

Life Span Paper

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Introduction

It is interesting to note that each individual has their own track of experiences and backgrounds that formulates the core of their personality. The reasons surrounding people's actions are not mere. Every aspect of human behavior has an adept explanation and it's worth finding out. This all points to the purpose of core studies such as psychology, and physiology, and sociology. These all break down complex concepts for human understanding. Thanks to the work of great theorists such as Sigmund Freud, Carl Jung, Erik Erikson, and others have converted perceptions into actual realities that now exist to educate humanity.

Branches of psychological disciplines, such as human development, are much appreciated. This is one of the many disciplines that help people to understand others and themselves. It is indeed special to embrace information that causes one to realize that every stage of their psychological and biological development as a human is strategic, and though each individual is unique, there are concepts that collectively explain the age category. The understanding of these human theories enables individuals to optimize their perspective of life and causes them to aim for physical and psychological well-being and fulfillment.

The psychological, biological, and sociological factors and the various aspects of the multi-disciplinary study of human development help the writer of this paper to comprehend both what he has heard and personally experienced about himself. His life from infancy to his current stage of middle adulthood has gradually, and satisfactorily developed regardless of a mix of life circumstances.

The writer of this paper is a black male who was born and raised in Jamaica West Indies. The evolving history and outlook of his life are intertwined with his cultural experience, family traits, and background. Jamaica though identified as a historically black population has a variety

of exterior cultural influences. The nation is considered “Afro-centered” and “Euro-centered” with dual European and African identities. The tradition of these cultures subtly directs the various spheres of everyday life in society - public institutions, medicine, Christian worship, and arts creating a divide in the Status quo (Britannica, 2023).

Like many nations of the world, human development in Jamaica is a source of measuring the quality of one’s life experiences. This fact pales to any assumption that economic assessments can solely define the quality of life. On a general basis, matters of human development comprise the subjects of health, education, and income therefore with the correlation to social civilization; a healthy environment and access to healthcare, educational opportunities, and a decent standard of living are all keys to freedom and self-actualization.

The writer of this paper, at selective periods of his life was deprived of certain basic opportunities such as that related to access to the best and most nutritious foods, clothing, and advanced education. Such privileges were available to more economically stable families, and those who reside in neighborhoods considered more upscale with better political representations. Rising above the status quo for him required resilience, intrinsic passion, and determination. The lack of adequate resources for development coupled with the realities of the very large nuclear family in which he was raised contributed to him becoming what he described as a late bloomer with many of his potentials, life dreams, and aspirations becoming fulfilled at later stages in his life. Examples include his delay to gain a high school diploma, which leads to further educational delays such as seven years to complete his undergraduate degree, and a growing eight years to complete his graduate degree after starting. The timeline of the typical stages of human development and societal education systems shows this progress to be more than two

times the delay in situations of normalcy. Marriage and fatherhood occurred for the writer during the stage of middle adulthood when such is typical for many within the stages of early adulthood.

In the review of a United States oppression and power differential chart containing twelve levels, it was observed that the writer of this paper fits steadily into nine categories on the side of power. The classifications of his power are as follows; he is a Christian, English-speaking, heterosexual, adult male who has great hearing and is considered to have great looks. He is also able-bodied, and mentally stable. The three areas in which the writer does not constitute power, also demonstrate where he is being oppressed. His ethnicity is black and not white. This, therefore, marks him for oppression in the area of racism. The writer was raised in a non-wealthy setting as opposed to that which is an affluent one. This, therefore, puts him at risk for classism. Though he is a legal resident of the United States, his non-citizen status creates the potential for xenophobia.

It is interesting to note, that when people are not able to access life tools that are relevant and congruent to their current stage of life, this results in less stabilized and fast-track life experiences. Children for instance, who do not gain the correct nutrients at the prenatal stages will later experience stalled growth and physiological consequences. The interventions of medical practitioners will be required to help such individuals backtrack to gain what was missed for the continued forging of the life experience. Individuals are holistic; therefore, this principle is not only physiologically related but also applies to one's social and psychological well-being. Each as part of an individual needs to be succinct with the chronologic of development.

The Writer's Infancy and Toddler's Stage

The writer of the paper, based on the account of his parents was born as a normal child. Weight, height, and all the other elements of the prenatal stages were accurate. The various reflexes

which include; grasping—clenching fingers on objects, diving – effectively holding breath beneath the surface of pools of water, blinking - safeguarding the eyes, and stepping – his ability to walk; were all displayed. The writer of this paper reflects on this critical stage of development and his lack of privilege to explore congruent learning. Families with accessibility to swimming pools, for instance, would ensure their children’s exploration of swimming sports, as this is the stage of their fascination with water and their ability to hold their heads sustainably long beneath the surface of the water. Children with exposure to swimming instruction at this critical stage, have often remained lifelong swimmers, and potentially effective swimming athletes.

The writer of this paper, due to his lack of exposure to this area, to date, is unable to demonstrate an ability to swim and has many difficulties in overcoming the phobia of large bodies of water. The writer of this paper further analyzes this example from a personal perspective. His son in his current stage of toddlerhood, two years of age, has already achieved three unexpected matriculated levels in swimming and is being observed for an honors program. The children of the writer both his son who is noted to be an earlier swimmer, and his sister who is also a toddler, are both being observed to be overcoming the odds. They are being exposed to experiences that toddlers are expected to have, as they explore their stage of development. This is a testament that access to privilege can create a remarkable human life experience.

The writer of this paper, in contrast, was not only deprived of explorative experiences in his toddler life as it relates to grasping, but lack of adequate nutrition and health care was also a critical issue. Alternative medicinal treatments, such as herbs, were often used by his parents as opposed to formal medical care which was seldom experienced due to lack of privilege in this area. It is understood that when one does not have a stable régime of food intake to produce operative bodily actions, he is described as one that is malnourished (Erford, 2015, p. 117).

During his childhood, the writer had experiences that could almost lead to this state of health deprivation. His family however overcame the odds through resilience.

The Writer's Preschool and Early Childhood Years

During the writer's preschool and early childhood years, while he was between three to six years of age, he had critical experiences of independent development and leadership. Experts have confirmed the actions of the writer, as it has been indicated that this stage is marked by children's ability to develop team corporation, the assertion of new challenges, and the acquisition of purpose (Erford, 2015, p. 194). The leadership experiences developed within this stage of life continue to forge the writer forward in his current stage of life. During the stage being discussed, the writer adopted many experiences from his parents and nine older siblings. The writer has fond memories of how he grew in his musical talent and formulated faith by adopting the principles of his family. This period was marked by his first experience as a stage performer, which he later discovered was the ability to lead worship. He also displayed an assertive decision to be a future pastor and self-coordinated an evangelistic ministry that was not directed to his peers but school teachers and the principal. This was the start of what later came his fulfilled life calling.

While in this stage of growth, the writer demonstrated what he now observes to be one of the key traits of the developmental stage identified by the theorist Alder. Social interest can be observed in young children when they want to help and be a contributing part of a group (Erford, 2015, p. 194). The writer was noted to be one who was loved by his adult leaders and peers. The Adlerian theory as it relates to the writer's demeanor in regard to misbehavior was reflected in his actions of inadequacy at points of discouragement. As young as he was, he recalls the moments of failing scores and demotivation in learning while in first grade, due to abusive

treatment from his first-grade teacher, and bullying by peers. Such actions could have been corrected by unconventional, and innovative strategies (Erford, 2015, p. 196). The instructor and parents themselves may have been inadequate to provide such care. If such was a reality, this stage of development was also one inconsistent with the care that is required for a child.

The Writer's Middle Childhood Years

During middle childhood, children grow steadily but at a slower rate, gaining 2-3 inches per year, gaining 5-7 pounds (Erford, 2015, p. 216). The writer, in his middle childhood years, was very tall and slender. His growth was proportioned in accordance with the stipulations observed by biologists. As expressed by experts, children during the middle childhood years, experience development in their cognitive ways of thinking, and the way in which they process information. (Erford, 2015, p. 216). Although the writer had nonlinear educational journaling with both failing and passing grades during this developmental period, he recalled his ability to reason with a high level of intelligence. During these years, he had an elevated interest in learning and memorizing information, especially that related to his church.

It is interesting to note that in the middle childhood years, the motor skills of children become smoother and more coordinated (Erford, 2015, p. 216). These years are however marked by the writer's feeling adequate and slow in learning motor skills. This reality for the writer is looked at as interrupted childhood developments he felt deprived by his gaining parents having much difficulty and physical incapacity to instruct him in conducting physical activities he would have been most pro and intrigued in learning at this stage. Although children of the middle childhood age group are prone to rough play, and organized sports, the writer was more conservative in these areas and had inner feelings of wishing he was more assertive. During these

years, the writer wished he had more active parents as they were aged and had less energy and interest in teaching, and participating in sports with him.

The Writer's Adolescent Years

The adolescent years for many people are different, depending on what their ethnic or cultural backgrounds are like. As one who grew up in a Caribbean, Christian setting, it meant restraint. As the writer grew through the years of puberty, he experienced shame, embarrassment, and uncertain feelings. The derivatives of puberty were not explained to him by his parents. The little that he learned was through explorative experience and through the formal education system. The writer recalled days when his body was undergoing changes. He was worried he might be ill, but at the same time, shy to ask others what was happening to him. During the stage of puberty, some adolescents exert feelings of self-consciousness and embarrassment about appearance, while others feel attractive and self-confident (Erford, 2015, p. 252). This description best explains the writer.

The writer during this period again interprets his development as one stalled by circumstances, as unlike his peers who exerted heightened energy in sports, he had very little interest in that area. The writer was however energetic in stage performances, as he was part of an active boys' band during this period. It was interesting to note the testosterone development in the writer, evidenced by the dependence on his voice, bringing much attention to him, as it adjusted his singing range.

The Writer's Young Adulthood Years

The writer, during his growing life span, experienced a very successful young adult period. Though the writer has some late accomplishments in his life, the time period for the writer is marked by many developments. Erford, 2015 advocates that young adults experience

three primary accomplishments. These are listed as follows; accepting responsibility for one's self, making independent decisions, and becoming financially responsible. Although many of the writer's experiences during this period of life were nonlinear, he can proudly assert himself as gaining many accomplishments. The writer graduated college with his first degree, gained his first professional employment, moved to a new city, and lived independently on his own in a rented apartment.

Regardless of experience levels of success in his early adult life, the writer had moments of overstated or one-sided ways of thinking regarding others within his peer group. This feeling of stereotyping was very damaging to his psychological state. The writer measured the life advancement of others with himself. This was not healthy as the development within this life section requires independent modes of thinking and stability in taking self-responsibility. With times of introspection, the writer forged forward through identity exploration – spending quality time identifying the essence of who he is as a person. The moments of introspection enabled him to see his life as an occasion for success.

The Writer's Middle Adulthood Years

New ways of thinking which began in the young adult periods, helped the writer to enter his current mid-adulthood years with a positive outlook on life. Dreams and aspirations that seemed stalled in the previous stage of life began to emerge in this new time period. The writer experienced many great moments such as marriage, the birth of his two children, and the purchasing of a home. The middle adulthood years range from 30 to 60 years, therefore, the writer being 41 years of age has more time to be experienced during this range of life.

These years are marked by health changes such as hearing loss, changes in taste, and bodily changes. The writer has therefore gained interest in remaining healthy and keeping up to date with relevant information on subjects surrounding these topics.

Conclusion

Life is marked by time clusters and seasons. As one transition from one developmental stage to the next, he may seldom notice the changes made from the previous stage. It is interesting to note, however, that looking comprehensively over many stages all at once, as this paper has afforded the opportunity for the writer to do for himself; he will see the beauty of creation to the fullest. This opportunity releases gratitude. Life is beautiful.

References

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