

# Theories related to human growth and development

*Zaid Ajil PhD, MSN*



College of Nursing  
University of Baghdad

# Growth and development

- + Growth is the physical increase in the body's size and appearance caused by increasing numbers of new cells.
- + **Growth** : it is increase in body mass .
- + Change in body size weight , it is quantitative and measurement in term by centimeter or kilograms.

# Growth and development

- + Development is the progressive change in the child toward maturity
- + **Development** : a gradual change in advancement / function from lower to higher stage ,it is qualitative .
- + it is progress toward maturity.
- + Maturation its completed growth, and development.

# *Factors Related to Growth and Development*

- Sex of the person
- Gland function or dysfunction
- A lack of proper nutrition
- Genes and hormonal factors
- Rate of intellectual development
- Health status (sickly)



# *Factors Related to Growth and Development*

- Level of motivation or drive
- Presence or absence of parents' attitudes: encouragement, interest or not
- Environmental stimuli
- Drugs or alcohol



# THEORIES OF CHILD DEVELOPMENT

## □ Freud theory (psychosexual development)

Proposed by the famous psychoanalyst Sigmund Freud, the theory of psychosexual development describes how personality develops during childhood.

Freud believed that personality develops through a series of childhood stages in which the pleasure-seeking energies of the id become focused on certain erogenous areas

# Freud theory (psychosexual development)

- + Freud described three levels of consciousness: the **id**, which controls physical need and instincts of the body; the **ego**, the conscious self, which controls the pleasure principle of the id by delaying the instincts until an appropriate time; and the **superego**, the conscience or parental value system.
- + The superego is the part of personality that holds all of the internalized morals and standards that we acquire from our parents, family and society

# Psychosexual Stages in Freud's Theory

**1- Oral stage**, the infant's primary source of interaction occurs through the mouth, so the rooting and sucking reflex is especially important. The mouth is vital for eating, and the infant derives pleasure from oral stimulation through gratifying activities such as tasting and sucking.

**2- Anal stage**, Freud believed that the primary focus of the libido was on controlling bladder and bowel movements. The major conflict at this stage is toilet training--the child has to learn to control his or her bodily needs. Developing this control leads to a sense of accomplishment and independence.



# Psychosexual Stages in Freud's Theory

**3-phallic stage**, the primary focus of the libido is on the genitals. At this age, children also begin to discover the differences between males and females. Freud also believed that boys begin to view their fathers as a rival for the mother's affections.

**4-Latent period**, The stage begins around the time that children enter into school and become more concerned with peer relationships, hobbies and other interests.

# Psychosexual Stages in Freud's Theory

**5-The Genital Stage:** final stage of psychosexual development, the individual develops a strong sexual interest in the opposite sex. This stage begins during puberty but last throughout the rest of a person's life.

## Psychosexual Stages of Development



# Erikson theory (psychosocial development)

- + Erik Erikson's theory of psychosocial development is believed that personality develops in a series of stages.
- + Erikson's theory describes the impact of social experience across the whole life-span. One of the main elements of Erikson's psychosocial stage theory is the development of **ego identity**.

# Stages of Erikson theory (psychosocial development)

## ***1-Trust Versus Mistrust (Ages 0–1 Year)*** ***Infancy(Feeding)***

Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust .

## ***2-Autonomy Versus Doubt and Shame (Ages 1–3 Years)*** ***Early Childhood (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.

# Stages of Erikson theory (psychosocial development)

## ***3- Initiative Versus Guilt (Ages 3–6 Years) Preschool (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.

## ***4- industry Versus Inferiority (Ages 6–12 Years) School Age (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.

# Stages of Erikson theory (psychosocial development)

## ***5- Identity Versus Role Confusion (Ages 12–18 Years) Adolescence (Social Relationships)***

Teens need 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

## ***6- Intimacy Versus Isolation (Early Adulthood) Young Adulthood 19 to 40 years (Relationships)***

Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.

# Stages of Erikson theory (psychosocial development)

## 7- Generativity Versus Self-Absorption (Young and Middle Adulthood) Middle Adulthood 40 to 65 years (Work and Parenthood)

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.



# Stages of Erikson theory (psychosocial development)

## 8- *Ego Integrity Versus Despair (Old Age) Maturity(65 to death) (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.





# Piaget theory (cognitive development)

- + Piaget brought new insight into **cognitive development** or intellectual development—how a child learns and develops that quality called intelligence.
- + Its a comprehensive theory about the nature and development of human intelligence. cognitive development was a progressive reorganization of mental processes as a result of biological maturation and environmental experience.

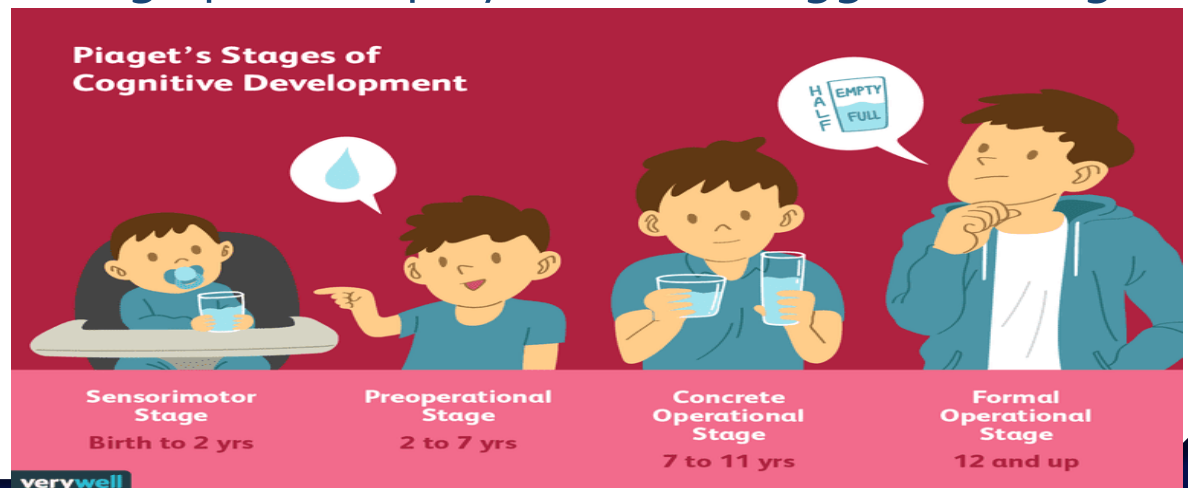
# Stages of Piaget theory (cognitive development)

## 1-Sensorimotor Phase (Ages 0–2 Years)

During this stage, infants and toddlers acquire knowledge through sensory experiences and manipulating objects.

## 2- Preoperational Phase (Ages 2–7 Years)

At this stage, kids learn through pretend play but still struggle with logic and taking the point of view of other people.



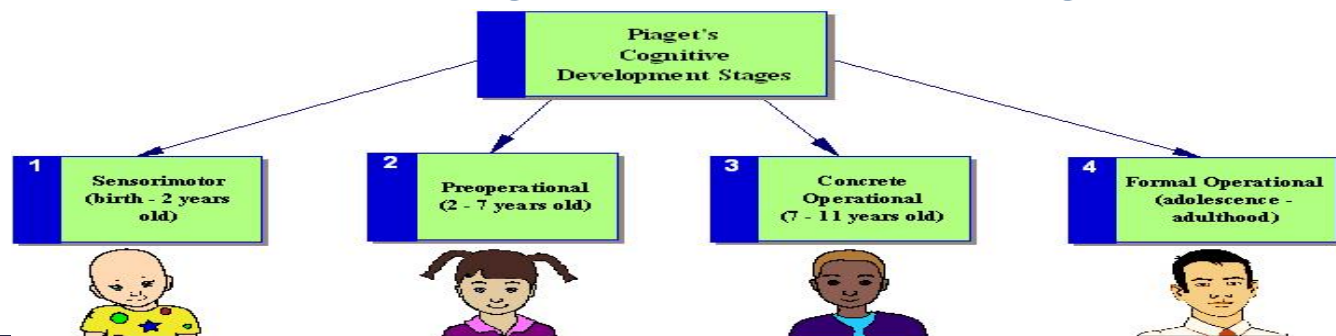
# Stages of Piaget theory (cognitive development)

## 3- Concrete Operations (Ages 7–11 Years)

Kids at this point of development begin to think more logically, but their thinking can also be very rigid. They tend to struggle with abstract and hypothetical concepts.

## 4- Formal Operations (Ages 12–15 Years)

The final stage of Piaget's theory involves an increase in logic, the ability to use deductive reasoning, and an understanding of abstract ideas.



# QUESTIONS



# References

- Berger, K. S. (2005). *The developing person through the life span* (6th ed.). New York: Worth Publishers.
- Berger, K. S. (2006). *The developing person through childhood and adolescence* (7th ed.). New York: Worth Publishers.
- Dudek, S. G. (2006). *Nutrition essentials for nursing practice* (5th ed.). Philadelphia: Lippincott Williams & Wilkins.
- Hockenberry, M. J., & Wilson, D. (2007). *Wong's nursing care of infants and children* (8th ed.). St. Louis, MO: Mosby Elsevier.
- McEvoy, M. (2003). Culture and spirituality as an integrated concept in pediatric care. *American Journal of Maternal Child Nursing*, 28(1), 39–43.