**Theories of Development**

**Learning Objectives:**

Mastery of content in this chapter will

enable the student to:

 Identify the major concepts of selected theories of

development.

 Compare the major points of view related to the

formulation of selected developmental theories.

 Assess the relevance of selected theories of

development to nursing care of children, adults,

and old age.

1

**Psychosocial theories**

**Erikson's Concept of Development**

**Erik Erikson's stages’ theory of**

**psychosocial development contributed**

**to our understanding of personality**

**development throughout the lifespan.**

2

Erik Erikson was born June 15, 1902.

Died May 12, 1994.

3



Erickson

describes **eight** developmental

phases.

Five of these phases attribute to childhood

and three attribute to adulthood.

Erickson uses the word **sense** to describe

the affective states being dealt with in the

progression (sequences) of development in

each phase.

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**Development for Erickson is Tridimensional:**

**1.**

**2.**

**There is the progression from one phase to**

**another.**

**Development involves a set of mutual (shared)**

**feelings:**

A.

B.

C.

D.

E.

F.

Between infant and one-child-caring person

(mother).

Between child and child caring persons later.

Between child and peers.

Then between adolescent and his peers.

In early adulthood, mutuality is between intimate

friends and parents.

Later between generations.

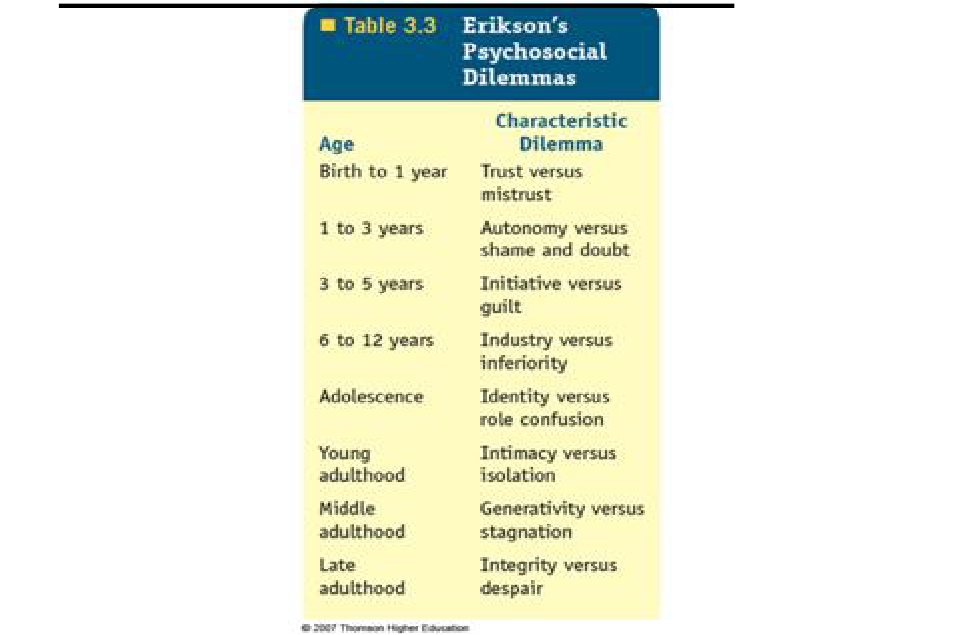
3.

**Development is relative.**

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**Developmental phases of Erickson:**

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**Phase I: (birth – 1 year), a sense of basic**

**trust V/S basic mistrust.**

**\***Phase **I,** starts from birth till the end of the first

year of life.

**\***The infant acquires a sense of basic trust

while overcoming a sense of basic mistrust.

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Affective development, that is, emotional

development, is started in the very early

experience of this phase.

Infants are born with their basic abilities

needed for extra-uterine survival, such **as**

**respiration, thermoregulation and**

**digestion**.

They cannot survive without **the care given** to

provide for those **essential needs** such as

**food, warmth and, security.**

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For the newborn, a sense of **trust** requires a

feeling of physical comfort and a minimum

amount of uncertainty (insecurity) and discomfort.

In contrast, a sense of **mistrust** arises with

unsatisfactory physical experiences and the

association of frustration with them.

**Frustration** طابحلإا. leads to feeling of fear and

lack of hope for finding the desired change.

**Trust** helps the infant to feel confident in

himself as well as in others.

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**\*During the first 3 to 4 months,** much of the infant's routine

centers around the intake of food, light, sound and around

general bodily tactile stimulations. Oral contact and

sucking alleviate (relieve) discomfort while providing them

with a source of satisfaction.

**\*Love and pleasure of dependency,** which is important in

this phase, are given or provided to the child through his

mother or the care giver by her comforting warmth, smile,

and way of talking, as well as through the quality of care.

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**The infant develops a sense of trust when he learns**

**that his outside world is a giving one and when his**

**needs are satisfied properly.**

**\*A sense of mistrust** develops when there is **too much or**

**too little frustration** resulting from too late gratification

(satisfaction) of needs.

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**Phase II: (1- 3 yrs.), a sense of autonomy V/S a**

**sense of doubt and shame.**

**\***When the infant gains trust in his outside world and

way of life, he is ready to acquire a sense of

autonomy and he realizes his will.

**\***He starts to **practice being independent**; however,

his **continued dependencies create a sense of**

**doubt in his abilities and capacities, and also**

**create a sense of shame** for continuing to be

dependent on his mother.

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**Specific developmental tasks a toddler**

**will deal with**:

1. Differentiation of himself from others,

particularly his mother.

2. Toleration of separation from mother,

parents, and family.

3. Ability to interact with others in less

egocentric (selfish), autistic manner.

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**Characteristics of typical autonomy:**

1. **Negativism**: the toddler starts to use the word "No"

2. **Ritualism**: doing certain actions or behaving in a

ritual manner **i.e. repeat certain behavior several**

**times.**

3. **Emotions becomes very strongly expressed**, e.g.

one minute the child can be involved in an activity and

the next minute he might be violently angry because

he was unable to manipulate a toy or to open a box or

a door.

**Temperament )عبط ,جازم(**(is the manner of thinking,

behaving or reacting characteristic of an individual and

refers to the way in which a person deals with life)

may appear if he is scolded for doing something

wrong.

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**Phase III: (3/4 – 5 yrs), a sense of initiative**

**and V/S a sense of guilt.**

**\***The child in this phase starts to be more active

and positive in performing certain tasks.

**\*Erickson refers to these developmental**

**years as the "Play age".**

**\***The use of the language in this phase is

improved.

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**\*Psychological development in this phase**

**centers in to major tasks:**

1. The child begins his relationship with others

such as parents, peers, and other adult in

the life.

2.

The child begins to notice sex differences –

the children are now experiencing being a

boy or girl.

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**Phase IV: (6 – 11 years), A sense of**

**industry V/S inferiority**

**\***The divergenceنيابت of this phase is a sense of

industry versus a sense of inferiority.

**\***The child's energy is directed toward

inventions and production.

**\***Beginning to create, develop, and manipulate.

**\***Developing sense of competence and

perseverance.

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**Phase V: (12-20 years), Identity V/S Identity**

**diffusion**

\*A sense of **identity** means a sense of being

at one with oneself as one grows and

develops.

**\***Identity development is closely linked with the

mastery of skills.

**\***Achieving a sense of identity as well as

overcoming a sense of identity diffusion

**\*Children physically** mature into adulthood;

they experience rapid body growth, important

physiological and anatomical changes.

**Previous trust in** their body and their mastery

of its functions is **suddenly shaken.**

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Young adolescents experience a close attachment to

their parents while they reach for new and more

satisfactory contacts in association outside the family.

They learn to interact with more and more people at a

given times and they learn in which way they should

relate to them. In this process they become individuals in

and members of their community.

Adolescents develop their relationship with significant

adult in his/her life.

Identity development moves from the reality of being to

the reality of becoming

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**Phase VI: (20-40 years), a sense of intimacy and**

**solidarity V/S Isolation.**

**\***This period is a time to enjoy life with adult liberty and

responsibility.

**\***The major developmental theme now involves

**psychological readiness and a commitment to**

**mutual intimacy in the partnership of marriage.**

**\***In this phase a foundation is prepared for the couple's

own life and the lives of others. Graduation from

adolescence requires a sense of shared identity.

**\***Intimacy involves a balance between giving to other

and maintaining oneself.

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**Phase VII: (40 - 60 years): a sense of Generativity**

**V/S self absorption.**

**\***The second of developmental phase of adulthood

deals with assuring care for the new generation.

**\*Generativity** refers to the care they provide as a unit

in society at large to the next generation.

**\***It is the period in life when individuals are productive

in work to satisfy themselves and people beyond

their own family borders.

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**Phase VIII:**

**(60 years & above): a sense of Integrity**

**V/S Despair**.

**\***Integrity refers to the acceptance of the individual life

cycles of human beings as something that has to be. If in

old age one prefers not to be what one was not meant to

be, one has found a sense of integrity.

**\***It includes overcoming a sense of despair, a sense of

disgust at certain life styles, and a fear of death at the

end.

**\***In this phase, one often finds wisdom and a philosophy of

life which extends beyond one's own life cycle to future

developmental cycle.

**\*With a faith and trust in generations, Erickson says"**

**healthy children will not fear life, if their parents have**

**integrity enough not to fear death".**

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**Erikson's Psychosocial Stages Summary**

**Stage**

**Infancy (birth to**

**18 months)**

**Basic**

**Conflict**

**Trust vs.**

**Mistrust**

**Important**

**Events**

**Feeding**

**Outcome**

**Children develop a sense of trust when caregivers provide**

**reliability, care, and affection. A lack of this will lead to**

**mistrust.**

**Early**

**Childhood**

**(2 to 3 years)**

**Autonomy**

**vs.**

**Shame and**

**Toilet**

**Training**

**Children need to develop a sense of personal control over physical**

**skills and a sense of independence. Success leads to feelings**

**of autonomy, failure results in feelings of shame and doubt.**

**Doubt**

**Preschool**

**(3 to 5 years)**

**Initiative vs.**

**Guilt**

**Exploration**

**Children need to begin asserting control and power over the**

**environment. Success in this stage leads to a sense of**

**purpose. Children who try to exert too much power experience**

**disapproval, resulting in a sense of guilt.**

**School Age**

**(6 to 11 years)**

**Industry vs.**

**Inferiority**

**School**

**Children need to cope with new social and academic demands.**

**Success leads to a sense of competence, while failure results**

**in feelings of inferiority.**

**Adolescence**

**(12 to 18 years)**

**Young**

**Adulthood**

**(19 to 40 years)**

**Middle**

**Adulthood**

**(40 to 65 years)**

**Identity vs.**

**Role**

**confusion**

**Intimacy vs.**

**Isolation**

**Generativity**

**vs.**

**Stagnation**

**Social**

**Relationships**

**Relationships**

**Work and**

**Parent Hood**

**Teens needs to develop a sense of self and personal identity.**

**Success leads to an ability to stay true to yourself, while failure**

**leads to role confusion and a weak sense of self.**

**Young adults need to form intimate, loving relationships with other**

**people. Success leads to strong relationships, while failure**

**results in loneliness and isolation.**

**Adults need to create or nurture things that will outlast them, often**

**by having children or creating a positive change that benefits**

**other people. Success leads to feelings of usefulness and**

**accomplishment, while failure results in shallow involvement in**

**the world.**

**Maturity**

**(65 to death)**

**Ego Integrity**

**vs. Despair**

**Reflection on**

**Life**

**Older adults need to look back on life and feel a sense of fulfillment.**

**Success at this stage leads to feelings of wisdom, while failure**

**results in regret, bitterness, and despair.**

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**Have a nice**

**day**

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