Growth and Development

- Growth encompasses the physical changes across a person's life span.
- Development: A progressive and continuous process of change
  - Begins at conception
  - Continues throughout a lifetime

Understanding Development

- Individual patterns of growth and development
- Must adopt a life span perspective of human development
  - Takes in account all developmental stages
  - Includes development through adult years

Developmental Theories

Propose ways to account for how and why people grow as they do.

Provide a framework for examining, describing, and appreciating human development.

Help nurses assess and treat a patient’s response to illness.

Biophysical Developmental Theories

- Examine how bodies grow and change
- Gesell’s theory of development
  - Growth and development is unique and is directed by gene activity.
  - Maturation follows a fixed developmental sequence
- Human growth:
  - Cephalocaudal
  - Proximodistal
Psychoanalytical/Psychosocial Theories

- Describe development from personality, cognitive, and behavioral perspectives
- Explain development as primarily unconscious and influenced by emotion
- Psychoanalytical theorists maintain that these unconscious drives influence development through universal stages experienced by all individuals.

Psychoanalytical/Psychosocial Theories: Freud

- Sigmund Freud believed that the human personality consists of id, ego, and superego.
- These components develop in stages and regulate behavior.
- He identified five stages of development:
  - Stage 1: Oral (birth to 12 to 18 months)
  - Stage 2: Anal (12 to 18 months to 3 years)
  - Stage 3: Phallic or Oedipal (3 to 6 years)
  - Stage 4: Latency (6 to 12 years)
  - Stage 5: Genital (puberty through adulthood)

Freud’s Psychoanalytic Theory (Cont.)

Personality structure
- Id
- Ego
- Superego

Erikson’s Psychosocial Stages

- Eight stages of development
  - Personality continues to develop through old age
  - Failures at one stage can be rectified at another stage
- Table:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Age</th>
<th>Stage</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust vs. mistrust</td>
<td>0-1.5</td>
<td>Identity vs. role confusion</td>
<td>12-20</td>
</tr>
<tr>
<td>Autonomy vs. shame-doubt</td>
<td>1.5-3</td>
<td>Intimacy vs. isolation</td>
<td>30-40</td>
</tr>
<tr>
<td>Initiative vs. guilt</td>
<td>3-6</td>
<td>Generativity vs. self-absorption</td>
<td>35-45</td>
</tr>
<tr>
<td>Industry vs. inferiority</td>
<td>6-12</td>
<td>Integrity vs. despair</td>
<td>65+</td>
</tr>
</tbody>
</table>

Case Study

- Ahmad is pursuing a career in nursing because he loves children and wishes to become a pediatric nurse. Before attending nursing school, Ahmad volunteered at a large metropolitan children’s hospital.
- Ahmad is in his first semester of nursing school, and is learning about Freud’s developmental theories. In what order would he place the stages of psychosocial development as determined in Freud’s psychoanalytical model of personality development?
  - Oral
  - Anal
  - Phallic
  - Latency

Case Study (continued)

- Ahmad is studying Gesell’s theory of development with a friend. His friend says, “According to Gesell’s theory of development, each child’s pattern of growth is a result of environmental influences.”
- True or False?
Maslow’s Hierarchy of Needs

- Human beings are active participants in life, striving for self-actualization
- When lower needs are met, higher needs are able to emerge
- Basic needs
  - D-motives/deficiency needs
  - Self-esteem and self-actualization
  - B-motives/being needs

Theories Related to Temperament

- Temperament is a behavioral style or pattern that affects an individual’s emotional interactions with others.
- Chess and Thomas identified three basic childhood temperaments:
  - The easy child (easy going and predictable)
  - The difficult child (irritable and irregular)
  - The slow-to-warm-up child (adapts slowly)

Communication With Adolescents

- Do not avoid discussing sensitive issues. Asking questions about sex, drugs, and school opens the channels for further discussion.
- Ask open-ended questions.
- Look for the meaning behind the child’s words or actions.
- Be alert to clues to their emotional state.
- Involve other individuals and resources when necessary.

Adolescence (continued)

- Health promotion
  - Health education
  - Minority adolescents
  - Gay, lesbian, and bisexual adolescents
- Adolescents are much more likely to use health care services if they encounter providers who are caring and respectful.
Perspectives on Adult Development

- Life span perspective: Human development is lifelong, although changes are slower
- Stage-crisis theory (Havinghurst) focuses on resolution of tasks:
  - Owing to physical maturation
  - From personal values
  - From societal pressures
  - Activity theory of older adulthood
- Developmental crisis

Stage-crisis theory (Havinghurst) focuses on resolution of tasks:
- Owing to physical maturation
- From personal values
- From societal pressures
- Activity theory of older adulthood
- Developmental crisis

Health Promotion and Maintenance: Psychosocial Concerns

<table>
<thead>
<tr>
<th>Therapeutic communication</th>
<th>Touch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reality orientation</td>
<td>Validation therapy</td>
</tr>
<tr>
<td>Reminiscence</td>
<td>Body image interventions</td>
</tr>
</tbody>
</table>

Older Adult Interview Techniques

- Sit or stand at eye level, in front of the patient in full view.
- Face the older adult while speaking; do not cover your mouth. Speak clearly.
- Provide diffuse, bright, nonglare lighting.
- Encourage the older adult to use his or her familiar assistive devices such as glasses or magnifiers.
- Turn off background noise.

Quick Quiz!

1. A nurse who has recently graduated has been assigned to be a primary nurse on a geriatric unit. After completing a review of development and aging, the nurse recalls that changes for the older adult include
   A. A transition from young adulthood.
   B. The ability of the older adult to achieve sexual arousal.
   C. A time when cognitive performance begins to peak.
   D. Adjusting to decreasing health and physical strength.

Perspectives on Adult Development (continued)

- Contemporary life events approach
  - Takes individual variations into account
- Selective optimization with compensation theory states that as individuals age, they are able to compensate for some decreases in physical or cognitive performance by developing new approaches.

Perspectives on Adult Development (continued)

- Socioemotional selectivity theory states that as people age, they become more selective and invest their energies in meaningful pursuits.
Cognitive Developmental Theories

- Jean Piaget’s four stages:
  - Period I: Sensorimotor (birth to 2 years)
  - Period II: Preoperational (2 to 7 years)
  - Period III: Concrete operations (7 to 11 years)
  - Period IV: Formal operations (11 years to adulthood)

Postformal thought (a fifth stage)

- Continued cognitive development involves increasing cognitive flexibility.
- Adults change how they use knowledge, and the emphasis shifts from attaining knowledge or skills to using knowledge for goal achievement.
- Assessment of cognitive ability becomes critical as the nurse engages in health care teaching for patients and families.

Moral Developmental Theory

- Attempts to define how moral reasoning matures for an individual
- Refers to changes in a person’s thoughts, emotions, and behaviors that influence the perception of right or wrong
- Kohlberg’s moral developmental theory

Kohlberg’s Moral Developmental Theory

- Level I: Preconventional reasoning, when children ask WHY.
  - Stage 1 = Punishment and Obedience Orientation: Children view illness as a punishment.
  - Stage 2 = Instrumental Relativist Orientation
- Level II: Conventional reasoning, when moral reasoning is based on internalization of societal and others’ expectations
  - Stage 3 = Good Boy-Nice Girl Orientation
  - Stage 4 = Society-Maintaining Orientation
- Kohlberg’s critics

Case Study (continued)

- Ahmad is learning that psychoanalytical theorists varied greatly in their perceptions related to development.

Kohlberg’s Moral Developmental Theory (continued)

- Level III: Postconventional reasoning occurs when a person finds a balance between basic human rights and obligations and societal rules and regulations.
  - Stage 5 = Social Contract Orientation
  - Stage 6 = Universal Ethical Principle Orientation, where right is defined by the decision of conscience in accord with self-chosen ethical principles.
- Kohlberg’s critics
Moral Reasoning and Nursing Practice

- Nurses need to identify their own moral reasoning.
- Nurses need to recognize the level of moral reasoning used by other health care team members.
- Nurses need to separate their own beliefs when helping patients with their moral decision-making process.

Quick Quiz!

1. According to Kohlberg, moral development is a component of psychosocial development. Moral development depends on the child’s ability to integrate:
   A. Modeling of others.
   B. Faith and optimism.
   C. Self-control and independence.
   D. Decisions of right and wrong.

Perspectives

- No one theory can describe how people grow and develop.
- Developmental theories help nurses to use critical thinking skills.
- Examples of nursing diagnoses applicable to patients with developmental problems include:
  - Risk for delayed development
  - Delayed growth and development
  - Risk for disproportionate growth