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THE INDIVIDUAL LIFECYCLE, (PSYCHOSOCIAL)

- ▶ It is assumed that at each stage of social development the individual must face a personal dilemma.
- ▶ The ease with which successive dilemmas are managed is determined partly by the success with which preceding dilemmas were resolved and partly by the quality of relationships within the individual's family and social context.

1. TRUST VS MISTRUST (0-2yrs)

- ▶ **Stage (years):** Infancy (0–2)
- ▶ **Strength and Problem:** Trusty vs mistrust, (Parents should be alert to infants' needs)
- ▶ **Benefit (+ve self description):** (Sympathy with caregiver) Hope & Trust (I can attain my wishes)
- ▶ **Pathology and (Negative self description):** Detachment (I will not trust others)

TRUST VS MISTRUST, (0-2yrs) cont'n

- ▶ In the long term, child will have **hope** in the face of and **trust**, as adults, that difficult challenges can be resolved.
- ▶ If the child does not experience the parent as a secure base from which to explore the world, the child learns to **mistrust** others and a view of the world as threatening.
- ▶ This may lead the child to adopt a **detached** position during later years and difficulties with making and
- ▶ maintaining peer relationships may occur.

TRUST & HOPEFUL VS

MISTRUST & DOUBT



2. AUTONOMY VS SHAME & DOUBT (2-4yrs).

- ▶ Stage: Early childhood, (2–4 Yrs): Pre-school yrs.
- ▶ Psychosocial dilemma: Autonomy vs Shame & doubt (Imitation).
- ▶ Benefit: **Will** (I can control events):
- ▶ Pathology : **Compulsion** (Put right the mess made & I doubt that I can control events, & I am ashamed of this).
- ▶ Children become aware of their separateness and strive to establish a sense of personal agency and impose their will on the world. Of course, **sometimes this is possible, but other times their parents will prohibit them from doing certain things.**

AUTONOMY VS SHAME & DOUBT (2-4yrs), Cont'n

- ▶ There is a gradual moving battles of the 'terrible twos' to the formal orderliness that many children show as they approach school going age.
- ▶ Routines develop for going to bed or getting up, mealtimes and playtimes.
- ▶ The phrase 'I can do it myself ' for tying shoelaces or doing their buttons, (the desire to be autonomous). If parents patiently provide the framework for children to master tasks and routines, autonomy develops together with a sense of self-esteem .

WHERE THE BABY???



AUTONOMY VS SHAME & DOUBT , (2-4yrs) Cont'n

- ▶ As adults, such children are patient with themselves and have confidence in their abilities to master the challenges of life. They have high self-esteem and a strong sense of will and self-efficacy.
- ▶ If parents are unable to be patient with the children, they always make mistakes, feel ashamed & doubt in life.

AUTONOMOUS VS SHAME & DOUBT



3. INITIATIVE VS GUILT, (4–6 years)

- ▶ Psychosocial dilemma: Initiative vs guilt (Identification)
- ▶ Benefit: Purpose (I can plan and achieve goals)
(4–6)
- ▶ Pathology: Inhibition (I can't plan or achieve goals, so I don't act)
- ▶ Development a sense of autonomy in the preschool years, they turn their attention outwards to the physical and social world and use their initiative to investigate and explore. The child finds out what is allowed and what is not allowed at home and at school. Many questions about how the world works are asked.
- ▶ Children conduct various experiments and investigations, for example by lighting matches, taking toys apart, or playing doctors and nurses.

INITIATIVE VS GUILT, (4–6), Cont'n

- ▶ The **initiative**: the child learns how to investigate into socially appropriate courses of action.
- ▶ This occurs when parents empathize the child's curiosity but establish the limits of experimentation clearly and with warmth. Children, act with a sense of purpose and vision as adults.
- ▶ Where parents have difficulty empathizing the child's need for curiosity and curtail experimentation unduly, children may develop a reluctance to explore, which arouses a sense of **guilt**.

INITIATIVE VS GUILT, (4-6), Cont'n



4. Industry vs Inferiority, (7–11)

- Stage: Late Childhood (7–11), middle childhood and during the transition to adolescence.
- Psychosocial dilemma: Industry vs inferiority (Education)
- Benefit: Competence (I can use skills to achieve goals)
- Pathology: Inertia (I have no skills, so I won't try)
- Having established a sense of trust, of autonomy and of initiative, the child's need to develop skills and engage in meaningful work emerges. The motivation for industry may stem from the fact that learning new skills is rewarding and many tasks and jobs are tried out, due to the reward attached.

INDUSTRY VS INFERIORITY, (7–11)

- ▶ Children who have the aptitude to master skills, that are rewarded by parents, teachers and peers emerge from this stage of development with new skills and a sense of competence and self-efficacy about these.
- ▶ Unfortunately, not all children have the aptitude for skills that are valued by society, especially with low talent for literacy skills like sports.
- ▶ In our society, failure is ridiculed. Youngsters who fail and are ridiculed or humiliated develop a sense of inferiority and in adulthood lack the motivation to achieve.

5. GROUP IDENTITY VS ALIENATION, (12–18)

- ▶ Stage: Early adolescence (Peer pressure)
- ▶ Psychosocial dilemma: Group identity vs alienation (Peer pressure)
- ▶ Benefit: Affiliation (I can be loyal to the group)
- ▶ Pathology: Isolation (I cannot be accepted into a group)
- ▶ The young adolescent faces a dilemma of group identity versus alienation. There is a requirement to find a peer group with which to become affiliated so that the need for belonging will be met. Joining such a group, however, must not lead to sacrificing one's individuality and personal goals and aspirations.

GROUP IDENTITY VS ALIENATION, (12–18) CONT’N

- ▶ If young adolescents aren't accepted by a peer group, they will experience alienation, (hostility), and have difficulty developing social support networks, which are particularly important for health and well-being.
- ▶ To achieve group identity, their parents and school need to avoid over restriction of opportunities for making and maintaining peer relationships.
- ▶ This has to be balanced against the dangers of over permissiveness since lack of supervision is associated with conduct problems and drug dependence.

GROUP IDENTITY VS ALIENATION, (12-18) CONT'N



The youngest mother in kenya. Ten years old Gladys Chelagat holds her baby weighinh 2.8kgs at Kericho District hospital.

6. Identity vs role confusion (19-22).

- ▶ Stage: Adolescence (19–22)
- ▶ Psychosocial dilemma: Identity vs role confusion (Role experimentation)
- ▶ Benefit: Fidelity (I can be true to my values)
- ▶ Pathology: Confusion (I don't know what my role is or what my values are)
- ▶ While the concern of early adolescence is group membership and affiliation, the establishment of a clear sense of identity, (a sense of who I am) is the major concern in late adolescence.

IDENTITY VS ROLE CONFUSION (19-22).

- ▶ With identity, there is no firm commitment to personal, social, political or vocational beliefs or plans. Such individuals are either fun-seekers or people with adjustment difficulties and low self-esteem. They get wrong role models like musician drug addicts or indecently dressed. They don't follow rules.
- ▶ These adolescents tend to obey authoritarian values, and gets good role models, they have good psychosocial adjustment in adulthood.

WRONG ROLE MODELS

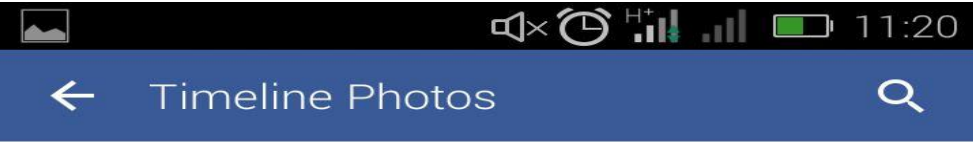
I quit
smoking

because it was
affecting my
sperm count
and erection,
why won't you?

#MyTobaccoFreeBody



WRONG MODELS THAT LEAD TO DISSASTER.

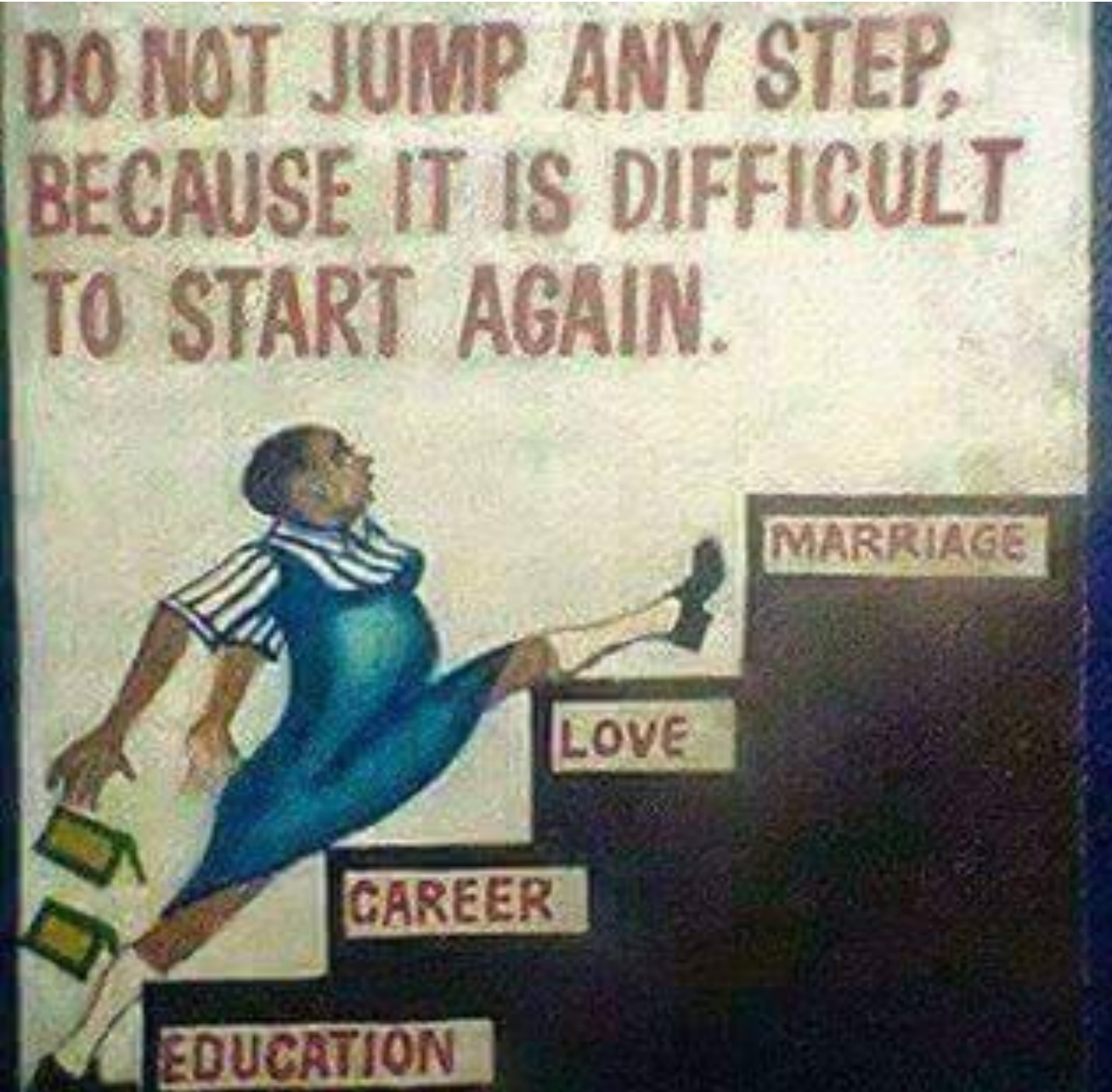


She went to enlarge her breasts and this is what happened
Apparently she cant do most thing on her own, because the
boobs are too heavy for her to carry on her small body.

Like and share to warn a sister out there!



DECISION MAKING SKILLS ARE TAUGHT IN ADOLESCENCE



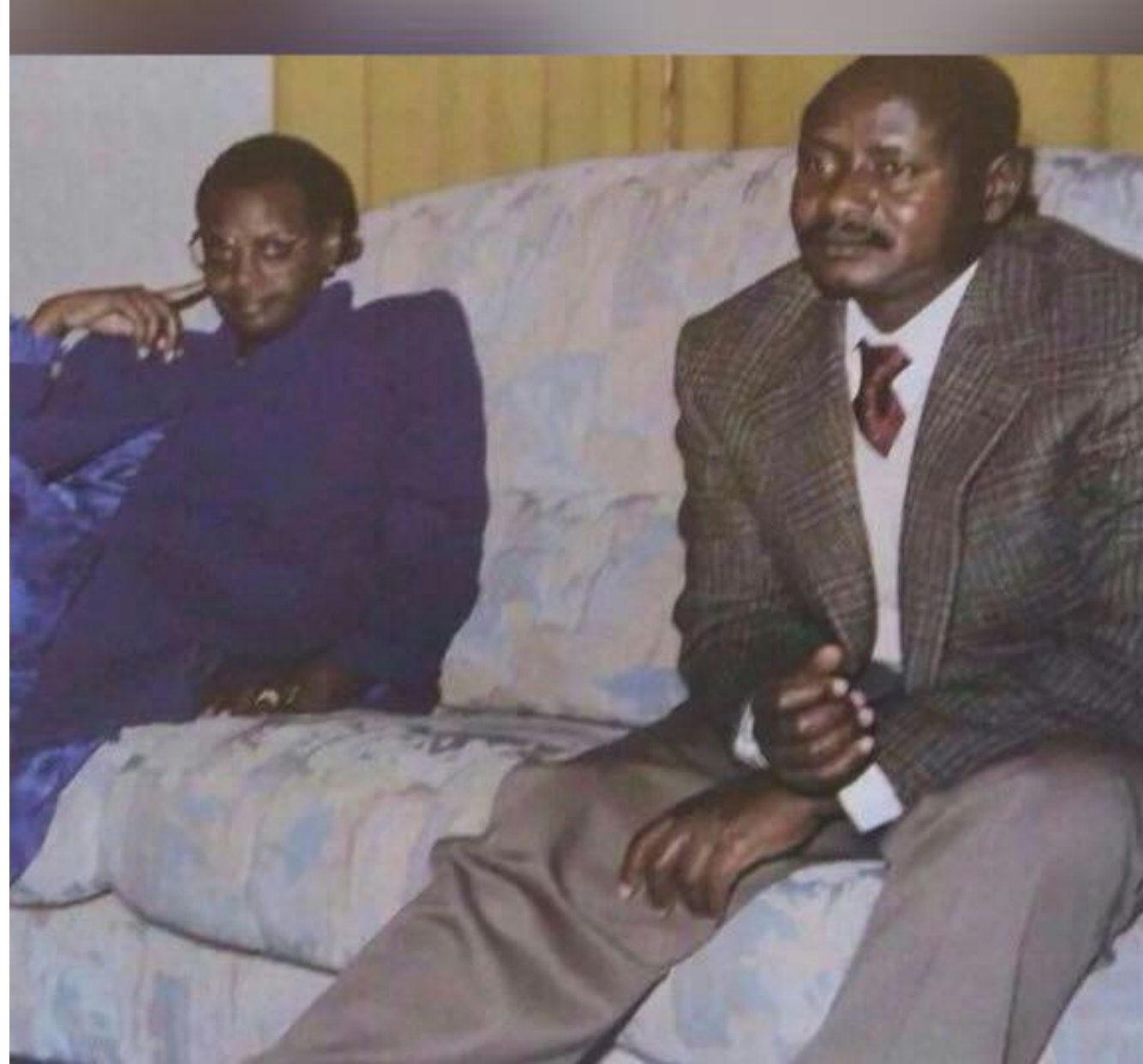
IDENTITY VS ROLE CONFUSION (19-22)

- ▶ They have high self-esteem, realistic goals, a stronger sense of independence and are more resilient in the face of stress.
- ▶ Parents may find allowing adolescents the time and space to enter a moratorium before achieving a stable sense of identity, difficult and referral for psychological consultation may occur.

RIGHT ROLE MODELS THAT MAY LEAD TO DISCIPLINE



PARENTS ARE THE BEST ROLE MODELS



THE BEST ROLE MODELS MOST IMPORTANT

GOOD MORNING

Peace

be with you

HAVE A

BEAUTIFUL

DAY

From a Distance I Care for You



7. INTIMACY VS ISOLATION, (23–34)

- Stage: Young Adulthood (23–34)
- Psychosocial dilemma: Intimacy vs isolation (Mutuality with peers.)
- Benefit: Love (I can be intimate with another)
- Pathology: Exclusivity (I have no time for others, so I will shut them out)
- The major psychosocial dilemma for people who have left adolescence is whether to develop an intimate relationship with another or move to an isolated position.
- **People who do not achieve intimacy experience isolation.**

INTIMACY VS ISOLATION, (23–34), cont'n

- Isolated individuals have unique characteristics. They suspect that all social encounters will end negatively.
- They also lack the social skills, such as empathy or affective self-disclosure, necessary for forming intimate relationships.
- These difficulties typically emerge from experiences of mistrust, shame, doubt, guilt, inferiority, alienation or role confusion associated with failure to resolve earlier developmental dilemmas and crises in a positive manner. **(Charity begins at home. Home as the first school & parents as the first teachers.**
- **Less empathy.**

INTIMACY

VS

ISOLATION, (23-34)



INTIMACY VS ISOLATION, (23–34), cont'n

- Our culture's emphasis on individuality gives us an enhanced sense of separateness and loneliness. Our culture's valuing of competitiveness (particularly among males) may deter people from engaging in self-disclosure. Men have been found to self-disclose less than women, they are more competitive in conversations and to show less empathy.

8. Productivity vs Stagnation

- ▶ Middle age (34-60)
- ▶ Productivity vs stagnation (Personal environment and creativity)
- ▶ Care (I am committed to making the world a better place)
- ▶ Rejectivity (I do not care about the future of others, only my own future)

Productivity vs Stagnation

► Productivity vs Stagnation

The midlife dilemma is that of productivity versus stagnation. People who select and shape a home and work environment that fits their needs and talents are more likely to resolve this dilemma by becoming productive. Productivity may involve procreation, work-based productivity or artistic creativity. Those who become productive focus their energy into making the world a better place for further generations. Those who fail to select and shape their environment to meet their needs and talents may become overwhelmed with stress and become burnt out, depressed or cynical on the one hand, or greedy and narcissistic on the other.

9. Integrity vs Despair

- ▶ Old age (60-75)
- ▶ Integrity vs despair (Introspection)
- ▶ Wisdom (I am committed to life but I know I will die soon)
- ▶ Despair (I am disgusted at my frailty and my failures)

Integrity vs Despair cont'd

In later adulthood the dilemma faced is integrity versus despair. A sense of personal integrity is achieved by those who accept the events that make

GOALS OF FAMILY THERAPY ACROSS THE LIFECYCLE 41

up their lives and integrate these into a meaningful personal narrative in a way that allows them to face death without fear. Those who avoid this introspective process or who engage in it and find that they cannot accept the events of their lives or integrate them into a meaningful personal narrative that allows them to face death without fear, develop a sense of despair. The process of integrating failures, disappointments, conflicts, growing incompetencies and frailty into a coherent life story, is very challenging and is difficult to do unless the first psychosocial crisis of trust versus mistrust was resolved in favour of trust. The positive resolution of this dilemma in favour of integrity rather than despair, leads to the development of a capacity for wisdom.

10. Immortality vs extinction (75-death)

- ▶ Very old age (75-death)
- ▶ Immortality vs extinction (Social support)
- ▶ Confidence (I know that my life has meaning)
- ▶ Diffidence (I can find no meaning in my life, so I doubt that I can act)

Immortality vs Extinction

In the final months of life the dilemma faced by the very old is immortality versus extinction.

A sense of immortality can be achieved by living on through one's children; through a belief in an afterlife; by the permanence of one's achievements (either material monuments or the way one has influenced others); by viewing the self as being part of the chain of nature (the decomposed body becomes part of the earth that brings forth new life); or by achieving a sense of experiential transcendence (a mystical sense of continual presence). When a sense of immortality is achieved, the acceptance of death and the enjoyment of life, despite frailty, becomes possible. This is greatly facilitated when people have good social support networks to help them deal with frailty, growing incompetence and the possibility of isolation. Those who lack social support and have failed to integrate their lives into a meaningful story, may fear extinction and find no way to accept their physical mortality while at the same time evolving a sense of immortality.

Erikson's model has received some support from a major longitudinal study (Valliant, 1977).

However, it appears that the stages do not always occur in the stated order and often later life events can lead to changes in the way in which psychosocial dilemmas are resolved.

It is important for therapists to have a sensitivity to the personal dilemmas faced by family members who participate in marital and family therapy. The individual lifecycle model presented here and summarised in Table 1.7 offers a framework within which to comprehend such personal dilemmas.

Old age experience



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THANK YOU