

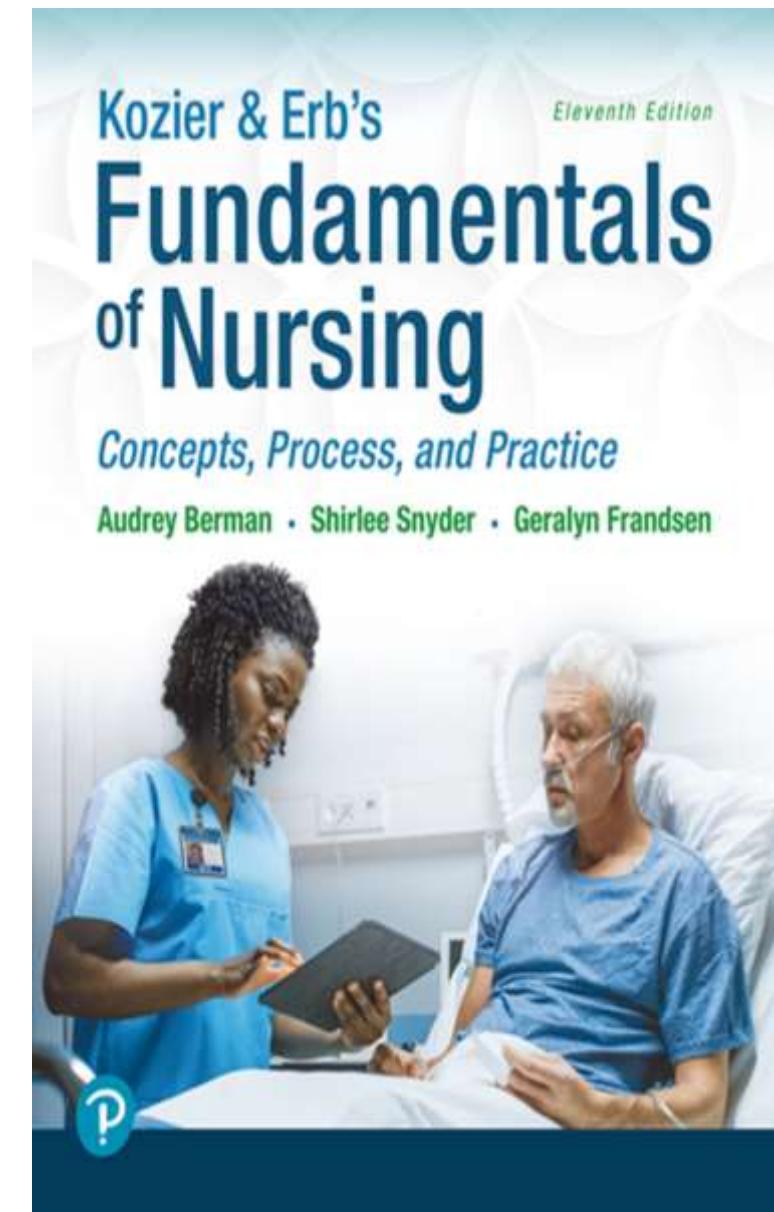
# Growth and Development from Nursing Perspective

# Unit 2 Growth and Development Theories:

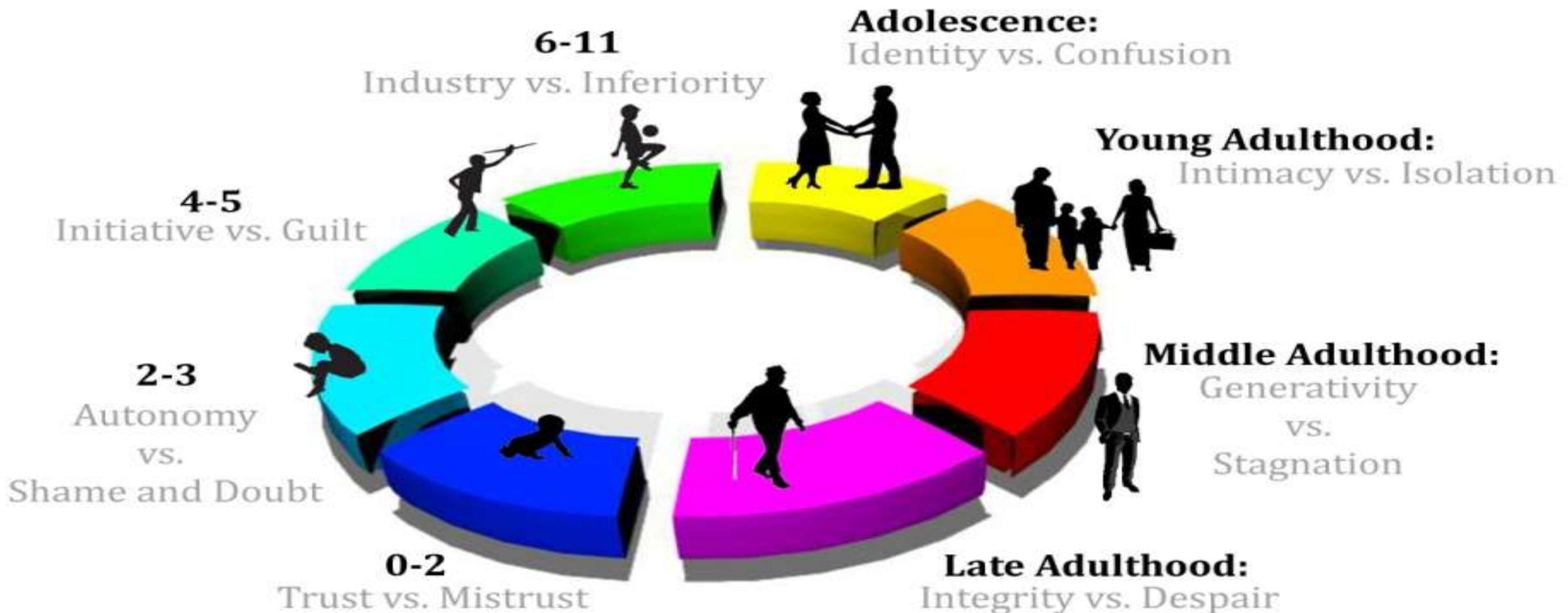
- ✓ Erikson's psychosocial development theory
- ✓ Psychosexual theory of Sigmund Freud.
- ✓ Maslow's Hierarchy & Defense

## Mechanisms

- ✓ Jean Piaget Cognitive Theory



# 1- PSYCHO SOCIAL DEVELOPMENT

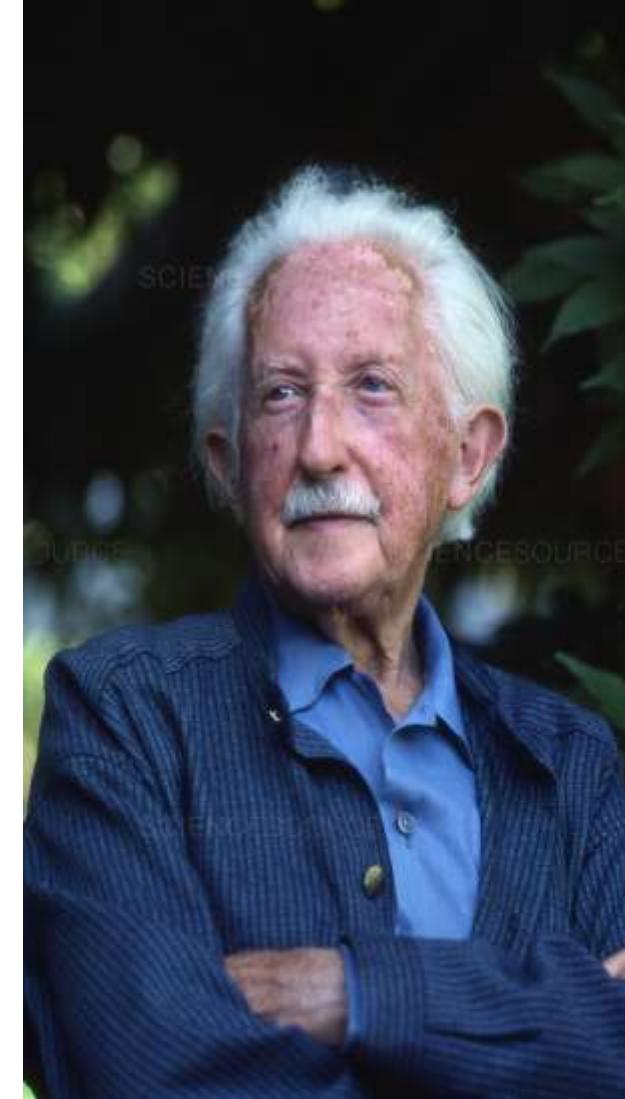


# Psycho Social Development

- Erik Erikson proposed a lifespan model of development, taking in five stages up to the age of 18 years and three further stages beyond, well into adulthood
- Erikson put a great deal of emphasis on the adolescent period, feeling it was a crucial stage for developing a person's identity.

Shows impact of social experiences across ones whole lifespan

- The main elements behind his theory is the identity of one's ego
- According to Erikson when conflicts arise people have opportunity to grow or fail equally



# 1- Trust vs. Mistrust

- Occurs in infancy, (birth-18 months)
- Babies must learn to trust their parents care and affection.
- If not done babies could develop distrust and view world as inconsistent and unpredictable

## 2- Autonomy vs. Shame and Doubt.

- Occurs in the toddler age, (18 months-3 years)
- Child learns to feed them-selves and do things on their own.
- Or they could start feeling ashamed and doubt their abilities.

# 3- Initiative vs. Guilt

- Preschool age (3-5 years old)
- Using initiative in planning or carrying out plans
- Or develop a sense of guilt over misbehavior regarding parents' limits.

## 4- Industry vs. Inferiority:

- School age (5-11 years of age)
- Learn to follow the rules imposed by schools or home
- Or the child can start believing they are inferior to others

## 5- Identity vs. Role Confusion

- Adolescence (11-18 years of age)
- Acquire a sense of identity
- Or can become confused about ones role in life

## 6- Intimacy vs. Isolation

- Young adulthood,(18-40 years of age).
- Develop a relationship and joint identity with a partner
- Or can become isolated and stay away from meaningful relationships

## 7- Generativity vs. Stagnation

- Middle adulthood (40-65 years of age)
- Making use of time and having a concern with helping others and guiding the next generation
- Or can become self-centered, and stagnant

# 8- Integrity vs. Despair

- Late adulthood (60-and up)
- Understand and accept the meaning of temporary life
- Or complains about regrets, not having enough time, and not finding a meaning throughout life

## **2- JEAN PIAGET (1896-1980, SWITZERLAND)**

- He was one of the 20th century's most influential researchers in the area of developmental psychology.
- He originally trained in the areas of biology and philosophy
- Piaget wanted to know how children learned through their development.
- He believed the child's cognitive structure increased with development.



# KEY CONCEPTS OF PIAGET'S THEORY

- 1) Schema :
- 2) Assimilation
- 3) Accommodation
- 4) Equilibration.
5. Adaptation

# CONCEPTS OF PIAGET'S THEORY

- 1- Schema: An internal representation of the world.  
Schemas as “units” of knowledge
- 2-Assimilation :Is using an existing schema to deal with a new object or situation
- 3-Accommodation:Changing or altering our existing schemas in light of new information

# CONCEPTS OF PIAGET'S THEORY

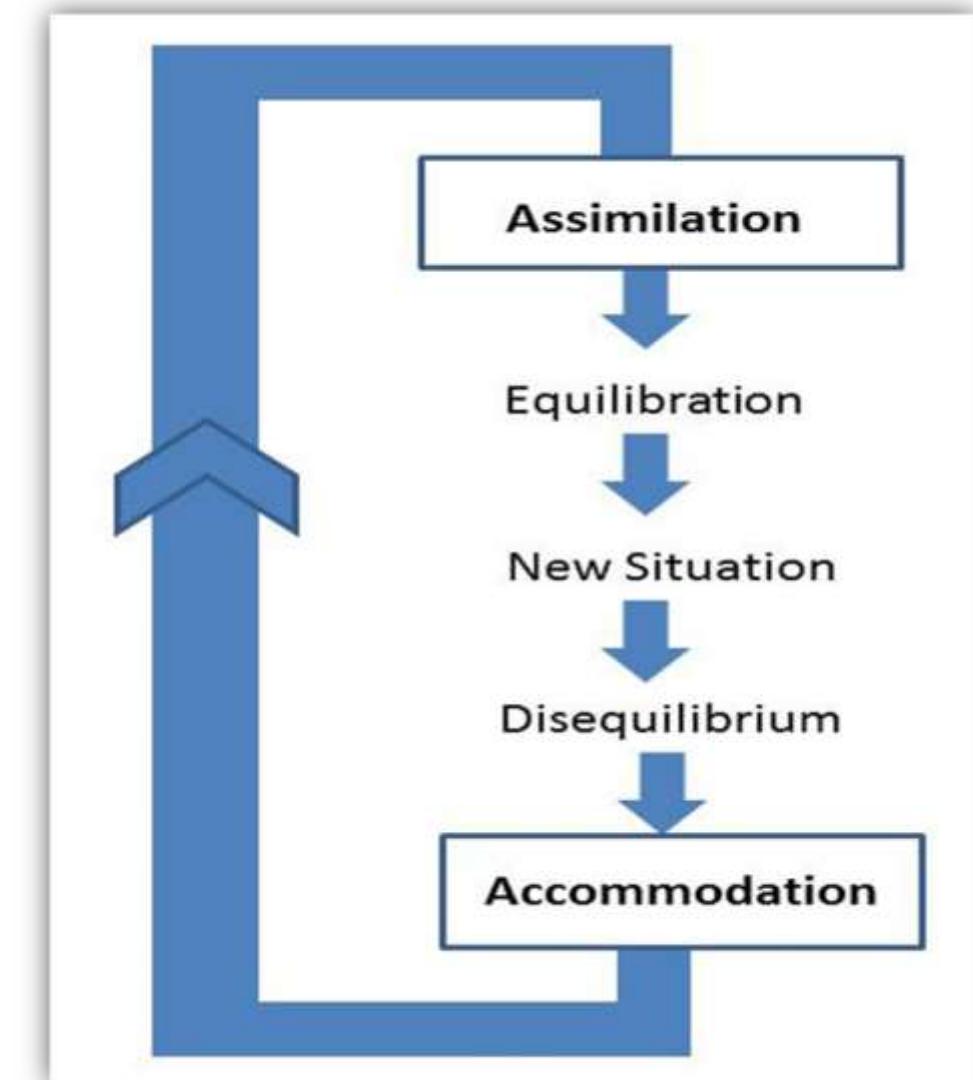
- **4-EQUILIBRATION**
- Cognitive development did not progress at a steady rate, but rather in leaps and bounds.
- Equilibrium occurs when a child's schemas can deal with most new information through assimilation.
- Equilibration is a balance between assimilation and accommodation.

# DISEQUILIBRIUM

Occurs when new information  
cannot be fitted into existing  
schemas (assimilation)

# CONCEPTS OF PIAGET'S THEORY

5-Adaptation :Piaget's term for what most of us would call learning



# STAGES IN PIAGET'S THEORY

1. Sensorimotor Stage
2. Preoperational Stage
3. Concrete Operational Stage
4. Formal Operational Stage

# STAGES IN PIAGET'S THEORY

1. Sensorimotor Stage: birth to 2 years) (Infancy). The child's knowledge is limited to sensory perceptions and simple motor activities
2. Preoperational Stage:(2 to 7 years) (Toddler and Early Childhood).
  - Developing language and concepts.
  - More complex mental representation.
  - Unable to use 'operations', i.e. Logical
3. Concrete Operational Stage: (7 to 12 years of age) Concrete Operational stage is characterized by the appropriate use of logic

## STAGES IN PIAGET'S THEORY

4. Formal Operational Stage: 12 years and up)  
(Adolescence and Adulthood) Individual's thought becomes increasingly flexible and abstract

- Solve a problem in a logical and methodical way.
- Logical thought, deductive reasoning.
- Understand that the rules.
- Understand that nothing is absolute

# 3- Abraham Maslow's Theory (1908-1970)

- Is an American psychologist
- Maslow was not interested in animal or laboratory studies of human behavior.
- He study outstanding individuals.
- He believe people have needs that are unchanging and genetic in origin.
- Both physiological and psychological



# Maslow's Theory

There are 5 levels of needs arranged in a hierarchy

Once one level is satisfied, the next level will emerge as the depressed need seeking to be satisfied

- The physiological and security needs are finite but the needs of higher order are infinite and are likely to be dominant in persons at higher levels in the organization.
- Maslow suggests that various levels are interdependent and overlapping.



## *MASLOW'S THEORY*

- This hierarchy is most often displayed as a pyramid.
- The lowest levels of the pyramid are made up of the most basic needs, while the more complex needs are located at the top of the pyramid.

# ***MASLOW'S THEORY***

## ***Hierarchy of Needs***

### *2 Types of Needs*

#### A. Deficiency Needs (D-needs)

-Contains the most fundamental and basic four layers of the pyramid: physiological needs, security or safety needs, love and belonging, and esteem.

-These needs arise due to deprivation.

-The satisfaction of these needs helps to “avoid” unpleasant feelings or consequence.

#### B. Growth Needs

-It is also known as *being needs* or *B-needs*.

-Growth needs do not come from a place of “lack”, but rather from a desire to grow as a person.

# ***MASLOW'S THEORY***

## *1. Physiological Needs*

-These include the most basic needs that are vital to survival, such as the need for water, air (oxygen), food, and sleep/rest.

-Maslow believed that these needs are the most basic and instinctive needs in the hierarchy.

## *2-Safety o Security Needs*

-Includes a desire for steady employment, health care, safe neighborhoods, and shelter from the environment.

-These needs have to do with man's yearning for a predictable, orderly world in which injustice and inconsistency are under control. FAIRNESS

# ***MASLOW'S THEORY***

## *3-Love and Belonging*

It involves emotionally-based relationships in general, such as friendship, sexual intimacy, acceptance and having a supportive and communicative family.

## *4-Self-Esteem Needs*

-It includes the need for things that reflect on self-esteem, personal worth, social recognition, and accomplishment.

-People need to engage themselves to gain recognition and have an activity or activities that give the person a sense of contribution, to feel accepted and self-valued, be it in a profession or hobby.

# ***MASLOW'S THEORY***

## *5-Cognitive Needs*

- Needs to increase intelligence and thereby chase knowledge.
- Cognitive needs is the expression of the natural human need to learn, explore, discover and create to get a better understanding of the world around them.

## 6-Aesthetic Needs

- This is the desire to appreciate symmetry, beauty, balance and order.

This need is a higher level need to relate in a beautiful way with the environment and leads to the beautiful feeling of intimacy with nature and everything beautiful

# *MASLOW'S THEORY*

## 7-Self-Actualization

-Self-actualization is the instinctual need of humans to make the most of their abilities and to strive to be the best they can.

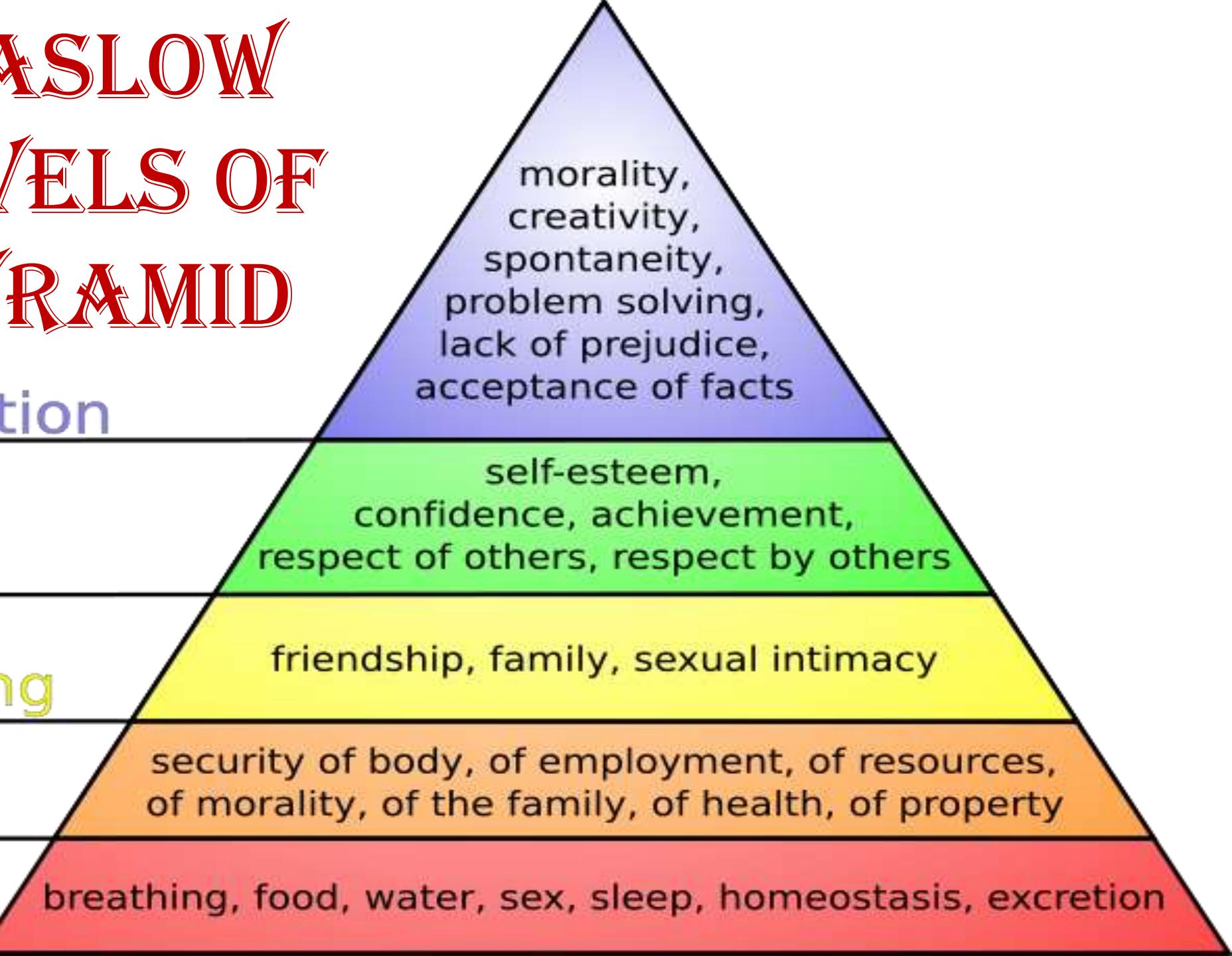
Need for growth, development and utilization of potential, becoming all that one can be, self-fulfillment.

## Transcendence

The need for helping others to self-actualize. This need when fulfilled, leads to feelings of integrity.

# MASLOW LEVELS OF PYRAMID

Self-actualization

A pyramid divided into five horizontal sections, each with a different color and text. The top section is purple and contains the text 'morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts'. The second section from the top is green and contains 'self-esteem, confidence, achievement, respect of others, respect by others'. The third section is yellow and contains 'friendship, family, sexual intimacy'. The fourth section is orange and contains 'security of body, of employment, of resources, of morality, of the family, of health, of property'. The bottom section is red and contains 'breathing, food, water, sex, sleep, homeostasis, excretion'. To the left of the pyramid, there are five horizontal lines, each aligned with one of the pyramid's sections. The top line is blue and labeled 'Self-actualization'. The second line is green and labeled 'Esteem'. The third line is yellow and labeled 'Love/Belonging'. The fourth line is orange and labeled 'Safety'. The bottom line is red and labeled 'Physiological'.

morality,  
creativity,  
spontaneity,  
problem solving,  
lack of prejudice,  
acceptance of facts

Esteem

self-esteem,  
confidence, achievement,  
respect of others, respect by others

Love/Belonging

friendship, family, sexual intimacy

Safety

security of body, of employment, of resources,  
of morality, of the family, of health, of property

Physiological

breathing, food, water, sex, sleep, homeostasis, excretion

## 4- Kohlberg's Theory of Moral Development

- Lawrence Kohlberg was born in 1927
- Received Bachelor's Degree and PhD in Psychology
- Taught at Yale, the University of Chicago, and Harvard
- Expanded on Piaget's theories of Cognitive Development
- Made significant discoveries within the field of Moral Development
- Kohlberg died in 1971



# Stages of Moral Development

LEVEL	STAGE	DEFINITION
1. Pre-conventional	1. Obedience and punishment	Based on avoiding punishment, a focus on the consequences of actions, rather than intentions; intrinsic deference to authority
	2. Individualism and exchange	The "right" behaviors are those that are in best interest of oneself; tit for tat mentality
2. Conventional	3. Interpersonal relationships	"Good boy / Good girl" attitude, sees individuals as filling social roles
	4. Authority and social order	Law and order as highest ideals, social obedience is a must to maintaining a functional society
3. Post-conventional	5. Social contract	Begin to learn other's have different values; realization that law is contingent on culture
	6. Universal Principles	Develop internal moral principles; individual begins to obey these above the law

# Kohlberg's Theory of Moral Development

Level 1: Preconventional morality: believing rules to be external to the self rather than internal:

Stage 1 (2-3 years.): punishment-and-obedience orientation:

The physical consequences of an action determine morality (whether its good or bad).

Right and wrong is determined by what is punished.

Follow rules to avoid punishment.

(e.g “if I get caught and punished for doing it, it’s wrong. If I'm not caught or punished then it must be right”).

# Kohlberg's Theory of Moral Development

Stage 2 (4-7 years): Naïve hedonism:

- Looking to gain rewards or satisfy personal objectives (needs).
- Right and wrong is determined by what is rewarded.
- (e.g “I’ll do this for you if you do this for me”
- OR “if you do something bad to me then it’s okay if I do something bad to you”)

# Kohlberg's Theory of Moral Development

- Level 2: conventional morality: (9-20 years) striving to obey rules and social norms to win other's approval or to maintain social order.
- Stage 3 (7-10 years): “Good-boy” and “Good-girl” orientation: wanting to please others. Right and wrong is determined by close others’ approval or disapproval. Child is becoming socially sensitive.
- Stage 4 (10-12 years): social-law & order-maintaining morality: conforming to the rules of legal authority. Right and wrong is determined by society’s rules and laws, which should be obeyed rigidly.

# Kohlberg's Theory of Moral Development

- Level 3: Postconventional (or principled) morality: defining right and wrong based on broad principles of justice.

Stage 5: the social-contract orientation: obeying laws because laws express the will of the majority.

- Right and wrong is determined by society's rules and laws which are viewed as fallible rather than absolute.
- Right is determined by what is best for the majority.
- Exceptions to rules can be made if a person's welfare is violated.
- The end no longer justifies the means.

# Kohlberg's Theory of Moral Development

Stage 6: morality of individual principles of conscience:

- Following self-chosen ethical principles whether there is a conflict with written laws or not.
- Achieved by only morally mature individuals.
- These people do what they think is right regardless of other's opinions and legal law.
- Actions are guided by internal standards
- Willing to die for their beliefs
- Right and wrong is determined by abstract ethical principles that emphasize equity and justice.

# Kohlberg's Moral Ladder

As moral development progress, the focus of concern moves from the self to the wider social word.

1<sup>st</sup>. morality of self interest: to avoid punishments or gain concrete rewards.

2<sup>nd</sup>. Morality of law and social rules: to gain approval or avoid disapproval.

3<sup>rd</sup>: morality of abstract principles: to affirm agreed-upon rights and personal ethical principles.

# Kohlberg's Theory of Moral Development

Stage 5

Justice and  
the Spirit  
of the Law

Stage 4

Loyalty to  
Law and  
Order

Stage 3

Good Boy  
&  
Good Girl  
Attitude

Stage 2

Aiming at  
a Reward

Stage 1

Avoiding  
Punishment

Preconventional Level

Conventional Level

Postconventional Level

Universal  
Principles  
of Ethics

# Kohlberg's Moral Ladder

Level & Stage	Age Range	Examples
<b><u>Preconventional</u></b> <b>Stage 1: Avoidance of punishment</b> <b>Stage 2: Exchange of favors</b>	<b>Preschool – elementary; some junior high; few high school students</b>	<b>Stage 1: "I would cheat if I knew I wouldn't get caught."</b> <b>Stage 2: "I'll let you copy mine if you do my homework."</b>
<b><u>Conventional</u></b> <b>Stage 3: Good child</b> <b>Stage 4: Law and order</b>	<b>Few older elementary children, some junior high, many high school students (Stage 4 does not typically appear until high school)</b>	<b>Stage 3: "I'm not going to tell because I want her to like me."</b> <b>Stage 4: "You can't do that because the teacher said no."</b>
<b><u>Postconventional</u></b> <b>Stage 5: Social contract</b> <b>Stage 6: Universal ethical principle</b>	<b>Rarely seen before college (stage 6 is extremely rare)</b>	<b>Stage 5: "In this case, the rule may be wrong."</b> <b>Stage 6: "You shouldn't lie because it violates the Golden Rule."</b>

# Freud's Psychosexual Stages Theory

## Sigmund Freud's Psychosexual Stages

Stage	Age range	What happens at this stage?
Oral Stage	0-1 year old	Children derive pleasure from oral activities, including sucking and tasting. They like to put things in their mouth.
Anal Stage	2-3 years old	Children begin potty training.
Phallic Stage	3-6 years old	Boys are more attached to their mother, while girls are more attached to their father.
Latency Stage	6 years old to puberty	Children spend more time and interact mostly with same sex peers.
Genital Stage	Beyond puberty	Individuals are attracted to opposite sex peers.

????

THANKS