of the programs of the Adult
Growth and Development Center is presented in Chapter 3.

Since this is done in such a way that the cohesiveness of each theory is somewhat obscured, a brief summary of their impact on the center's programs is given here.

Jung's major contribution is his concept of individuation as part of adulthood and particularly its impact on the individual during middle adulthood. It strengthens the importance of an inner locus of control and advances the cause of adulthood as a time of growth and development leading to a more meaningful life.

Erikson's developmental tasks are of importance because of their effect on all the careers of an individual's life and because of their recurrent nature throughout the life cycle. For example, the task of establishing an identity is a continuing process through adolescence, the marriage career, family career, occupational career, etc., to retirement and the preparation for death.

Havighurst is of importance mainly because of the specificity of the developmental tasks in each of his four stages. These, along with the integrated model of McCoy, et al. (1978), are the basis for most of the programs developed within each career at its various stages.

Buhler's importance lies mainly in her model of self-determination and her four stages of culmination. These, again, indicate the possibility of adulthood as a time of growth and self-fulfillment.

The findings of the Lowenthal study are of
importance in clarifying the work of the other theorists
and in the development of the stress typology.

Levinson's theory is of importance because of its
stress on the alternating stable and transition periods of
adult development. Most of the details of the theory have
been integrated into the model of McCoy, et al. (1978),
which serves as one of the starting points for the devel-
opment of the center's programs and, therefore, are not
usually considered separately in Chapter 3.

Outreach Programs

In a review of the literature on outreach pro-
grams, two patterns emerge. The first, mentioned before,
is the development of various programs by educational
institutions to meet the needs of the community after the
needs have been made known to the institutions. These
programs are directed to providing both general life
skills, such as assertion training, decision-making, and
stress management, and to special issue skills, such as
death and dying counseling, divorce survival, career
guidance, etc. With few exceptions, the outreach programs
appear to be of a "hit or miss" nature, without a guiding
theme in their development or implementation. One excep-
tion is the program at the University of Kansas (McCoy
et al., 1978), which is discussed below and in detail

in Chapter 3.

Although little overall evaluation has been done
and it is therefore hard to measure their success in meet-
ing their objectives, the continuing high demand for and
attendance at these programs would indicate that they are
in some way meeting some of the needs of the adult popula-
tion. An example of this proliferation of and demand for
programs is the Emeritus Program at Coastline Community
College in Fountain Valley, California, which began less
than 10 years ago with 20 programs and now offers over
400 classes either specifically designed for or of inter-
est to the adult population (Buell, 1979).

The University of Kansas program (McCoy et al.,
1978) is one of the few, if not the only one, which has
been developed using adult development as a unifying
theme. This program, still in the development and evalu-
ation stage, has had mixed results after its first year
of operation. These mixed results appear to have resulted
from financial problems (the need for the non-credit
courses to be self-supporting, etc.) and because "there
are those who find suspect any learning so directly
affecting human life" (McCoy et al., 1978, p. 227).

The other pattern in outreach programs is one of
addressing the needs of specific age-groups or "problem"
areas such as the various programs for the elderly, drug
abusers, etc. Again, no guiding theme is apparent. A

review of the literature in ERIC would indicate that these programs are successful. However, the method of evaluation is often not specified and the results must be accepted with caution. A brief reading of some of the results of the programs as reported by the authors re-enforces this need for caution. For example: "A successful program" (Flynn, 1977). "The experimental group showed a statistically significant reduction in suicide r attempts" (Welu, 1977). "Discusses a successful program" (Cohen & Frank, 1976). "It has been successful in reaching many women" (Kaplan and others, 1976). "The results indicate that for the majority the typical program met their perceived needs" (McCoy, 1977). Another example of the results of this type of outreach program is described by Pomeroy (1977). Basically, it is an ongoing program to meet the needs of the isolated elderly, implemented in apartment complexes under the authority of the San Francisco Housing Authority. The results were summarized as follows:

> Now that the outreach program has a foothold in the building it is somewhat easier to reach people, especially the new tenants who haven't fallen into the pattern of isolation. After a period of two years, the staff is beginning to see the seniors coming out of their apartments and talking to their neighbors, greeting one another in the hallways and occasionally inviting each other into their apartments. They are becoming more outgoing. All this is happening slowly, to be sure, but it is happening. (Pomeroy, 1977, p. 23)

Even if these results are accepted as showing the need for and the effectiveness of the various outreach programs, what is not known, again with few if any exceptions, is what population is not being reached, what needs are not being met. There is probably no answer to this question, but if the adult development theorists are correct and the proliferation of crisis-oriented counseling centers is any indication, there are undoubtedly many of both.

After reviewing the literature, the plan to relate the outreach programs and their results to the various adult developmental stages and tasks does not appear to be practical. In some way, almost every program can be related to adult development or the lack of it, but the lack of any underlying theme of preparation and presentation and the lack of clear-cut conclusions about the effectiveness of these programs would make it an exercise in supposition.

In summary, indications are that the current outreach programs are "successful" to the extent that they are expanding in scope and sheer magnitude of numbers; that, with few exceptions, they are in response to perceived needs rather than preventive in nature; and that evaluation of the programs is not a priority item leaving their "success" clouded.

Field Survey Results

Interview Results

In each interview that was conducted as part of the pilot field survey, the need for preventive counseling and education was expressed by the agency personnel. All 12 felt that the adult developmental stages approach was a meaningful and practical one. The overall impression of the interviews was one of awareness of the need for preventive counseling but that implementation in their agencies was hindered by lack of staff and funding.

Almost all of the agency directors, although not having previously thought in such terms, could relate their client population needs to the concept of an Adult Growth and Development Center. Most were excited by the idea and expressed interest in seeing such a center come into being. Again, the feeling about this was that it was something that should be done, but that they did not have the funding or staff to do it themselves. All 12 indicated, in one way or another, a genuine interest in actively assisting anyone developing such a center.

In discussing the model for the center during the interviews, specific issues or tasks were suggested by the agency directors for inclusion in the list of the center's goals and objectives. These are discussed in the appropriate section of Chapter 3.

In general, the inputs from the 12 directors of
the agencies, who are working professionals, was encourag-
ing and supportive of the concept of an Adult Growth and
Development Center. The original purpose of the field
survey, testing the practicality of the concept with
professionals in the field, appears to have been met.

Problems and Issues

The issues or problems most frequently mentioned
in response to the questionnaire used in the survey were
related to the family. These covered almost all aspects
of family life from marriage and divorce with a heavy
emphasis on parenting. The specifics of this area will
be more thoroughly covered in Chapter 3.

The other issues most frequently mentioned dealt
with financial problems, intrapersonal problems, and
senior citizen assistance. Other issues were listed or
mentioned and they will be discussed, when appropriate,
in Chapter 3.

Use of Para-professionals

Half of the psychological counseling agencies use
para-professionals as supervised counselors. Two of
these, the Straight Talk Clinic and the Orange County Gay
Community Center, are almost totally dependent on para-
professionals for their counseling staff.

There appears to be few, if any, problems in using

para-professionals and in all cases the practice is
considered professionally and ethically sound and
economically advantageous.

The experience of the Downey Volunteer Bureau
provides evidence that volunteers are available and
desirous of being useful. The experience of the Straight
Talk Clinic, Norwalk Helpline, and the Orange County Gay
Community Center would indicate few difficulties in train-
ing and supervising a large staff of para-professionals.

Reaching the Community

Unfortunately, due to the author's failure to
clearly define the terms and information requested in the
section of the questionnaire used in the field survey
relating to how the client population is reached, any
conclusions or results must be inferred from a combination
of the data and the interview results. That the conclu-
sions or results are inferred from the data must be kept
in mind when reading them.

The general conclusion that can be inferred is
that most of the agencies wait for their clients to come
to them. This does not mean that an initial effort was
not made to publish the agency and to develop referrals,
but that efforts since then appear to be on a "hit or
miss" basis. This is somewhat understandable considering
funding and staffing problems and a more than sufficient

caseload, but it is a shortcoming at most of the agencies.
There are exceptions to this in specific agency actions
using a specific mode, but not in the sense of an
organized effort utilizing all available methods of
reaching the adult population.

The prevailing concept of an outreach program is
one of publicity. It is more a matter of advertising the
agency than one of reaching the adult population through
general or specialized workshops, seminars, etc. The idea
of reaching a client population which has not given itself
"permission" to seek counseling has not been seriously
considered by the agencies. This is also the case in the
failure to use outreach programs to reach the general
adult population for preventive counseling or education.
In summary, the outreach concept makes sense to the agen-
cies; however, the effort has not and is not being made to
implement such a program. Again, funding and staffing are
not adequate for the extra work load involved in develop-
ing such programs in the agencies surveyed.

Chapter 3

THE MODEL

Philosophy

The purpose of the Adult Growth and Development
Center is to provide a framework and support structure to
enhance a more successful growth and development during
the adult years.

Objectives

Objectives are: to provide a vehicle for the
recognition of the adult developmental cycle and the tasks
and issues of adulthood, to assist in developing strate-
gies for successfully dealing with the issues and tasks of
adulthood, and to provide a support structure for those
seeking to grow and develop in the adult years.

Structure

In reviewing the adult development theories in
Chapter 2, it soon became apparent that a number of
approaches for designing a model for an Adult Growth and
Development Center is possible. Perry (1977) recognized
the difficulty of selecting any one theory for adult

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development and instead proposed:

> That is to say, if we realize that people are more
> complicated than any five theories can illuminate,
> then we can say that any theory is smaller than
> people, and a given theory may illuminate a given
> aspect of a person or an event from one side, and
> another theory can illuminate better some other
> aspect, and that we can have a number of theories
> which are complimentary to each other even though
> they are logically discrete in their own construction.
> I suggest that we rest on the notion of complimenta-
> rity and the usefullness of these theories from
> several different positions. (p. 62)

The Adult Life Resource Center at the University of Kansas
(McCoy, 1978) was designed using this approach. Combining
the theories of Gould, Levinson, and Vaillant, they mapped
a typography of adulthood with the following developmental
stages: early adulthood--leaving home (18-22), becoming
adult (23-28), and catch-30 (29-34); midlife reexamination
(35-43); middle adulthood--restabilization (44-55) and
preparation for retirement (56-64); and late adulthood--
retirement (65 plus).

Lowenthal et al. (1975), in a study of four life
stages, developed the concept of a family career, occupa-
tional career, leisure career, and a career configuration.

A combination of these two approaches serves as
the basis for the design of the Adult Growth and Develop
ment Center. In this context, it is useful to think in
terms of Pearson's (in Maslow, 1976) discrimination
between a general factor ("G") and specific or special
factors ("S"). Maslow (1976) uses this concept in terms

of developing creativity but it is equally applicable to adult growth and development. If a life skill (a "G" factor) is learned or improved, it affects all the aspects of the being. For example, learning to recognize, be open to and able to deal with change as a life skill decidedly affects how one is able to handle the various transition periods and tasks irrespective of the specific content of the period.

Having learned or improved the "G" factors (life skills), one can then proceed to the "S" factors, the specific issues or tasks of the developmental periods and deal with these in a more direct, less complicated manner, simplifying the learning and increasing the chances of success. Dealing with parenting as an issue or task is much less complicated when one has learned the basic skills of change management, stress management, assertiveness, etc.

The approach thus becomes a holistic one and in this context makes clearer the interaction between life skills and specific developmental issues and tasks. The concept of a holistic approach becomes obscured by the necessity of arbitrarily categorizing the developmental tasks and skills. Addressing the "G" factors (life skills) first and then considering the specific developmental tasks or issues in terms of a social and civic,

marriage, family, occupational, and leisure career helps retain the sense of a holistic approach to adult growth and development. This also helps in recognizing the considerable overlap of issues and tasks between the various careers. As examples, the development of the social skills affects not only the social and civic career, but the marriage, family, occupation, and leisure careers. Certainly the choice of an occupation and one's success and satisfaction in that career affects the marriage, family, social and civic, and leisure careers. As far as possible, the overlapping of specific skills between careers is noted in each instance, but, of necessity, emphasis is placed on the skill in the career most appropriate.

Basic Human Needs

In developing a model for an Adult Growth and Development Center, a certain arbitrariness in defining the scope of the programs is necessary. This model is predicated on the assumption that the basic human needs are being met and, therefore, programs and workshops related to these needs are not included in the model. These basic needs are briefly discussed in the following three sections. The recognition of these needs and their importance for growth and development during adulthood is

essential. This requires an awareness of and openness to these needs in the client population and knowledge of and coordination with referral sources which address these needs. Knowledge of and direct contact with such agencies as the Free Clinics, the Bellflower Health Center, the Southeast Legal Aid Clinic, etc., enables the staff of the Adult Growth and Development Center to use these clinics and programs as though they were an actual part of the Center.

Physical Health

Any growth and development, physical or psychological, child, adolescent, or adult, is directly related to the state of physical well-being. Maslow's (1954) hierarchy of needs begins with the physiological needs and then the safety needs. Although not stating that everyone is rigidly bound by his hierarchy of needs, Maslow (1954) certainly felt, and the author agrees, that it was unusual for someone to transcend the basic needs in their development toward self-actualization.

This being the case, it is fundamental to adult growth and development for the individual to be in good physical health with at least a minimal sense of safety (housing, freedom from fear, etc.). As stated in the section on basic human needs, there are many programs and

centers whose sole purpose is to maintain the individual's
health and safety. Two of the organizations visited in
the field survey, the Bellflower Health Center and the
Bellflower Rental Assistance, are indicative of the pro-
grams offered in this area. Any center addressing itself
to adult growth and development must be aware of the need
for and availability of the services related to health
and safety. Again, as stated in the section on basic
human needs, this awareness enables the staff of an Adult
Growth and Development Center to use these other agencies
(through referrals) as though they were part of the
center.

Psychological Health

Following Maslow's (1954) hierarchy of needs,
after the physiological and safety needs, we come to the
psychological needs--the need for belongingness and the
need for esteem. These higher needs are both psychologi-
cal and social, the latter to be addressed in the next
section.

In a sense, what the whole concept of an Adult
Growth and Development Center is about is learning to meet
one's psychological needs. If everyone were clients of
such a center, it would, hopefully, not be necessary to
go beyond this point. Since this is not the case, the

ability to recognize when an individual is experiencing
problems with psychological health is necessary and a
knowledge of the capability of the center and the indi-
viduals within that center to assist in resolving these
psychological problems is mandatory. As in the case of
physical health, a knowledge of referrals is necessary.
This is particularly true if the Adult Growth and Develop-
ment Center is preventive/educationally oriented rather
than "crisis-oriented." This does not preclude in-house
counseling services, but practical considerations (i.e.,
facilities, funding, staff) make the probability of such
a center being all things to all people a low one.

In summary, as with the preceding physical health
and the following social health, it is necessary to know
the center's objectives and goals, to know the staff's
capabilities, to be aware of the client population needs,
to know when to refer and when to counsel in-house, and
to develop and know a good list of referral agencies.

Social Health

Since there is a social career discussed later,
this section will be brief. The major reason for its
inclusion here is to emphasize the totality of the social
needs of the individual. This totality consists of many
of the life skills and many of the specific skills of the

various careers and emphasis on any one or two may not be
enough to ensure social health.

The individual is treated as a social individual
with social needs that can be met only through an optimum
awareness and understanding of that individual and the
environment. The center's purpose is to assist wherever
and whenever possible to assist that individual in meeting
those needs.

Life Skills

The basic purpose in developing the life skills is
to enhance life and foster growth and development rather
than to provide the skills for "just" coping. Coping
skills are necessary, but the term implies maintenance
rather than growth, and in developing the life skills the
emphasis should be on growth and development.

In deciding which skills should be considered as
"G" factors rather than "S" factors, a certain arbitrari-
ness was necessary. The list below can be modified in any
number of ways, depending on the perspective and criteria
used. The author's criteria for selecting the life skills
were: which skills serve to enhance life as a whole,
which skills are basic to the "S" factors, and which
skills are most pervasive in their influence and effect
on life. The life skills listed below should be consid-
ered as a starting point, as a place where others may

choose to begin.

In developing the list of life skills, the question arose as to whether the list should be limited to "skills" or whether it should include "knowledge of." The author elected to include areas of knowledge as skills because of their importance to the enhancement of life and the growth of the individual. This is reflected by the listing of such items as Understanding Adult Development and Existential Living.

The life skills are listed below, followed by a general description of each. <u>The list is just a list</u>. There is no implied order of importance or preference, although the degree of treatment of the program does reflect the author's bias. Certain items do flow easily from one to another, but there is no overall sequence of priority.

1. Adult growth and development

2. Change management

3. Values clarification

4. Locus of control

5. Decision-making

6. Problem solving

7. Stress management

8. Time management

9. Assertion training

10. Creativity

The following additional skills reflect the author's personal philosophy and are, therefore optional.

1. Self-management
2. Existential living--search for meaning
3. Self-awareness and understanding

Adult Growth and Development

The awareness and acceptance of the possibility for growth during the adult years is basic to the enhancement of life. The concept of adulthood as a static period between the ages 18 and 65, by definition, limits the options to just coping and adapting.

In presenting the various perspectives of adult-hood, in clarifying these perspectives by a discussion of the various theories of adult development, and in making some "sense" of the issues and tasks of the developmental stages, the individual is made aware of the option to grow. In doing this, a foundation is also provided on which the individual can build and develop the life skills and strategies to successfully meet the challenges of the various developmental stages.

Change Management

Acceptance of adulthood as a time of growth and development carries with it the certainty of change. If

we ourselves are not changing, certainly our world is changing. Change management, in its simplest form, is the awareness of change, the knowledge of potential areas of and for change, and the integration of the skills of self-management, decision-making, problem solving, and stress management with each other and with the individual's search for meaning, locus of control, individual and social values, self-understanding, and creativity.

The ultimate purpose of change management is to provide a "mind set" or psychological stance for the recognition and successful handling of change.

Values Clarification

The approach to values clarification follows three steps: determination of what values one now holds, clarification and understanding of these values, and ownership of one's own values. The first, determination of what values one now holds, is important as a starting point. We begin by finding out where we are here and now and what effect(s) this has on our life. The second, clarification and understanding these values, is basic to the possibility for change. Clarifying the meaning of these values and their effects on ourselves, our families, and society gives us the knowledge necessary to the next step, ownership of one's own values. This third step is best

summarized by MacLeish (1976):

> The automatic use of "I" which one learns from
> early childhood, the use which one hears thousands
> of times from adults and from one's own lips, "I
> think this," contributes to an illusion. Am I
> thinking this, or are these alleged I-thoughts
> actually those of everyone except me: the media,
> other people, thoughts never thought through since
> placed in my mind in childhood?
> To quote specifically from Fromm:
> [This adult] is under the illusion that it is
> he who thinks of this, when actually it would be
> more correct if he said, "It thinks in me." He
> has about the same illusion a record player would
> have which, provided it could think, would say, "I
> am now playing a Mozart symphony," when we all know
> that we put the record on the record player and that
> it is only reproducing what is fed into it. Likewise
> with feeling: the man "says" at the cocktail party:
> I feel very happy--what he "feels" may only be what
> is put into him for the occasion. (p. 36)

The outcome of values clarification is a sense

of direction behind one's action and is a first step in

developing other life skills such as locus of control,

decision-making, self-management, etc.

Locus of Control

In accepting the concept of adult development and

the changes that lead to and result from this growth and

development, we are faced with the question of how much

control we have or can have over these changes. All of

the life skills and the specific strategies are directed

to achieving a sense of control over our life's direction,

but they are only effective to the extent that they are

accompanied by an inner locus of control. The importance

of considering locus of control separately from the other

life skills and some possible ways to increase our inner

locus of control are contained in the following quote:

> It is also our belief that too many people today
> feel out of control of their own lives, regarding
> themselves as pawns who are under pressure from
> inescapable forces that they cannot influence. The
> pervasiveness of this sense of helplessness can
> hardly be overstated: the young person who must
> take a job before he or she is ready to do so, the
> young parent who feels weighted down by the demanding
> daily routine of caring for an infant and keeping
> house, the worker caught in the 9 to 5 prison of
> meaningless and boring tasks, the middle-aged house-
> wife who sees all chance of liberation and achievement
> slipping inexorably away from her, the successful
> businessperson who at age 50 suddenly realizes that
> he/she ignored important aspects of life and that
> time is running out--all these people suffer from
> the same feeling of being "locked in." Nor can the
> insidiousness of this sense of helplessness, and the
> passivity it breeds, be ignored.
> To believe that one is powerless, no more than a
> cog in a machine, can be used to deny or refuse
> responsibility for and control over one's own life.
> Thus we have emphasized the centrality of decision
> making. At the same time, we have tried to demon-
> strate the importance of encouraging clients to
> expand their thinking, to fantasize about possibili-
> ties, to open themselves to their own potentialities.
> The two functions--enabling clients to take responsi-
> bility for their lives and helping them to liberate
> their thinking--are interrelated. Freedom carries
> with it the obligation of responsibility; but respon-
> sibility carried with it the promise of freedom.
> (Schlossberg et al., 1978, p. 141)

It is quite possible that an internal locus of control

would be an adjunct to mastery of decision-making, problem

solving skills, self-management, and/or creativity

enhancement and would therefore not need to be presented

as a separate life skill. Its importance in the enhancement of life mandates special attention.

Decision-making

Awareness and understanding of the adult developmental cycle permits us the opportunity to make more of our own decisions. This does not mean that these decisions will be totally free of external constraints; they will not. However, these external constraints lose much of their inhibitory power when considered as a part of a total decision-making process.

A variety of decision-making models exists and it is possible to present more than one to the individuals who will be developing decision-making skills. One, that of Gelatt (in Pietrofesa & Splete, 1975) is given here to illustrate the sequence and to permit comment by the author.

1. Statement of purpose or objective

2. Collection of data (information)

3. Determination of: (a) possible alternatives, (b) possible outcomes, and (c) probability of outcomes

4. Determination of desirability of outcomes

5. Evaluation and selection

6. Implementation

7. Reconsideration and reentry at step 1 if necessary.

In utilizing such a model, the use of feedback and feed-forward are essential to exploring all the possibilities. Awareness of serendipity is also desirable. A <u>conscious</u> awareness of risk-taking strategies is essential to effective decision-making and it is the author's belief that it is this aspect which is most often overlooked in developing the skills of decision-making.

It is obvious that without some sense of an inner locus of control, decision-making skills lose a great part of their value. It is equally obvious that an understanding of one's value system is essential for effective decision-making. Finally, an important point often overlooked is that one possible decision that can be made is not to make a decision at this time. It is not necessary, in fact can be detrimental, to make all decisions now.

Problem Solving

The distinction between decision-making and problem solving may, on the surface, appear to be artificial. The distinction, for the author, is there and it is an important one. It can be stated in terms of affective (problem solving) versus cognitive (decision-making), degree of control of the situation and circumstances (in decision-making there is a greater degree or sense of degree of control), or degree of orientation toward the

future (in problem solving, the emphasis is on immediate
relief as opposed to a sense of planning for the future,
near or long-term, in decision-making). As an example,
consider the difference between being evicted and deciding
to buy a house. Being evicted is a more affective experi-
ence, often without much sense of control over the situa-
tion and it is usually a very short-term situation. Buy-
ing a house, on the other hand, although there is a large
affective content, is usually a cognitive decision with a
high degree of control and a strong sense of the future
involved.

Thus the learning of problem-solving skills as a
separate life skill enhances one's sense of control over
one's life, permits a wider application of one's value
system and lessens the degree of stress to which one is
open. As with decision-making, a number of approaches
are possible. The following, the author's synthesis of
various models, is illustrative of the techniques:

1. Problem awareness--how, when, and why was this
defined as a problem? What is the motivation for dealing
with the problem now?

2. Problem definition--a very important step.
The definition of the problem will also define the range
of answers possible.

3. What is the goal? What is it that you hope
to achieve?

4. What are the constraints, the areas of difficulty and concern?

5. What are the facilitative factors, those things helpful to the resolution of the problem?

6. What is the criterion for solution? This is where constraints, facilitative factors, and goals are integrated.

7. Selection and implementation of a solution.

As with decision-making, the process appears to be cut and dried. It should not be considered as such. A little creative thinking during the process can only increase the options available and consequently the favorability of the outcome.

Stress Management

Attendant to the change which results as a normal part of growth and development during adulthood is the problem of stress. It is a pervasive influence in modern life and results from both negative and positive happenings. The benefits to physiological and psychological health and the enhancement of life which results from stress management is self-evident.

The model of stress management preferred by the author is one which emphasizes the understanding of what stress is, what its effects are, and how to plan for dealing with it. The model, again synthesized by the

author from various models, follow a simple form:

1. What is stress?

2. What are its effects?

3. Developing a stress schedule

4. Preparing for stress

5. Dealing with stress

6. Reward and reenforcement

Time Management

At any level which one chooses to select, but particularly at the level of growth and life enhancement, time management is a must. This statement is made with the proviso that time management is not synonomous with rigidity and repetition. Effective time management is, in fact, the opposite. It permits one the time to pursue the opportunities and challenges of growing and developing as a human being. It permits flexibility, the freedom to pursue objectives that transcend the physiological and safety needs.

As with change management, decision-making, and stress management, many models are available. The author has no preference for a particular model to the extent that the model selected is one which emphasizes the life enhancement potential of time management.

Assertion Training

In any sense of development, the need for self-

respect with its attendant awareness of one's rights as a
human being is an absolute. With the awareness and accep-
tance of one's rights as a human being, there is the need
to express these rights in a non-aggressive manner. That,
for the author, is what assertiveness is all about. Of
the works with which the author is familiar, the one which
best illustrates this is presented in the book by Lange
and Jakubowski (1976). The underlying philosophy and the
suggested assertion training models imply an understanding
of positive growth and development as an essential part of
adult life.

Creativity

Creativity, as with many of our abstract concepts,
is a gold mine of myths and fallacies. If there is one
accepted "truth" about creativity, it is probably that
creativity leads to a fuller expression of man and his
being and, thus, for the author, is an integral part of
the growth and development of that human being. It is
included here for that reason.

One of the myths about creativity is that it is
"special," a gift from God given to the special few. In
a sense, depending on the definition of creativity, this
is probably true. But given a broader definition of
creativity--"the production of an idea, concept, creation
or discovery that is new, original, useful or satisfying

to its creator or someone else in some period of time"
(Gregory, 1974, p. 182)--creativity can be seen as an
attribute common to all and only needs stimulation to be
expressed. MacLeish (1976) is a strong advocate of this
point of view and an even s. onger advocate of the point
of view that creativity exists or can be recaptured in
the middle and late adult years. Adults do not lose
creativity, in fact the opposite is true. Creativity
exists and can be brought into action given the proper
stimulation.

The works of Gregory (1974) and MacLeish (1976)
present different approaches to the stimulation (enhance-
ment) of creativity. Either, depending on the person's
personal preference, can serve as a model for developing
creativity in the adult years.

Self-management

The idea of self-management and locus of control
and self-management and time management are often inter-
changed and/or confused. They are certainly interrelated.
What is presented here is a broader sense of the term, one
which not only permits us the sense of being in control of
ourselves and having the time in which to deal with that
self, but which enables us to look at and act as a total
person. It encompasses many of the other life skills and
further adds the belief in oneself as worthy of management

and the faith that such management has a purpose and an effect. It is closely related to the search for meaning and the ability to live existentially, but it transcends both in the sense of being in the world and the world being in us. It is the recognition and maintenance of oneself in the "spiritual" sense. This sense of self-management is best reflected, for the author, in the work of Fromm (1956, 1968), some of which is quoted in the section Search for Meaning--Existential Living.

Search for Meaning-- Existential Living

The ability to grow and develop, not just as an adult but as a human being, implies more than just an awareness of the survival and coping skills. Frankl (1962) calls it a search for meaning, a way of existential living. To indicate the direction of this search for meaning, the author has found the work of Fromm (1956, 1968) to be of special significance. The entire book, The Art of Loving (Fromm, 1956) and particularly Chapter IV, The Practice of Love, is, in its essence, a statement of existential living. But there is more and the following brief quotes from Fromm (1968) illustrate the general sense and direction as expressed in terms of hope, faith, fortitude, and resurrection. "To hope means to be ready at every moment for that which is not yet born, and yet

not become desperate if there is no birth in our lifetime"
(p. 9).

> Faith is not a weak form of belief or knowledge;
> it is not faith in this or that; faith is the con-
> viction about the not yet proven, the knowledge of
> the real possibility, the awareness of pregnancy.
> (pp. 13-14)

> Fortitude is the capacity to resist the temptation
> to compromise hope and faith by transforming them--
> and thus destroying them--into empty optimism or into
> irrational faith. Fortitude is the capacity to say
> "no" when the world wants to hear yes. (p. 16)

> Resurrection, in its new meaning--for which the
> Christian meaning would be one of the possible sym-
> bolic expressions--is not the creation of "another
> reality" after the reality of "this" life, but the
> transformation of "this" society in the direction of
> greater aliveness. (p. 17)

Self-awareness and
Understanding

As adults, we are "selfs" in many worlds; in our

society, our occupation, our family. Each of these

"selfs" are unique and yet all are a part of our total

"self." If we are to grow and develop throughout our

adult lives, an understanding of the self through

awareness is essential.

The approaches to self-awareness and understanding

are many and each can contribute. For the author, self-

awareness and understanding is closely related to existen-

tial living--the search for meaning, creativeness, and an

inner locus of control. But more than this, it transcends

the conscious into the realms of the unconscious and what

Jung (Campbell, 1971) called the collective consciousness.

The technique to bring about greater self-awareness and understanding are generally determined by the individual's "school of thought" and personal value system. For the author, the techniques would include, among others, mind-discipline, self-discipline, contemplation, meditation, understanding dreams, and a development of balance and harmony in the individual's life space. The author has used some of these techniques with different groups and has been gratified by the results reported by the participants (a purely subjective evaluation). Whatever the approach or techniques used, growth and development as a human being can only be made "easier" by self-awareness and understanding.

The life skills presented are the necessary general skills which are fundamental to life satisfaction. They are the skills which provide a firm starting point from which to address the specific developmental issues and tasks. Possession of these life skills lessens the impact of developmental change in adulthood and increases the chances of successfully meeting the challenges and opportunities of the adult developmental cycle.

Social and Civic Career

The Social and Civic Career is divided into a

discussion of the social career, social career programs, and the civic career. The programs for the civic career are listed, but not discussed since they are fairly self-evident.

The Social Career

Based on the findings of Lowenthal et al. (1975), there appear to be four developmental stages in the social career. Within these, there are also differences attributable to gender. In studying friendship, Lowenthal et al. (1975) found that, with the exception of the middle-aged sample, the complexity of friendships increase across the life span and that this increasing complexity may support Jung's (Campbell, 1971) individuation, i.e., that with advancing age and an increasing awareness of death, one grows to know and accept the various qualities that make up the self. In turn, this increase in perception of complexity of the self may well enhance the awareness and acceptance of the complexities in others. Lowenthal et al. (1975) also found that, across the life span, women tended to perceive more complexity in their relationships than did men.

Another finding of their study of friendship is that the perception of the qualities of friends and friendships are surprisingly similar across the adult life span, suggesting that the functions of real friendship may be

established at an early age and then maintained throughout
life. The significance of these findings and the particu-
lar emphasis relative to the four adult periods in the
social career programs will be discussed, where appropri-
ate, in the description of the stages and programs.

In terms of the social career, the four stages are
early adulthood, 18-34; midlife reexamination, 35-43;
middle adulthood, 44-64; and late adulthood, 65 plus. The
first period, early adulthood, is a time of learning and
honing the basic skills. It is also "the most individu-
alistic period of life and the loneliest one, in the sense
that the individual, or at most two individuals, must
proceed with a minimum of social attention and assistance
to tackle the most important tasks of life" (Havighurst,
1953, p. 258). The second period, midlife reexamination,
is a time of shifting from external social values and
rewards to an internal set of values and rewards. The
third period, middle adulthood, is a time of establishing
a social life which meets the new, i.e., internal, sense
of values and rewards. The final period, late adulthood,
is a time of maintaining a viable social life in the face
of a diminishing (through relocation or death) number of
friends and acquaintances, sometimes complicated by a loss
of mobility on the part of the retired person.

Social Career Programs

The following is a list of the social career programs to be discussed:

1. Communication Skills

2. Social Sex Roles

3. Integration of Personal and Societal Values

4. Socially Responsible Behavior

5. Forming Social Groups

6. Leadership, Cooperation, and Competition

As stated before, the general life skills will not be included in the specific careers, but their importance to each career should be considered. The staff of an Adult Growth and Development Center must be aware of the differences between a client needing to develop social skills, a client lacking the basic life skills, and a client lacking in a combination of the two. With this awareness, it then becomes possible to meet the needs of the client through referral, specialized programs, etc.

In discussing the various social skills programs, the specifics of developing the programs are omitted. The discussion will be related to the needs at the different developmental periods.

Communication Skills. Communication skills are necessary across the entire life span. In adulthood, the growth of an individual's social, civic, and/or

occupational responsibility and advancement are related
to the possession of "good" communication skills. Equally
important is the ability to communicate, verbally or non-
verbally, the wants, needs, wishes, desires, etc. in the
individual's interpersonal relationships.

In terms of the four adult stages, the needs of
early adulthood are clearly illustrated in Havighurst's
(1953) statement:

> It is a time of sensitivity and unusual readiness
> of the person to learn. Early adulthood, the period
> from eighteen to thirty, usually contains marriage,
> the first pregnancy, the first serious full-time job,
> the first illnesses of children, the first experience
> of furnishing or buying or building a house, and the
> first venturing of the child off to school. (p. 257)

Just looking at this partial list of firsts would indicate
a need for a variety of communication skills.

The needs of midlife are related to the individu-
ation process, to experiencing and expressing the changing
values and beliefs resulting from the shift to a more
internalized sense of the self and the world. It is also
a time of reconciling oneself to the outcome of "the
Dream" (Levinson, 1978, pp. 245-51) and to communicating
the shape of the modified dream.

The needs of middle and late adulthood are similar
to those of early adulthood in the sense that the midlife
has given us a new self-perspective with its effect on our
social world and in late adulthood we are trying to

maintain our social world in the face of change and loss.

Social Sex Roles. The growth and development of oneself personally and socially is related to the ability to break out of stereotypes and prejudices. The recent experiences of the Women's Liberation, Gay Liberation, and, to a lesser extent, Men's Liberation movements, and the resulting personal gains and losses and social advancement amid chaos and confusion, are testimony to that possibility for growth.

Certainly our exposure to sex-role stereotypes and prejudices begins at an early age, but anytime, including adulthood, is a good time to begin to reexamine them.

Integration of Individual and Societal Values, and Socially Responsible Behavior. These two programs, if not the same, are certainly closely related and will, therefore, be discussed together. In looking at these programs, two basic questions arise: first, what is socially responsible behavior? What decides this--the individual's value system or societal rules and norms--will have a major impact on the individual's life style and life satisfaction. Hopefully, it would be a satisfactory compromise for the individual and society. The second question, a multiple one, is: to what extent can we integrate the individual values and societal values; what are the

trade-offs and the consequences of these trade-offs; and how much can or should an individual change or compromise the personal values to satisfy the societal values?

The importance of the adult developmental periods to these programs lies mainly in the change of personal values over time and, to the extent that they do change, change of societal values during the individual's development. This combination of change has a strong effect on the individual's ability and willingness to compromise.

Leadership, Cooperation, and Competition; and Forming a Social Group. In terms of the social career, these two programs are basically the same. In the wider context of the various other careers, Leadership, Cooperation, and Competition is a more encompassing program.

The effects of the various adult developmental periods on the development of these programs is, again, related to increased advancement and responsibility over the adult life cycle and to changes in the individual's expectations of the social group. The responsibilities of a younger adult are usually less than those of a more mature adult, up to the retirement stage, and the basis of the younger adult's involvement in a social group differs from that of an individual in middle or late adulthood. For example, during the leaving home period, the social group is usually a support system for breaking

loose from the family circle while the middle adulthood
social group is more related (sometimes inversely so,
sometimes directly so) to family responsibilities, occu-
pational demands, and the pursuit of security. (Lowenthal
et al., 1975)

Changing Roles and Social Relations. This program
would be more appropriately named "Changing Roles and
Social Relations During _____ Adulthood." The transi-
tion periods (Levinson, 1978) of adulthood almost invari-
ably result in a change (sometimes major, sometimes minor)
in the individual's roles and social relations. The
clearest example of this is the change resulting from
retirement. The loss of the role, worker, and the dis-
tancing from a work-related social life, if not prepared
for, can be a traumatic experience for the individual. If
these issues are addressed as a part of retirement plan-
ning, the satisfaction with retirement is increased.
(Lowenthal et al., 1975)

A similar case can be made for the young adult
leaving home, the young adult marrying and beginning a
family, for the middle-aged individual "making it" in the
world, and for the individual during and after the midlife
reexamination.

The Civic Career

The major programs in this career would be

addressed to developing civic competence. These would
include community involvement programs, consumer programs,
volunteer training, activism programs, and other skills
and concepts related to specific civic issues such as
school involvement, political activism, etc. It is the
author's belief that these types of programs are best
offered in conjunction with specific organizations such
as the various legal-aid clinics and ethnic or religious
groups.

The one program that would probably be best
handled within the center would be consumer protection
coordinated with legal aid and various government
agencies.

The relationship of these programs to the adult
developmental periods is less clear than in the social
career; however, one relationship that is clear and which
needs addressing is consumer protection for the elderly.

The Marriage Career

The tasks and issues of the marriage career will
be considered in terms of the four developmental periods
outlined in the social and civic career. There are, how-
ever, two other important aspects to be considered in all
of the marriage career programs: Neugarten's (in
Schlossberg et al., 1978) "social clock," "on-time," and

"off-time"; and Levinson's (1978) importance of the timing

of the marker events in the developmental cycle.

Schlossberg et al. (1978, p. 4), in discussing

Neugarten's research, state:

Neugarten (1977) postulates that "there exists
a socially prescribed timetable for the ordering of
major life events" and that most adults conform to
this timetable. Although adulthood is not mandated
by the dramatic biological changes that trigger
physiological development in childhood and adoles-
cence, most adults have a built-in "social clock"
by which they judge whether they are "on-time" in
particular life events. To be "off-time," whether
early or late, is to be age deviant; and like any
other kind of deviance, this carries with it social
penalties. The woman not married by age 29 used
to--and maybe still does--feel ashamed. The man
still in school at age 30 feels ashamed. It is as
shameful to have a baby at age 45 as at age 15.
Furthermore, age norms differ for men and women.
Women are expected (both by themselves and by others)
to date, to marry, and to have children at an earlier
age than men. Neugarten concludes that, in consider-
ing social expectations about appropriate behavior,
one should think in terms of age/sex roles rather
than just age roles or sex roles.

Levinson (1978, pp. 54-55), in considering "marker

events" in the developmental cycle, states:

Our lives are punctuated by events such as
marriage, divorce, illness, the birth or death of
loved ones, unexpected trauma or good fortune,
advancement or failure in work, retirement, war,
flourishing times and "rock bottom" times. We use
the term marker event to identify an occasion of
this kind, which has notable impact upon a person's
life. Marker events are usually considered in terms
of the adaptation they require. They change a man's
situation and he must cope with them in some way.
The further changes in his relationships, roles and
personality are then understood as part of his
adaptation to the new situation.
Yet we also need to regard marker events from the
viewpoint of development. They can occur at various

ages and do not in themselves cause the start or end
of a period. However, the age at which an event
occurs is important. The significance of a marker
event for an individual depends partly upon its place
in the sequence of the developmental periods.

Getting married, for example, is a marker event
in a man's life, whatever his age and circumstances.
It makes a great difference, however, just where in
the evolution of the periods it occurs. If a man
marries at the start of the Early Adult Transition,
say at age 18 or 19, the decision to marry and the
character of the marital relationship will be highly
colored by his current developmental tasks. He is
engaged in the process of separating from parents and
forming an initial adult identity. He wants to be
more independent and "adult," be he also feels unpre-
pared for adult life and tends to seek a dependent
relationship with a protective-caring-controlling
figure other than a parent. The hazard of marrying
at this point in his development is that the marital
relationship may perpetuate the struggles with his
parents. The result, often, is that he retains the
childish qualities he had consciously rejected and
fails to attain a more genuinely adult identity.
There are similar hazards for women at this time,
and each partner is implicated in the other's
developmental struggles.

Likewise, a marital relationship that takes shape
early in the period of Entering the Adult World, say
at age 23 or 24, will reflect the developmental tasks
of that time: to explore the possibilities of the
adult world and to form a provisional life structure.
The choice of a mate influences, and is influenced
by, the overall character of the structure. One man
tries to build a structure in which he can pursue his
special dream or vision; he marries a woman who
shares that dream and wants to join him on the
journey toward its realization. Another man betrays
his dream: seeking to build a structure that is more
acceptable to parent. or is "safer" in some inner
sense, he marries a woman who will value and support
this conservatism. At some later time he may blame
her, with much or little justification, for her part
in leading him away from his dream. The meaning and
vicissitudes of the marital relationship will be
markedly different in the two cases. The variations
are endless.

The social clock and the timing of marker events will not

be discussed in each of the marriage career programs;

however, they will be covered when their impact is major.

The programs of the marriage career are:

1. Human Sexuality

2. Sex Roles

3. Stages Within Marriage

4. Divorce and Living Alone

5. Being Single

6. Living Together Without Marriage

7. Second Marriages

8. Living Alone--Widows and Widowers

9. Senior Marriages

10. Gay Singles and Couples

Human Sexuality

Irrespective of any sense of religious, moral, or philosophical right or wrong, one needs only to visit a health clinic, as the author did the Bellflower Health Clinic, to understand the need for more knowledge and understanding of human sexuality. The high incidence of venereal disease, teenage pregnancies, unwanted children, requests for abortion information, etc., is, for the author, amazing in our current society. Alan Gregg (in Kinsey, Pomeroy & Martin, 1948, p. vii) wrote that:

> Certainly no aspect of human biology in our current civilization stands more in need of scientific knowledge and courageous humility than that of sex. The history of medicine proves that in so far as man seeks to know himself and face his whole nature, he

> has become free from bewildered fear, despondent
> shame, or arrant hypocrisy. As long as sex is dealt
> with in the current confusion of ignorance and
> sophistication, denial and indulgence, punishment
> and exploitation, secrecy and display, it will be
> associated with a duplicity and indecency that lead
> to neither honesty or human dignity.

The author believes this is as true today as it was then.

How a program on human sexuality would be struc-
tured and presented is, probably more than any other pro-
gram in this paper, dependent on the local situation and
factors. Whatever the local situation and the method of
presentation of the program, the author has found the
bc . Fundamentals of Human Sexuality (Katchadourian &
Linde, 1972) a good source for developing such a program.
As with most books, there are probably sections which are
brought into question by current research efforts and the
need to stay current with the literature is obvious.

Sex Roles

What form the marriage partnership will take is,
to some extent, dependent on the individual's concepts of
marital sex roles. The choice between a "traditional"
marriage, i.e., wife the homemaker, husband the bread-
winner, and a "non-traditional" marriage, i.e., role
reversal, both partners working at separate jobs, partners
sharing the same job on a part-time basis, singles living
together, gay couples, etc., and the successful outcome of
that choice is certainly influenced by the individual's

sex role expectations. Other factors affect the choice
and the outcome, but it is the author's belief that ulti-
mately a "successful" marriage, one in which both partners
grow and develop to their optimum capacity, is the result
of congruency between and satisfaction in the individuals'
perceived and prescribed sex roles. It is here that
Levinson's (1978) concept of the point in time at which a
marker event occurs has bearing. For that reason, if not
for any other, a clarification of sex-role expectations
prior to marriage is important. Under the best of cir-
cumstances, the adaptation and adjustment problems of the
first years of marriage are stressful. Eliminating some
of the causes of these adaptation problems, such as
divergent sex-role expectations, can help in making the
first years "easier" for the marriage partners.

In the early adult years, the clarification of
sex role expectations would also serve to clarify many of
the options in other marriage/family decisions, i.e.,
continuing education, time of settling down in the first
job, family planning, etc.

The midlife crossover of sex roles (Schlossberg
et al., 1978) can be made less stressful and disruptive
of the marital relationship by a clearer understanding by
the individuals of their sex-role expectations.

The adjustment to retirement can be favorably

$\mathcal{E}_0$

affected by a better understanding of sex-role expecta-
tions. The changes in sex-role expectations at this time
in the adult cycle are usually the result of role losses,
i.e., loss of job, change in family status, growing
dependency on children, etc., and an awareness of the
potential in each of us for the attributes of both
"masculinity" and "femininity" can ease the adjustment
pains.

Although talking only about the individual's sex-
role expectations, it should be remembered that society
has its own sex-role expectations and their influence can
be significant, especially if they are not consciously
addressed. The program Social Sex Roles in the social
and civic career should be considered when developing this
program.

Stages Within Marriage

These would be a series of programs or workshops
dealing with the issues and tasks of marriage as they
usually occur in adult development. There will be excep-
tions, perhaps many, in the sense of individuals who are
off-time and the effects of the social clock, on-time and
off-time (Neugarten in Schlossberg et al., 1978) and
Levinson's (1978) timing of marker events and should be
considered in the development of these programs.

For early adulthood, the programs would include:

1. Communication in Marriage. This could be a single program covering the entire developmental spread or could be a series of specific adult developmental period programs.

2. Preparing for Marriage. In its simplest form, this program could be a clarification of the individual's goals, objectives, etc. for the marriage. It is a matter of the state of mind or "mind set" of the individuals in their understanding and expectations of marriage.

3. Selecting a Mate. Although it may sound a little unromantic, the question of compatibility after the first bloom has gone is important. When the romantic and sexual attraction comes into perspective, there are still two individuals left who must learn to live together.

4. Learning to Live With the Marriage Partner. Adjustment and adaptation techniques, how to "fight fair" and learning to compromise are just a few of the possibilities for this program.

5. The Marriage Partnership and the First Child. It is a certainty that the first child will have an impact on the social and sexual part of the marriage. Less time, more responsibility, etc. are all problems of adjustment during this period and usually are not addressed prior to the fact. Looking at them beforehand might make the impact a little less severe.

In middle adulthood, programs would include:

1. Relating to the Spouse as a Person. The empty nest and the coming to terms with the Dream often lead to the need to develop a new basis for the relationship between spouses, i.e., as individuals.

2. Changing the Marriage. This could be the result of the empty nest or facing the Dream of above or could be the result of the desire or need of one or both partners to modify or change the marital relationship for any reason.

In later maturity, programs would include Ad st-ing to the Death or Illness of a Spouse, which particular program will be addressed more fully in the program Death and Dying in Family Career.

There are certainly other programs related to the stages within marriage, but the above gives an indication of the types and sequencing of such programs.

Divorce and Living Alone

The adaptations and adjustments, the problems of divorce and of learning to live alone are self-evident. What has often been missed in dealing with these issues, as indicated in such workshop names as Surviving Divorce, is the opportunity for growth and development. Obviously, meeting the immediate survival needs of the individual before, during, and after divorce is important and the

period of development of these survival skills may not be the time to be talking about opportunities, but the program can and should be structured so that it will lead, as naturally as possible, to the awareness of these possibilities. It may take another program, as a follow-up, to bring these possibilities to the point where they are seriously considered, but the groundwork is laid in the first program.

As with all the programs, the individual's point in the developmental cycle will have a bearing on the program, its objectives, and probably the techniques. The combination of individual development and its place in the life cycle presents a tremendous challenge for a person developing programs such as these. The first step has been made toward a successful program with the recognition of the potential areas of concern and conflict.

Being Single

While addressing the needs of the married, it is important that the needs of the persons living alone be considered. The movie title, Love, Pain and the Whole Damn Thing, applies to singles as well as marrieds. Both can be lonely, hurt, happy, sad, smothered, etc. and the needs of both need attention.

A program such as this could range from the very practical (in fact, such a practical approach may serve as

a good beginning for bringing the individuals into the center and, therefore, making the transition to "counseling" easier) to the more complex issues and problems.

Living Together Without
Marriage

Again, without regard to right or wrong, basically the same issues and tasks of adult development are faced by a couple living together without being married as with those who are married. Depending on one's personal point of view, the issues and tasks may be more difficult or less difficult without the legality of marriage, but the fact is that they are there. This is true for adults of all ages: the young couple, the divorced person leery of a second attempt, and the elderly who would bear a financial loss (social security, pensions, etc.) if they were married rather than living together. Obviously, no program can ignore the effects of societal values and norms and the extent to which and the way that they are covered is a tight rope between outright rejection of societal values and norms and the inability to be impartial in the program because of one's strong belief in the societal system.

This program, as with others in this section, presents problems in that it would run counter to the prevailing social norms and values. Also, as with others,

recent events such as the Marvin vs. Marvin case indicate that persons in this type of relationship are not without specialized issues and tasks. This is further compounded by the normal adult development and its attendant issues and tasks.

One starting point for this type of program could be in the legal area, i.e., the contract between the two parties, and could be open to other issues, both relationship specific and developmentally related.

Second Marriages

Although the author is not sure exactly what form such a program as this would take, the frequency of second marriages certainly indicates the possibility of special needs.

Living Alone--Widows
and Widowers

The death of a human being is a loss to those who knew him. The death of a spouse is even more tragic and the resolution of the crisis of that loss is very often a difficult one. But the loss of a spouse has a continuing impact beyind the acceptance of death. Each day is another reminder of that death as the surviving spouse deals with living alone.

Many married persons are not prepared for living alone and it is not gender specific--the surviving husband

can be equally as lost as the surviving wife. A program which addresses death and dying helps deal with the immediate impact. What is needed is a program which provides the framework for beginning anew. It is usually an issue that we would rather avoid, but widow and widowerhood is a reality for almost all of us and one that can be made tolerable, at the least, if we are prepared for day-to-day living alone.

Senior Marriages

Again, the author is not sure of the form of such a program, but certainly a beginning could be the giving of "permission" for seniors to remarry. Along with the societal attitudes regarding senior marriage (in the author's experience, a mixture of mild outrage and doting indulgence of the cuteness), there are all the problems of children's attitudes, financial aspects, adjustment and adaptation problems, etc. It would appear to be a fertile ground for assisting in adult growth and development.

Gay Singles and Couples

The issue of gays is a sensitive one which is in a state of "emotional" flux in society today and one which many, if not most, people would rather avoid. If the figures of Kinsey, Pomeroy, and Martin (1948) are correct, there is a large population whose developmental needs, in

this special context, are not being met outside those areas with a population large enough and open enough to support special centers such as the Orange County Gay Community Center.

The author is aware of the dangers of further stigmatization by separation, but is not sure that many of the needs of this particular population can be met in any other way at this time. The number and variety of programs being presented at the Orange County Gay Community Center overlap, to a considerable degree, with other programs in the community-at-large which address these same needs and would indicate the need for such separateness, at least for some period of time.

Wherever and however it is done, the concept of human rights and dignity and the opportunity for all individuals to grow and develop to their optimum capacity mandate this attention.

The Family Career

In considering the family career, three areas are covered: the family of origin, the family of procreation, and homemaking skills. It is necessary, as in the other careers, to be aware of the overlap between programs within each of the three areas and between the different careers. This overlap, in spite of some fracturing of the tasks and issues, has the distinct advantage of naturally

leading to other developmental programs and thus provides a continuity for the educational/preventive counseling of adults. One of the basic objectives of each of the pro- grams should be to make the client population aware of other possible needs and the programs designed to meet those needs. In other words, each program serves, in part, as a hook for the next or other programs.

Family of Origin

Only two programs are presented in this area, both related to specific adult developmental periods. The first, Emotional Independence From Parents, occurs in late adolescence and/or early adulthood. The second, Aging Parents, usually occurs in middle adulthood.

Emotional Independence from Parents

This would more properly be called Emotional Independence from Parents and Other Adults. Havighurst (1953, p. 124) defines the goals of the task "to become free from childish dependence on parents, to develop affection for parents without dependence on them; to develop respect for older adults without dependence on them."

There is, usually, an ambivalence on the part of both the young adult and the parents. The young adult wants to go out on his own but knows that its a tough

world out there, often unforgiving of mistakes. The
parent is fearful of what that world may do to their
inexperienced children but also knows that eventually
they must go into that world. Ambivalent or not,

> adults who fail in this task are dependent people,
> often still tied to their parents, unable to make
> up their minds on important matters. unable to move
> about freely in our adult society because they are
> still children, emotionally. (Havighurst, 1953,
> p. 124)

If the individual has reached young adulthood
without this emotional independence, a program to develop
a combination of life skills (decision-making, change
management, locus of control, stress management, etc.)
specifically directed to the everyday issues of a young
adult would be one form of helping the individual meet
this task.

Another approach could be the presentation of the
program as a support group for the younger adult entering
the world. This could be done directly or under the
guise of a specific skills program for the young adult.

Aging Parents

One of the major issues of middle adulthood is
dealing with parental role shifts. The change in physical
health, economic conditions, etc. of the parents often
leads to an increasing dependency on their children. The
middle-aged adult finds himself in the middle of three

generations, being parent to one's own children and to one's parents.

This program would be one of awareness and understanding of the shifting roles and their demands and some basic skills in role adjustment and adaptation. An important part of the program would be in learning to recognize that not all of the parental demands are reasonable and that guilt is an issue that must be faced and dealt with.

Family of Procreation

The programs developed in this area would mainly deal with parenting issues and would follow a sequence of:

1. Family Planning

2. Prenatal care

3. Adjusting to the First Child

4. General Parenting

5. Adolescent Parenting

6. The Empty Nest

7. Being a Grandparent

8. Working Parents

9. Single Parents

Depending on the philosophy of the center, programs for involvement in the education system, extended families, family abuse, etc. could also be developed and presented. These types of programs are discussed here,

but indicate the wider scope of issues and tasks related
to the family of origin.

Since each of these programs has a common base in
parenting, they are considered as a single program for
discussion purposes and are keyed to the adult develop-
mental periods. Again, the issues of the social clock
and the timing of marker events in the developmental
cycle have an effect on these issues and tasks and the
programs should be developed to take these factors into
consideration.

Family planning is affected by a number of fac-
tors, personal and developmental, and consideration of
these factors could serve as the basis for developing the
program. The place in the occupational career of either
or both of the parents, i.e., exploratory phase of career
selection, career goals and objectives of the mother, etc.
and the traditional or non-traditional form of the mar-
riage partnership all have a bearing on when to begin a
family, size of family, etc.

Prenatal care, important in its own right, is
further affected by the chronological age of the mother-
to-be, i.e., teenage mother, middle-adulthood mother, etc.

Adjustment to the first child is, again, affected
by the status in the other careers:

1. Marriage--how long have the parents been
married; have they worked through the adjustment and

adaptation phase of the marriage or are they still dealing with the issues?

2. Occupational--have the parents resolved the work/parenting relationship of both parents?

3. Leisure--how does the child affect the leisure goals, etc. of the parents?

To see the effects of these other career factors, consider one aspect of the marriage career. If the partners have not successfully completed the adjustment to one another, birth of the first child can cause feelings of jealousy and/or rejection for the husband, feelings of confinement to a single role (mother) for the wife, etc. The place in the other careers can be looked at in a similar manner.

The adolescent parenting program brings the family career full cycle. The parents had to leave the nest to become adults in an adult world and their task now is to help their adolescent children succeed in the same task. This is complicated, as discussed in the family of origin program, by being in the middle of three generations.

The empty nest is almost a new beginning of marriage and is discussed in the marriage career. Its importance here is in the parents learning to let go of their children while still retaining a meaningful relationship with them and their family of procreation.

The working parents and single parent programs would cover the same basic cycle as the parenting programs above, but with special consideration given to assisting the individuals in meeting the developmental tasks in the context of their non-traditional family situation.

Homemaking Skills

The programs for the homemaking skills are:

1. Home Management
2. Financial Management
3. Consumer Education
4. Owning a Home
5. Renting

There are undoubtedly other programs which fall into this area, but the above are indicative of the general range and type. The programs for the homemaking skills are generally self-explanatory and are not discussed individually. A few comments about the development and the structure of the programs need to be made.

As with life skills, the homemaking skills are pervasive throughout the adult development cycle and the learning of these general skills enables the individual to direct more effort to learning the specific skills related to the family career. These programs, as with many of the other programs, affected by where the individual is in the other careers and in the developmental cycle and the

development of these programs can then be of a general
nature, appealing to the entire adult population, or of
a specific nature, appealing to various sub-populations
defined by specific issues or tasks.

The Occupational Career

The programs for the occupational career are,
basically, a series of career education and guidance pro-
grams. Since there is a considerable quantity of material
available in this area, only a few general comments will
be made rather than an individual discussion of each
program. The programs in this career are:

1. Educational Guidance
2. Career Guidance
3. Career Exploration
4. Job Search Skills
5. Career Development and Enhancement
6. Career Changes, Second Careers
7. Self-employment
8. Adult Reentry
9. Retirement Planning
10. Retirement

Within each of these programs there can be special needs
relating to the developmental cycle. Educational guidance
is a part of the career guidance for the adolescent and

young adult, but also for the reentry woman, reshapers of the Dream, etc. Career exploration occurs during the entire occupational career for those individuals seeking upward mobility. Career development and enhancement is equally applicable to those who are progressing or want to progress in their career and to those who are "dead-ended" in their career. The career changes, second careers, and self-employment meet the needs of the adult population across the entire occupational career span, i.e., young adults still unsettled in a career, the midlife adult who is coming to terms with the Dream, and the pre-retired or retired adult who wants or needs to work after retirement.

One other program for consideration in the occupational career is The Dream. The Dream program could be developed from Levinson's (1978) theory and could be designed for the young adult who is just beginning the Dream and/or the midlife adult coming to terms with the Dream.

An important part of these programs would be the awareness and understanding of the culmination stages of Buhler and Massarik (1968). An understanding of the four culmination possibilities (early, middle-age, late and irregular) is useful to both the individuals developing the programs and those attending them. The possibility that different occupations can have different culmination

points make it possible for the individual to adjust to
or adapt career choices in such a way as would enhance
his life satisfaction.

Leisure Career

In considering the leisure career, program devel-
opment can range from the specific (programs for a speci-
fic leisure activity such as boating, needlepoint, etc.)
to the more general. The programs discussed here are of
the more general type and cover:

1. Personal Exploration
2. Physical Awareness
3. Substance Abuse
4. Physical Health--Myths and Realities
5. Learning to Play
6. Lifelong Learning
7. Volunteering

Personal Exploration

This program is closely related to the Life Skills
program for values clarification. Its specific purpose in
this career would be in meeting the needs of those values
in the context of leisure time which are not met in the
occupational or family careers. It would be a program
designed to explore our unsatisfied needs and values and
some possible ways to fulfill these needs.

Physical Awareness

The program on substance abuse is an educational/ preventive one, not one of correction. The use of drugs and alcohol and their effects in the younger years, alcoholism in middle and later adulthood, etc. are forms that these programs could take.

The physical health program would be addressed to the myths and realities of aging. Adjusting to the aging body (at any adult age) is an issue many of us would like to avoid. Our youth-oriented society has certainly contributed to this reluctance to face aging and to the perpetuation of the many myths which make aging a thing to be feared and dreaded in our society. The reality of an active physical life at all stages of adult development needs to be addressed in the most forceful terms.

Learning to Play

Although included in the leisure career, the ability to play enhances life satisfaction in all aspects of adulthood. Unfortunately, being an adult is too often synonomous with being serious, hard-working, no-nonsense, etc., with the implication that "serious" people do not play. It is the author's firm conviction that playing is what keeps us "young" (young being defined as active, concerned, and caring as opposed to chronologically young in age).

Lifelong Learning

The joy of lifelong learning, whatever form it takes, is a gift to us all. The important thing here is that learning can be academic learning, skills learning, and growth and development learning in its broadest sense. To learn to communicate a sense of caring is just as (more?) important as learning an intellectual skill; rather, the two complement each other. The individual who learns to make a coffee table can, and should, receive as much joy and satisfaction as the individual who writes a book. We are blessed in our diversity if not our acceptance of it.

Volunteering

The satisfaction and life enhancement derived from helping others is not restricted to any age group or developmental period. The needs or the circumstances may change, i.e., at retirement, volunteering satisfies many role needs and there is more time available, but the rewards and satisfactions are constant. The specifics of such a program are not discussed here but would evolve, to a large extent, out of the community needs and resources and the adult population within the community.

Programs related to the specific adult developmental periods could also be developed in a form such as: (1) Use of Time and Leisure--Youth, (2) Use of Time and

Leisure--Middle-age, and (3) Use of Time and Leisure--
Later Maturity. These programs are suggested as a possi-
bility and are not discussed; however, the developmental
issues and tasks of the other careers would serve as the
keystone in their development.

Summary

In this chapter a series of general life skills and
career-specific programs have been presented. These pro-
grams, particularly the career-specific programs, have
been discussed in terms of the various periods of adult
development. Two factors need to be considered in rela-
tion to this presentation of programs. First, the lists
of programs are not all inclusive. There are, undoubtedly,
other programs, both life skills and career specific, that
could be specified. In fact, the breakdown into a series
of careers is, by its very nature, a somewhat artificial
one and therefore subject to modification. The second
factor is that the consideration of developmental period
effects during the various careers is stated more age
specifically than may be the case. Many developmental
tasks and issues cover more than one developmental period
and/or arise more than once during adulthood.

Both of these factors should be considered in
implementing the programs. The design and presentation of

the various programs should be such that they appeal to a range on both sides of the developmental period. In some cases, as in retirement planning, the need for preventive/educational counseling is far in advance of the timing of the actual event.

In discussing preparation and implementation of the various programs, the question of how best to reach the largest possible adult population arises. This is a question worthy of its own study, but some general approaches have been indicated in this paper. These, to some undetermined extent, reflect the author's preference and/or bias. Even considering this, there is still a large measure of validity in the approaches. To cover a few: the greater involvement of educational institutions and non-counseling community organizations (fraternal organizations, religious organizations, etc.); the wider use of paraprofessionals, particularly peer counselors; and a major rethinking of current counseling techniques and methods. The author has seen, both in the field survey interviews and in his own supervised counseling, the benefits of using peer counselors. In the opinion of the author, any minuses are far outweighed by the pluses. The author is currently teaching a retirement planning course at a community college and has experienced first hand the willingness of adults to accept counseling under the guise

of an educational program. As to methods and techniques,
the introductory chapter, Chapter 1, covers this fairly
well. As stated before, these three are just the begin-
ning of a long list of possibilities. Hopefully, they
have indicated the way.

Chapter 4

SUMMARY

Chapter 1 states the purpose of the study and its significance. The major point in this chapter is the need for a different approach to adult counseling. The mode suggested is one of preventive/educational counseling in conjunction with current problem solving counseling. The basic premise is that the most effective and efficient way to deal with a crisis situation is to prevent it.

This chapter also addresses the need for a more effective means of reaching the potential adult client population and the potential benefits to be gained through the wider use of paraprofessionals (peer counselors).

Implementation of preventive/educational programs is also considered with emphasis on reaching the potential client population in terms of the most efficient and effective environment, bases for establishing the programs and counseling mix.

Chapter 2 presents a brief history of adult developmental theory, a series of perspectives on adult development and consideration of some of the adult developmental theorists (Jung, Erikson, Havighurst, Buhler, Lowenthal,

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Neugarten, and Levinson). The position arrived at is that
adulthood is a predictable process of development and
growth and that it is possible to develop a series of
preventive/educational programs based on a synthesis of
various adult developmental theories.

Chapter 3 presents a series of life careers and
adult developmental periods which are then used to develop
the preventive/educational programs. Programs in a social
and civic career, family career, marriage career, occupa-
tional career, and leisure career are presented with
special consideration given to four overall periods of
adulthood: early adulthood, midlife reexamination, middle
adulthood, and late adulthood. These four major periods
are broken down, where appropriate, into more discrete
periods such as leaving home (early adulthood),
restabilization (middle adulthood), etc.

Chapter 3 concludes with this presentation of the
possible programs. Since the actual implementation of an
Adult Growth and Development Center would be affected by
many factors such as personal philosophy, socio-economic
make-up of the community, resources available, etc.,
questions of staffing, facilities, funding, etc. are not
covered. The end product of Chapter 3, the presentation
of the possible preventive/educational programs, is to
serve as a starting point from which to develop and grow.

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APPENDIX

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FIELD SURVEY

Purpose

The purpose of the counseling field survey was to examine some of the services being offered by the various counseling centers in the community to begin to identify those issues, tasks, and problems that are the basis for the need for crisis-oriented counseling. It was expected that many of these needs will have resulted from a failure to be aware of changes resulting from adult development, inability to cope with these changes, and lack of knowledge of where to go for the help needed before it becomes a crisis situation. It was not intended that the counseling field survey be the basis or justification for the design of an Adult Growth and Development Center.

There is already credible evidence (Drum and Figler, 1976) of the value of counseling in preparation for adult developmental tasks and issues. Unfortunately, most of these programs are Outreach Programs offered by educational institutions. I expect that the results of the survey will indicate how these Outreach Programs can be adapted to meet the needs of the counseling services being offered by the centers in response to developmental needs. Specifically, it was expected that many of the

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counseling services being offered by the various centers would be unnecessary if growth and developmental programs dealing with these issues were available to, and used by, the client population of these counseling centers.

Design

The counseling field survey was a three-step process. The first, a personal visit by the author, was for the purpose of introducing the study to the center's Director/Administrator. It was felt that the visit would indicate the significance of the study such that the Director/Administrator would be motivated to provide the assistance needed to conduct the survey. During the visit, preliminary information was obtained through a discussion with the Director/Administrator and a tour of the facilities.

The second step was the completion of the questionnaire left with the Director/Administrator during the personal visit. The questionnaire was designed to elicit the following information: general background, client population, services provided, staffing and staff training, fees and funding, and facilities. The relationship of each of these items to the Adult Growth and Development Center will be discussed in the results.

The third step was a series of follow-up letters and telephone calls to ensure completion of the

questionnaire and to provide a means of "fleshing out"
the questionnaire results.

A copy of the questionnaire is attached.

<u>Sample</u>

The organizations surveyed were:

Bellflower Health Clinic
10005 Flower Ave.
Bellflower, California

Bellflower Rental Assistance
9838 E. Belmont
Bellflower, California

Bell Gardens Community Center
5856 Ludell Ave.
Bell Gardens, California

S. E. Legal Aid Center
2007 E. Compton Blvd.
Compton, California

Straight Talk Clinic
5712 Camp St.
Cypress, California

Family Services of Downey
11455 Paramount Blvd., Suite F
Downey, California

Downey Helpline
12458 Rives Ave.
Downey, California

Downey Volunteer Bureau
11026 Downey Ave.
Downey, California

Orange County Gay Community Center
12732 Garden Grove Blvd.
Garden Grove, California

Family Services of Long Beach
1041 Pine
Long Beach, California

Norwalk Helpline
12727 S. Studebaker
Norwalk, California

Salvation Army Family Services
14034 Pioneer Blvd.
Norwalk, California

The organizations were selected to obtain a cross-section of client populations, services provided, staffing, funding, etc. The sample is not necessarily representative of all the organizations providing services to the adult community, but does appear to cover most of the major issues. The following is a brief description of the reasoning behind the selection of the specific organizations.

Bellflower Health Center was selected because its population was fairly representative of the less affluent members of the community, because its services are mainly in the area of physical health, and because it is funded through the county.

Bellflower Rental Assistance was selected because it provides a non-health service, again because it is fairly representative of the less affluent members of the community, because it is a part of a local municipality, and because of its funding.

Bell Gardens Community Center was selected because of the range and mix of the services provided and because of the variety of funding resources.

S. E. Legal Aid Clinic was selected because of its non-health services and because of its predominantly low-income client population.

The Straight Talk Clinic was selected mainly because of its large use of interns in its counseling programs and peripherally because of its success in obtaining funding through various agencies of government at all levels.

Family Services of Downey and Family Services of Long Beach were selected because of their specific, although not exclusive, orientation to the family as a client population. Two family service agencies were chosen because of the different emphasis given to the overall programs and goals in each.

Downey Helpline was selected because it is currently oriented to the elderly as a client population and because of its means of funding.

Downey Volunteer Bureau was selected because of its work in finding and placing volunteers with various community agencies, clinics, organizations, etc.

The Orange County Gay Community Center was selected because of its "special" population, the wide range of programs offered, and because it is, at present, totally supported by donations and voluntary fees for services.

Norwalk Helpline was selected because of its client population, mainly adolescents who are in trouble with the "system."

The Salvation Army Family Service was selected because of its religious affiliation.

Again, the sample was not designed or intended to be totally representative of the total population of clinics, counseling centers, service organizations, government agencies, etc. Those in the sample were selected to cover most of the major adult developmental issues in the theories.

Results

All of the twelve organizations completed and returned the questionnaire. Of these, seven provide services which could be classified as psychological counseling; four provide services which could be classified as life assistance counseling (legal, housing, physical health, etc.); and one provides both types of service. The results of the questionnaire for each organization are summarized below.

Bellflower Health Center. The Center, located in a municipal building complex, operates from 8:00 a.m. to 5:00 p.m., Monday through Friday. The purpose of the clinic is "to provide community health services."

Seventy-five percent of the client population comes to the center through call-in or drop-in, 25 percent from referrals. Of the services provided, 40 percent are related to women's care (family planning, prenatal care, etc.), 30 percent are related to communicable disease control, immunization, T.B. clinic, etc., 25 percent are related to parenting, and the remaining 5 percent is a mixture of other health-related issues. The majority of the services are provided in person with the exception of the problems relating to parenting. The parenting problems and issues are handled about half and half in-person and by telephone.

Staffing consists of a Health Officer, an M.D. with a Master's degree in Public Health; three half-time M.D.s; one full-time pediatrician; one dentist; two MSWs; a dental hygenist; eight public health nurses; nine R.N.s; four workers (with Master's) in health education, nutrition, and immunization; two community workers; two nursing attendants; and ten clerical personnel. All are paid workers and, with the exception of the Health Officer, the two half-time M.D.s, the dentist, and the two workers in public health immunization, all are female. Little recruiting for staff is necessary because of a long employment waiting list.

Supervision and training of the staff is varied

but quite extensive, varying from new employee orientation
to three-day seminars in specialized topics.

Bellflower Rental Assistance. The office, located
in the City Hall, operates from 9:00 a.m. to 5:00 p.m.,
Monday through Friday. The purpose of the office is to
"provide rental assistance to low-income families."
Forty percent of the client population comes to the office
through referral, 30 percent through Outreach Programs,
20 percent through drop-in or call-in, and 10 percent
through publicity releases.

The rental assistance program in Bellflower is
dormant because of lack of funding. There are 35 parti-
cipants, with a waiting list of over 200. Applications
are being discouraged and the only effort is for routine
follow-up.

Bell Gardens Community Center. The center, which
is located near two main cross-streets, operates from
6:30 a.m. to 6:00 p.m., Monday through Friday. Emergency
ecoromic-related counseling is handled by the local Social
Services Office. The purpose of the center is stated as
being "dedicated to helping residents of cities in the
Southeast sector of Los Angeles County recognize indi-
vidual, family, and community problems and to determine
and eliminate the causes." Seventy percent of the client

population comes to the center through drop-in or call-in,
15 percent are by referral, 10 percent through Outreach
Programs, and 5 percent through other publicity.

The services offered by the center are quite varied
and range from meals-on-wheels for senior citizens, child-
care for working parents, to limited counseling. The
issues addressed by the center in assisting their client
population are: economic pressures and problems, 52 per-
cent; isolation (senior citizens), 17 percent; physical
disabilities (senior citizens), 11 percent; cross-cultural
adjustment (parents), 11 percent; and immigration-related
issues, 9 percent.

Because of the diversity of programs offered, it
is difficult to categorize staffing. It ranges from an
Executive Director and four Department Directors, all
with MSWs, to volunteer workers in the thrift shop.
Total staffing consists of 104 females and 10 males.

The supervision and training is as varied as the
staffing, ranging from small-group workshops and seminars
for the professionals and paraprofessionals to individual
day-to-day contact with the various volunteer personnel.

Southeast Legal Aid Center. The center, located
on a main street of the community, operates from 8:30 a.m.
to 5:00 p.m., Monday through Friday. Emergencies are
handled by a "short cause lawyer." Fifty percent of the

client population comes to the center through call-in or
drop-in, 30 percent through referrals, 10 percent through
Outreach Programs, and 10 percent through other publicity.

The issues or problems dealt with are (in rank
order) unlawful detainers, domestic problems (divorce,
etc.), consumer problems, administrative law, and alien
rights. Contact is almost evenly divided between in-
person contact and telephone contact. Both types of
contacts are, as would be expected with the complexities
of legal matters, of an ongoing nature, i.e., five or more
contacts.

Staffing consists of a Director, eleven lawyers,
three para-legal assistants, and nine office personnel.
All are full-time paid employees; fourteen are female,
ten male.

The entire staff receives case load supervision on
an ongoing basis. Training of the staff is extensive,
ranging from in-house law tapes for individual study to
small-group seminars.

Straight Talk Clinic. The clinic, located in a
residential area, operates from 9:00 a.m. to 10:00 p.m.,
Monday through Friday and from noon to 6:00 p.m. on
Saturday. They have a 24-hour, 7 days a week emergency
telephone service. Their main purpose is to "provide
community-oriented low or no-cost psychological counseling

and related services." Ninety percent of the client population comes from referrals, 60 percent by friends or relatives, and 30 percent by other agencies. The remaining 10 percent is reached through Outreach Programs and publicity releases. The issues or problems dealt with in counseling are interrelated but are expressed as basic interpersonal communications (35 percent), loneliness or alienation (25 percent), problem solving (20 percent), non-assertiveness (10 percent), and helplessness or incompetency (10 percent). Counseling is done by telephone, usually a one-call situation with follow-up in-person counseling. In-person counseling for six or more visits predominates.

Staffing consists of three coordinators and eight professional counselors, all of whom are paid. They have an average of 50 volunteer counselors per year on a part-time basis. The majority of these are students doing field work assignments. Of the total staff, four are females, seven are males. The volunteers this year are comprised of 35 females and 15 males. The volunteer staff is recruited through field placement coordinators at various universities and colleges.

The volunteer staff receives two hours per week supervision. A variety of weekend workshops and seminars related to specific issues are available to the volunteer

staff. Supervision for the paid staff was not specified.

Family Services of Downey. The agency, located in a semi-residential area, operates from 9:00 a.m. to 8:30 p.m., Monday through Wednesday, and 9:00 a.m. to 5:00 p.m. on Thursdays and Fridays. Their main purpose is to "provide family and individual counseling to people in our service area."

Information on how they reached their client population was not available. Almost 100 percent of the client population is seen in-person, 54 percent for five or fewer visits, 46 percent for six or more visits. Telephone counseling is avoided whenever possible. Over one-half of the problems or issues addressed in counseling are related to the family, specifically 26 percent for marital problems, 24 percent for parent-child problems, and 9 percent for other family relationships. Thirty-two percent of the issues or problems are related to "personal adjustment" and the remaining 9 percent were not specified other than as all others.

Staffing consists of six District Directors, 20 professional counselors, and 13 office personnel, all of whom are paid. The agency has six volunteers "assisting in a variety of tasks but not to do any counseling." All of the Directors and counseling staff have Master's degrees and the agency prefers licensed personnel. Of the total

counseling staff, 18 are female, 8 male. They have no
special method for recruiting the staff.

The District Directors attend periodic workshops
or seminars in management skills and the counseling staff
receives regular in-house staff development (20 hours per
week). Supervision, with the exception of new staff
members, is provided on an "as-needed" basis.

Downey Helpline. The Helpline, located in a
municipal park, operates from 8:00 a.m. to 5:00 p.m.
daily. Their main purpose is "to coordinate and facili-
tate organizations providing human and recreational
services and to provide hotline services.

The majority of the client population (60 percent)
comes through drop-in or call-in with Outreach Programs
and referrals accounting for 15 percent each. The remain-
ing 10 percent come from all other activities and pub-
licity. The problems or issues addressed are: rental
problems, 35 percent; drug abuse, 25 percent; housing
problems, 20 percent; family problems, 10 percent; and
transportation problems, 10 percent. A breakdown of in-
person visits and telephone contacts was not given.

Staffing consists of two Coordinators, two pro-
fessional counselors, one paraprofessional, and one office
worker. All are full-time paid employees. The staff is
recruited through the city personnel office.

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The staff receives supervision and training in operational procedures, case handling, and emergency referrals.

Downey Volunteer Bureau. The office, located on the main street of the city, operates from 10:00 a.m. to 4:00 p.m., Monday through Thursday. Their purpose is to "recruit and refer volunteer personnel."

The majority of volunteers come through drop-in or call-in, referrals, and publicity. Of the 200 (approximate) volunteers per year, 45 percent want to help others, 25 percent have extra time, 10 percent are lonely or bored, 10 percent need work experience, and 10 percent feel that it is a life-enriching activity.

The office is staffed by a part-time paid Director assisted by members of the Assistance League. The volunteers receive training and supervision when and where they are placed. The bureau does not have a direct involvement after placing the volunteer.

Orange County Gay Community Center. The center, located in a small professional complex, operates from 6:30 p.m. to 10:30 p.m., Monday through Friday, and from noon to 10:30 p.m. Saturday and Sunday. Their purpose is to "provide facilities and services to the gay community and to provide educational services and information to the total community."

The client population comes to the center through call-in or drop-in (40 percent), word of mouth (30 percent), publicity (20 percent), and through other means (10 percent). Two counseling populations exist: the first is the in-person counseling population of which 75 percent are seen for six or more visits, 25 percent for five or fewer visits; the second is the Hotline caller population, 90 percent of whom call once, 10 percent of whom call more than once. Many of the second callers are referred to in-person counseling. Over 80 percent of the problems or issues are related to sexual identity or acceptance of sexuality, social and family pressures, and conflicts and low self-esteem. Work and financial problems account for 10 percent, with the remaining 10 percent related to social skills and loneliness.

The counseling staff consists of two directors, 10 counselors, five licensed supervisors, 30 Hotline monitors, and 10 Rap Group facilitators. The entire staff, including the licensed supervisors, work part-time and are unpaid volunteers. Of the total staff, 12 are female, 45 are male. The staff is recruited from users of the center and through friendship networks.

The counseling staff receives supervision weekly and attends monthly training and maintenance workshops. The Hotline crew and the Rap Group facilitators receive

monthly supervision and refresher training.

Family Services of Long Beach. The agency, which
is located in a semi-residential area, operates from
9:00 a.m. to 9:00 p.m. Monday through Thursday, 9:00 a.m.
to 5:00 p.m. Friday, and 9:00 a.m. to 1:00 p.m. Saturday.
Their purpose is "to strengthen family life through
counseling, family education and advocacy.".

The majority of the client population comes from
referrals (90 percent), with call-in or drop-in, Outreach
Programs and publicity accounting for the remaining
10 percent. Almost 100 percent of the client population
is seen in-person, 66 percent for five or fewer visits,
34 percent for six or more visits. They do very little
telephone counseling. The problems or issues dealt with
in counseling are: individual problems, 40 percent;
marital problems, 30 percent; parent-child problems,
10 percent; depression, 10 percent; and anxiety, 10 per-
cent.

Staffing consists of a full-time paid Director,
15 full-time and 28 part-time counselors, and 4 part-time
paraprofessionals. Of the counseling staff, 21 are
female, 27 are male. The staff is recruited through
advertising in the Los Angeles Times and the N.A.S.W. Job
Bulletin.

The counseling staff receives bi-weekly case

consultation with a psychiatrist. There are occasional workshops on special issues offered to the staff.

Norwalk Helpline. The Helpline, located in a semi-residential area, operates from 9:00 a.m. to 9:30 p.m., Monday through Friday. Their main focus is on "diversion programs, detour programs (for runaways), and general counseling for youths."

The majority of the client population comes from referrals, both agency and other clients (65 percent), the remainder through call-in or drop-in, publicity, and Outreach Programs. Almost 100 percent of the client population receives in-person counseling for six or more sessions. There is very little telephone counseling. Almost all of the problems or issues addressed in counseling are related to the family structure, with an arbitrary breakdown of drug use and burglaries (50 percent), runaways and other family problems (25 percent), spousal and child abuse (25 percent).

Staffing consists of an Administrator (position now open), three program heads, ten professional counselors, and four non-counseling staff members. All of the staff are paid. The agency also uses 15 paraprofessional volunteers working part-time. Of the total staff, 25 are female, 7 are male. The staff is recruited through University Field Work Programs, CETA Programs, and through

newspaper advertising.

The counseling staff receives supervision weekly and attends monthly weekend workshops. The volunteer counselors receive training and supervision from the counseling staff.

Salvation Army Family Services. The center, located on a main street of the city, operates from 8:30 a.m. to 4:30 p.m., Monday through Friday. The purpose of the center is to "provide counseling." Sixty percent of the client population comes to the center through referrals, 25 percent through Outreach Programs, 10 percent through publicity, and 5 percent through call-in or drop-in. Of the services provided, 40 percent are related to family problems, 20 percent to young adulthood problems, 20 percent to older, single women's problems, and 10 percent to miscellaneous problems. The services are all done in-person and are about equally split between those requiring five or fewer visits and those requiring six or more visits.

Staffing consists of a Director, six professional counselors, and office personnel. All are full-time, paid employees. Of the professional staff, two are female, five male. Recruiting of personnel is done through NASW and advertisements in local papers.

Counselors receive four hours of supervision per

month on a bi-weekly basis. In-service training is provided, totaling about one full day per month.

Summary and Conclusions

Problems and Issues. Of the eight agencies offering psychological counseling, six specifically mentioned family-related matters as an issue or problem and a seventh indicated this as a partial cause of the alienation and intrapersonal problems of their clients. Although hard to specify numerically, the major areas of family problems appear to be parenting, particularly with teenage children, and problems with the spouse. Although not specifically listed on the questionnaire by the agencies, it was the author's impression during the interviews that some of these problems were reflected in child or spousal abuse and in adolescents' problems with society, the law, and drug abuse. The last two issues were mentioned by two of the life assistance counseling agencies.

The second most frequently mentioned issue or problem was related to financial difficulties. This was listed by two of the psychological counseling agencies and three of the life assistance agencies.

Intrapersonal problems, i.e., isolation, alienation, sexual identity problems, etc., were listed by five of the counseling agencies as major issues or problems.

Drug abuse and/or legal problems were listed by two of the seven psychological counseling agencies and one of the life assistance agencies.

Although listed by only two of the psychological agencies and one of the life assistance agencies, issues related to senior citizens were mentioned in the interviews by seven of the agencies. It appears to be the coming thing.

Reaching the community. The purpose in asking the questions related to how the client population was reached fell far short in providing useful information. This is the result of the way in which the question was asked and the lack of definition of the terms used in the question. The author failed to clearly define the information being sought by the question and the terms used in the question. What was determined was that 4 of the 12 agencies reached the majority of their clients through drop-in or call-in. Five others accounted for part of their client population in this manner. Unfortunately, the term is too general and vague to provide much meaningful information, a criticism applicable to the other terms as well. Each agency has its own understanding of the terms and it is almost impossible to accurately interpret the data. Some data can be inferred from the questionnaire when supplemented by the interviews. What information can be extracted from

the data is discussed in Chapter 3.

Use of paraprofessionals. Four of the eight
psychological counseling agencies use paraprofessionals as
supervised counselors. One other agency uses volunteers
in a non-counseling mode. One of the five (Downey Volun-
teer Services is considered separately below) life
assistance agencies uses paraprofessionals. Two agencies,
Straight Talk and Orange County Gay Community Center, are
almost totally dependent on paraprofessionals for their
counseling staff. One other, Norwalk Helpline, has one-
third more paraprofessionals than professional counselors
on their staff. There appears to be few, if any, problems
in using paraprofessionals and in all cases the practice
was considered professionally and ethically sound and
economically advantageous.

This conclusion is reenforced by the number of
volunteers processed through the Downey Volunteer Bureau.
With only one full-time employee, they processed over 200
volunteers last year and this appears to be about the
number for each of their years in operation. Although
follow-up is informal, very few problems have arisen in
the agencies using the volunteers. The reasons for people
volunteering appears to reenforce this conclusion: 55 per-
cent want to help others or find volunteer work a life-
enriching activity, 25 percent have extra time, 10 percent

need work experience, and only 10 percent are doing it because they are lonely or bored, not necessarily a negative reason.

Interview results. In each and every interview, the need for preventive counseling and education was expressed by the agency personnel. All felt that the adult developmental stages approach was a meaningful and practical one. The overall impression of the interviews was one of awareness of the need for preventive counseling but that implementation of this concept in their agencies was hindered by lack of funding and staff.

Almost all of the agency directors, although not having previously thought in such terms, could relate their client population needs to the concept of an Adult Growth Development Center. Most were "excited" by the idea and expressed interest in seeing such a center come into being. Again, the feeling about this was that it was something that should be done, but that they did not have the funding or staff to 'o it themselves. All indicated, in one way or another, a genuine interest in actively assisting anyone developing such a center.

Only two of the agencies, Southeast Legal Aid Center and Bellflower Health Center, currently do any preventive counseling or education. One other, Family Services of Long Beach, has done some limited preventive

counseling in the past, but had no plans for doing any in the near future. The few agencies which discussed the possibility of future preventive counseling or education were generally focusing on the area of senior citizens. The reasons for this were the availability of funding and legislative mandated requirements.

In discussing the model during the interviews, specific issues or tasks were suggested for inclusion in the list of the center's goals and objectives. These are discussed in Chapter 3.

In general, the inputs from the directors and administrators, working professionals, were encouraging and strongly supportive of the concept of an Adult Growth and Development Center. The original purpose of the field survey, testing the practicality of the concept with professionals in the field, appears to have been met.

Dick Schmidt
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FIELD SURVEY

ORGANIZATION: _____

1. PURPOSE OF THE ORGANIZATION: _____

    _____

2. YEAR ORGANIZATION BEGAN OPERATION: _____

3. CLIENTS AND SERVICES:

    (a) CLIENTS AND SERVICES PROVIDED: SEE NEXT SHEET.

    (b) HOW DO YOU REACH YOUR CLIENTS?
         PLEASE INDICATE PERCENTAGE.

         CALL-IN OR DROP-IN _____ OUTREACH PROGRAMS _____

         REFERRALS _____   PUBLICITY _____   OTHER _____

    (c) DO YOU PROVIDE SERVICES OTHER THAN COUNSELING?

         SEMINARS _____   WORKSHOPS _____ TRAINING _____

         SPEAKERS _____   OTHER _____

    (d) HOURS OF OPERATION:

         CENTER OPEN FROM _____ TO _____

         TELEPHONES STAFFED FROM _____ TO _____

         EMERGENCIES ARE HANDLED BY _____

         _____

    (e) WHAT RESOURCES DO YOU HAVE EITHER IN-HOUSE OR
         AVAILABLE TO YOU?

         _____

         _____

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4. STAFFING

    (a) PERSONNEL: SEE NEXT SHEET.

    (b) HOW DO (DID) YOU RECRUIT YOUR STAFF? _____

_____

_____

    (c) DOES THE STAFF RECEIVE SUPERVISION (OTHER THAN THE NORMAL DAY-TO-DAY ADMINISTRATIVE SUPERVISION)?
YES _____   NO _____

WHAT TYPE OF SUPERVISION IS GIVEN? _____

_____

HOW OFTEN IS SUPERVISION GIVEN? _____

_____

    (d) DOES THE STAFF RECEIVE SPECIAL TRAINING? IF SO, PLEASE COMPLETE THE FOLLOWING:

STAFF	TYPE OF TRAINING	FREQUENCY	TRAINING GIVEN BY
DIRECTOR/ COORDINATOR			
PROFESSIONALS			
PARAPROFESSIONALS			
OTHER			

    (e) DOES THE ENTIRE STAFF (NOT JUST THE TELEPHONE MONITORS) RECEIVE SPECIAL TRAINING IN WORKING WITH CLIENTS BY TELEPHONE? _____
PLEASE GIVE A BRIEF DESCRIPTION OF THIS TRAINING.

_____

_____

5. FEES: IF FEES ARE CHARGED, ARE THEY FIXED _____

    SLIDING SCALE _____ DONATION _____ (PLEASE ATTACH

    A SCHEDULE OF FEES)

6. FACILITIES:

    (a) WHEF? IS YOUR ORGANIZATION LOCATED? _____

    _____

    (b) WHY WAS THIS LOCATION SELECTED? _____

    _____

    (c) TOTAL SPACE AVAILABLE _____

    (d) NUMBER OF TELEPHONES _____

7. COMMENTS:

    PLEASE MAKE ANY COMMENTS OR ATTACH ANY HANDOUTS THAT
    YOU FEEL WILL BE HELPFUL IN UNDERSTANDING THE WORK
    THAT YOU DO.

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS FORM.

14,

STAFF: PLEASE INDICATE IN APPROPRIATE SPACE THE NUMBER OF PERSONNEL IN EACH CATEGORY.

STAFF	VOLUNTEER	PAID	FULL-TIME	PART-TIME	MALES	FEMALES	AGE OR GROUP AVERAGE	CRITERIA FOR SELECTION OR EMPLOYMENT
DIRECTOR/COORDINATOR								
PROFESSIONALS (B.A. OR HIGHER DEGREE)								
PARAPROFESSIONALS (NON-DEGREED)								
OFFICE STAFF								
OTHERS (PLEASE SPECIFY)								
OTHERS (PLEASE SPECIFY)								

CLIENTS AND SERVICES PROVIDED: IN THIS SECTION I AM INTERESTED IN THE BASIC CAUSES
OF BEHAVIOR RATHER THAN THEIR OVERT EXPRESSION.   FOR EXAMPLE, RATHER THAN
SUICIDAL IMPULSES, THE BASIC PROBLEM MAY HAVE BEEN AN INABILITY TO COPE WITH
ALONENESS OR REJECTION.   PLEASE INDICATE THE FIVE MOST COMMON BASIC PROBLEMS
OR ISSUES THAT CLIENTS COME TO YOU WITH SEEKING HELP.   IF POSSIBLE, PLEASE
PROVIDE A BREAKDOWN OF SERVICES PROVIDED BY THE CATEGORIES LISTED AT THE TOP
OF THE FORM.

	NUMBER OR PERCENTAGE OF TOTAL	IN-PERSON		BY TELEPHONE		COMMENTS
BASIC PROBLEM OR ISSUE		FIVE OR FEWER VISITS	SIX OR MORE VISITS	SINGLE CONTACT	ON-GOING CONTACT	
MOST COMMON						
SECOND MOST COMMON						
THIRD MOST COMMON						
FOURTH MOST COMMON						
FIFTH MOST COMMON						

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