



EuTEACH

European Training in Effective Adolescent
Care and Health

**Bio-psycho-social development
during adolescence (2)**

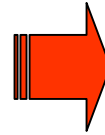
OBJECTIVE

Identify the impact of developmental stage on health behaviour and the delivery of health care and preventive interventions

Psychosocial development

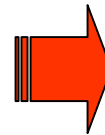
A developmental definition of adolescence: general goals

1. Separation from the parents
2. Choice of a professional career



INDIVIDUATION

1. Sexual orientation
2. Formation of the self



IDENTITY
FORMATION

Erikson, 1950

WHAT IS ADOLESCENCE ?

- By *individuation*, we mean the progressive acquisition of physical and emotional autonomy from parents and adults in general as well as the capacity for decision making
- By *identity formation* we mean the development of stable concepts of self, including social, vocational and sexual roles.

DEFINITION OF IDENTITY

- Identity as a process of defining oneself relative to shared characteristics with others. Identity, then, is a bimodal phenomenon, linking internal self-perceptions with the perception of self as part of a social environment
- Identity as a developmental task along a continuum of tasks over the life course.
- Although identity is conceptualized as an adolescent task, the process of forming an identity is not static. As new challenges or situations arise, belief systems are reexamined

IDENTITY

- A sense of identity gives an individual the feeling of existing in his own name; it gives him/her a feeling of security and permanence despite any circumstance (environmental changes).
- Identity is characterized by the feeling that one has to live a a separate, distinct subject, however linked with a sense of belonging to others (family, community).
- Identity is heavily linked with psychological transformations which nobody can go through besides the subject himself.

Developmental tasks

- Leaving biological family
- Achieving a new relationship with parents
- Developing intimate, nurturing and caring relationships outside family
- Finding a career based on interest and capacity
- Becoming at ease with sexuality

Psychology

- Change from concrete to abstract cognitive thinking
- Thinking about thinking
- Making more and more complicated analysing and hypothesising
- The future becomes relevant

Psychological Quick Fix

- Invulnerability
- Omnipotence
- Standing on the stage
- A powerful tool for self-realization
- Desperation and hopelessness

Some Examples

- "Give me some money – I am moving out"
- "I do not care what you say – I am going to be the first motorcycle cop with a hip prosthesis"
- "Who cares – at 20 you are a dead lizard anyway"
- "Do you know how wonderful it is to walk down the avenue being drunk?"

The Social Domain

- Adolescence – a transitional age
- Training for adulthood
- From dependence to independence....and to interdependence
- This involves work and practice. Becoming more and more skillfull but making many mistakes, having accidents, misjudging clues

How Adolescents Acquire Skills

- Thinking, using fantasy, reflecting
- Talking with friends
- Talking with adults
- Being in different social networks
- Experimenting

Experimental Behaviour

- Promotes identity development
- Promotes self efficacy
- Promotes independence
- It is FUN!
- But
 - Adolescents experiment in very many areas
 - With limited knowledge and experience
 - With an immature cognitive ability

Stefan, 12 y, Severe Asthma

- Stefan is in a good condition, taking his medicines regularly. He is on daily steroid inhalations. Active in sports
- Now his parents have discovered that he has been smoking cigarettes
- They do not smoke and have always told him not to

Peter, 14 y old, Cystic Fibrosis

- Peter has lived with cystic fibrosis as long as he can remember.
- His parents are very concerned. They know what will happen to Peter if he does not adhere to his strict regimen
- Now Peter refuses to do any physiotherapy

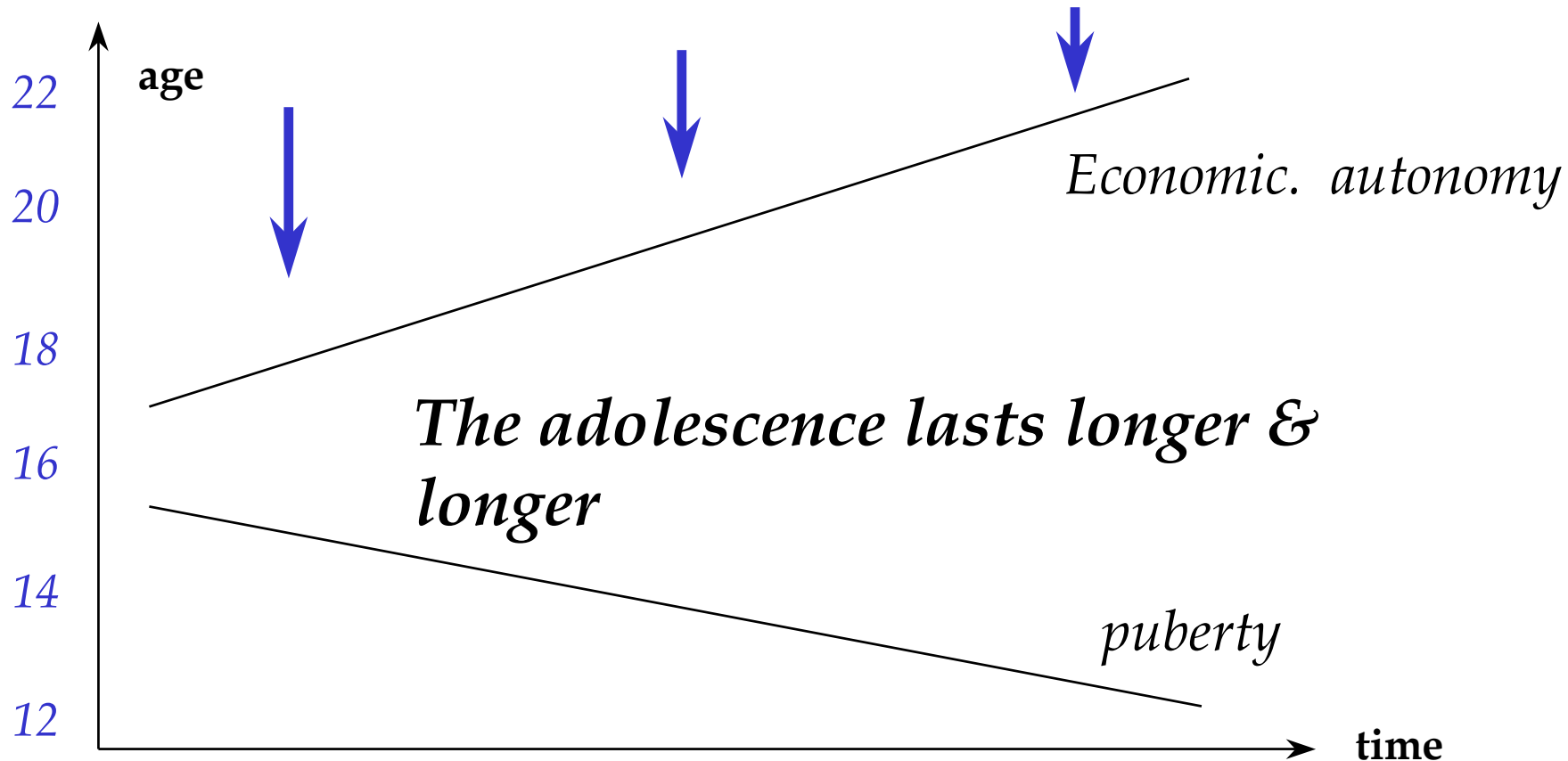
A social perspective

A TRANSITIONAL SOCIETY

↓ *Tradit. values
and rites*

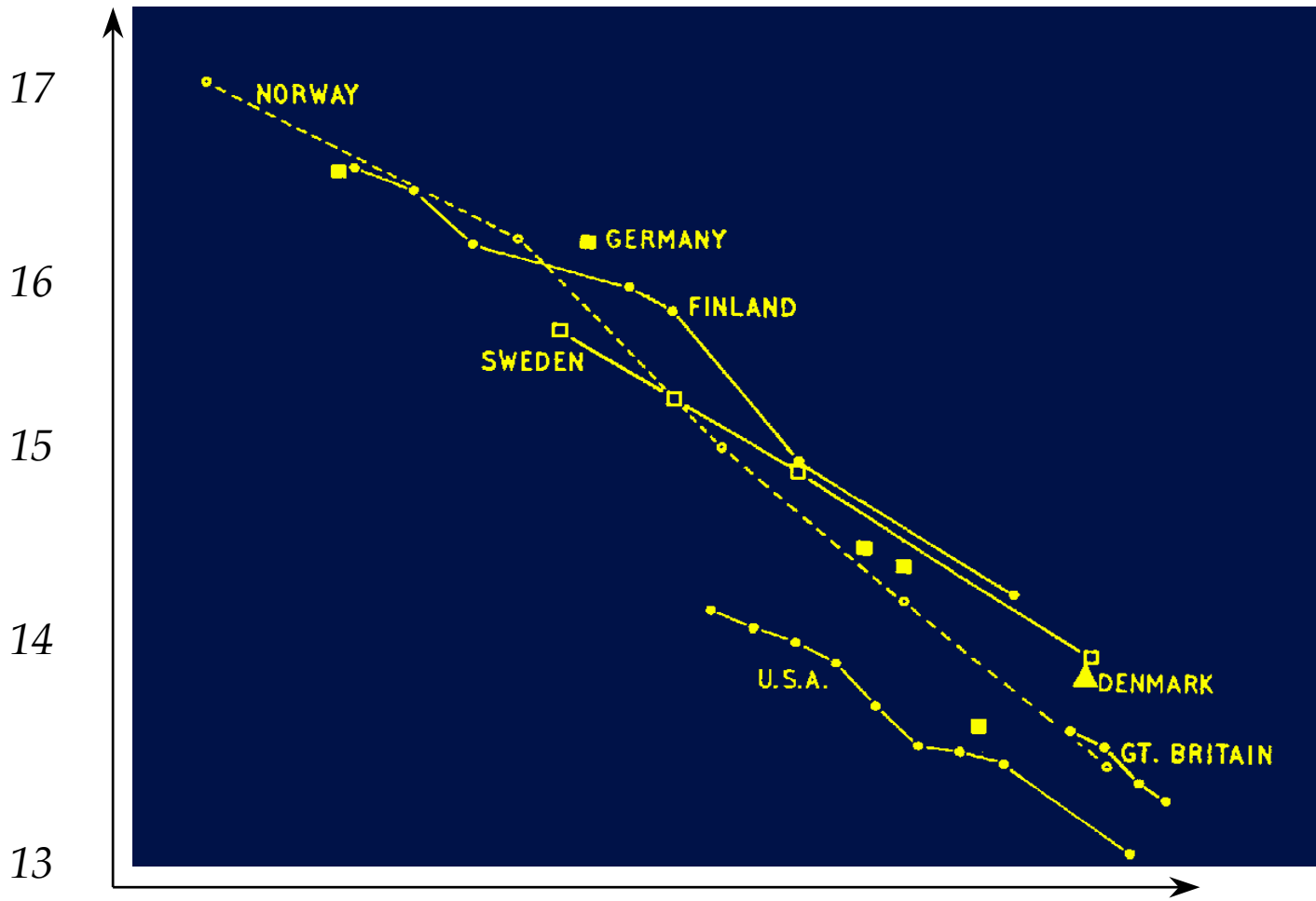
*Access to
Media & net*

*Occidental
way of life*



SECULAR TRENDS

Age of menarche from 1850 until the sixties



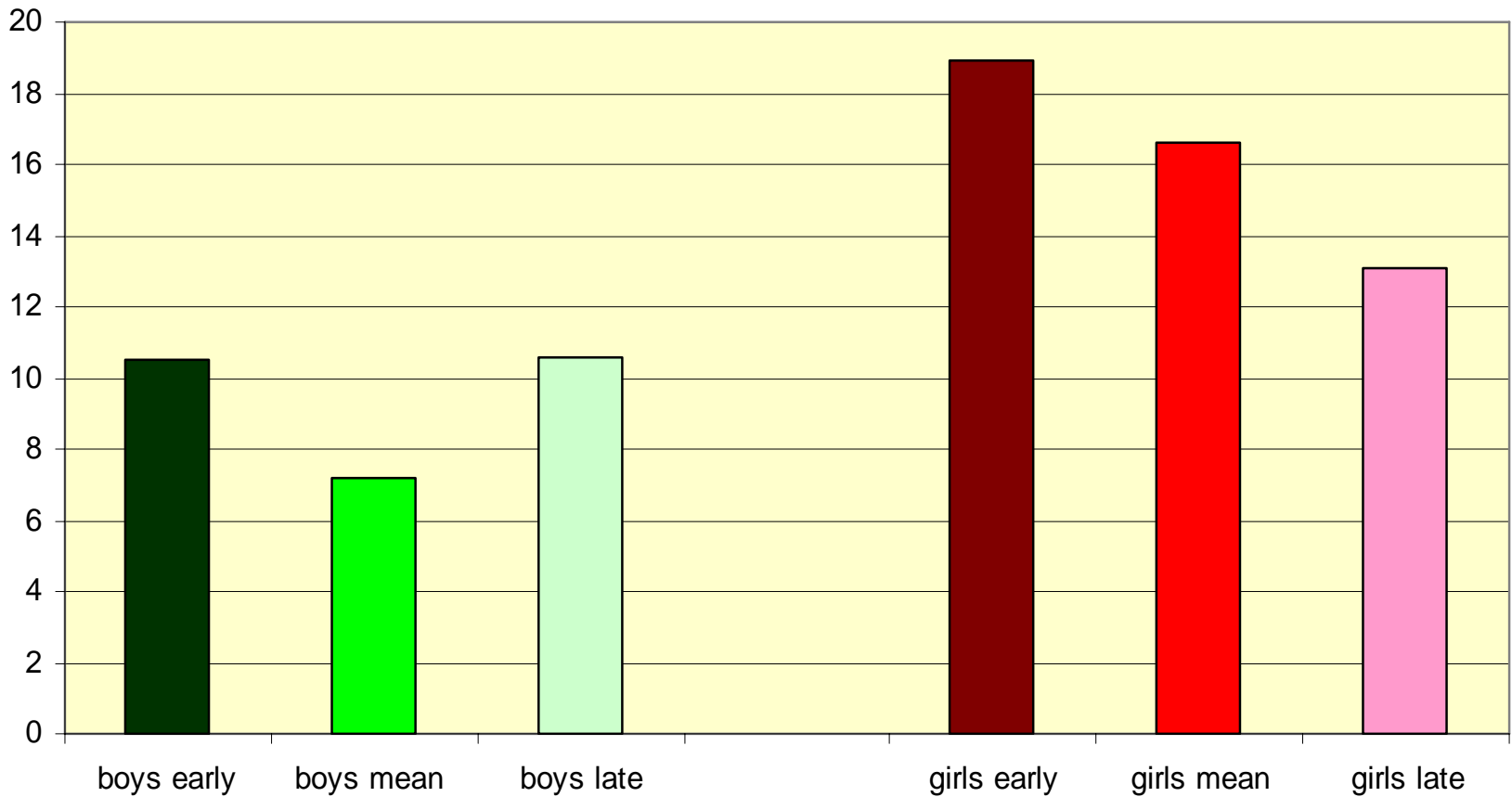
1850

1960

Tanner, 1964

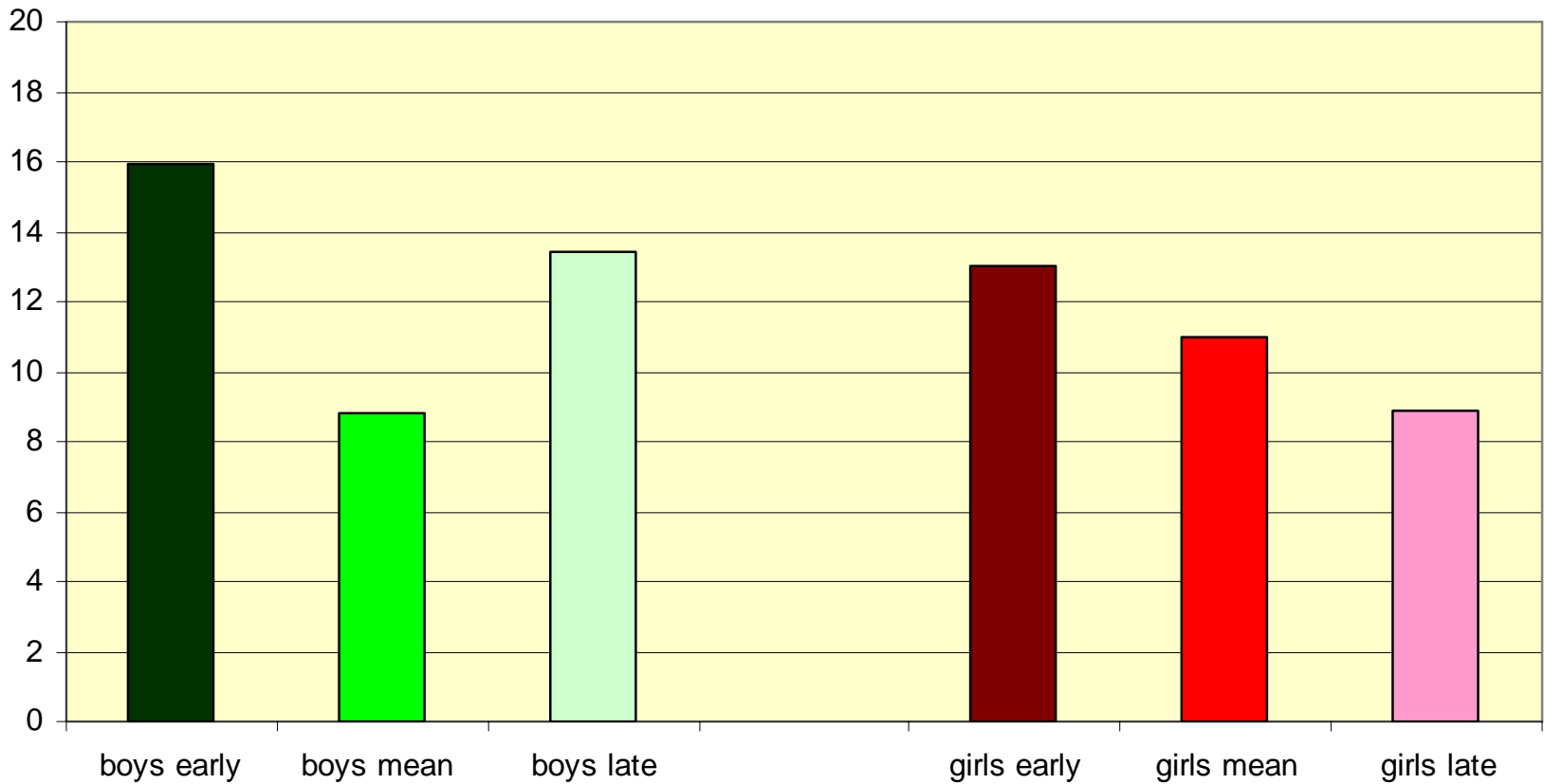
BODY IMAGE

Disturbed body image



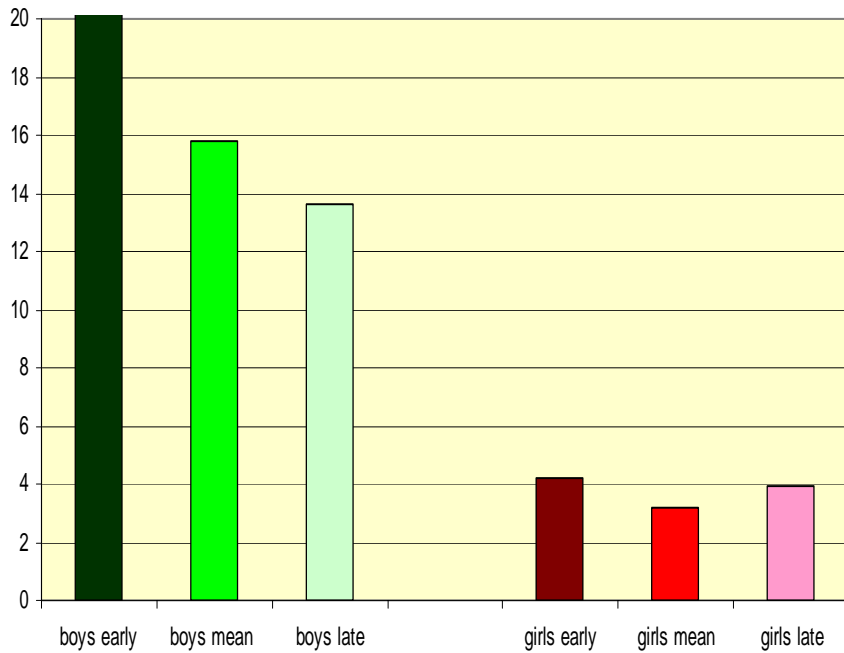
DEPRESSION

Highly depressed



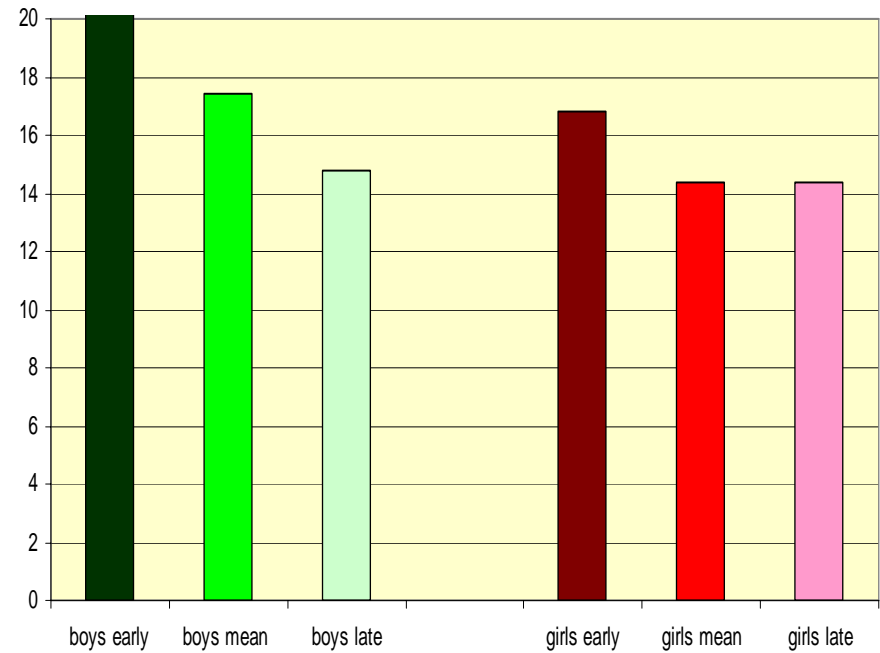
SUBSTANCE MISUSE

10 times drunk over last 12 months



DRUNKENNESS

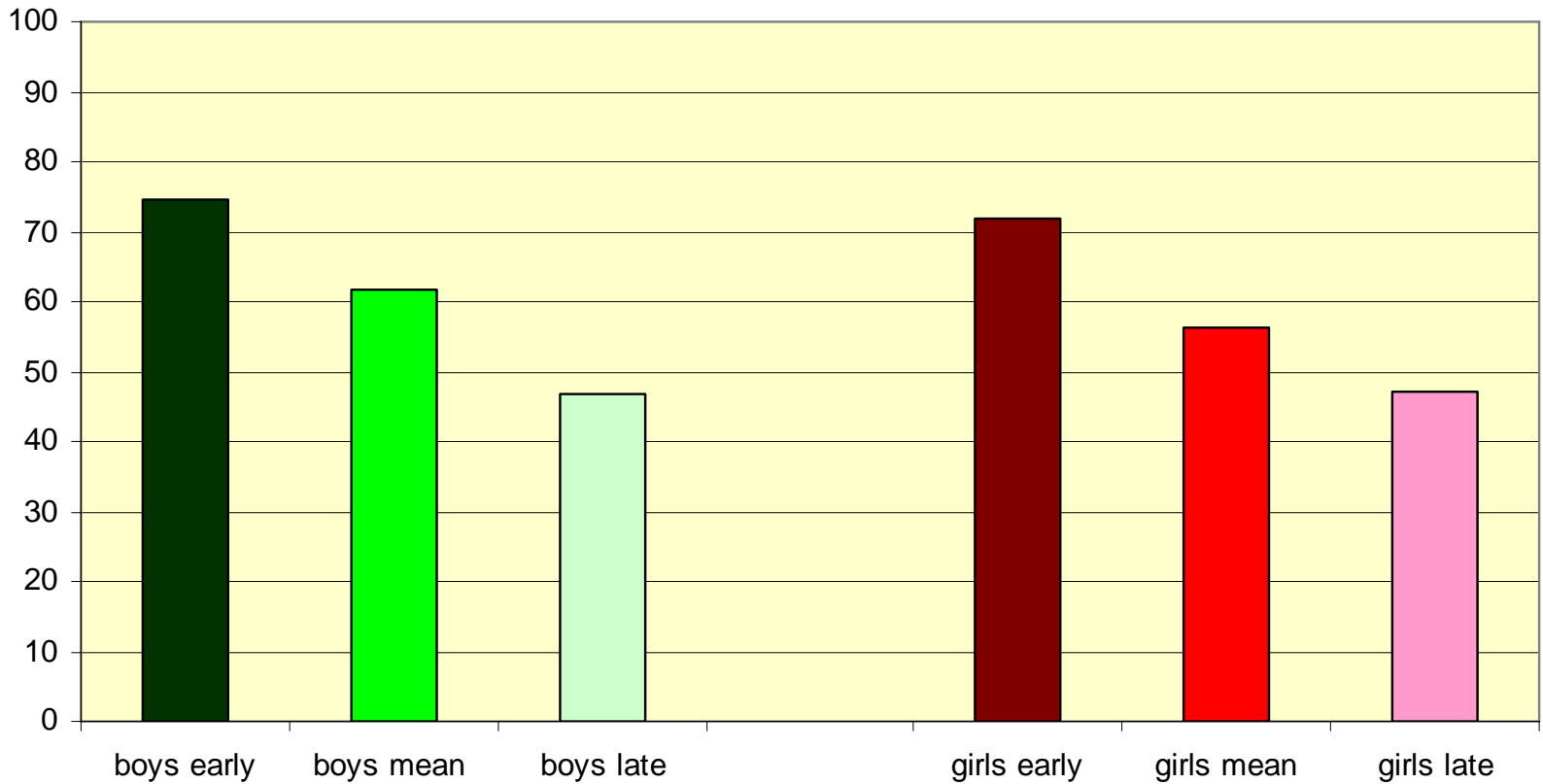
Cannabis use over last 30 days



CANNABIS

SEXUAL INTERCOURSE

At least one sexual intercourse



Developmental stages

THE ADOLESCENT PROCESS

early adolescence (10-13y.)

■ Intellectual development

concrete, egocentric

■ Autonomisation

- Self-image
- Independence
- Intimacy

*centered on pubertal changes
less interest in parents' activities
relationships with same-sex friends*

■ Identity

- Sexual
- Moral
- Vocational

*increased needs for privacy
idealistic goals
lack of impulse control*

THE ADOLESCENT PROCESS

middle adolescence (13-16y.)

- Intellectual development *concrete, but more complex tasks*

- Autonomisation

- Self-image
- Independence
- Intimacy

making the body attractive
peak of conflicts with parents
peak peer group activities

- Identity

- Sexual
- Moral
- Vocational

exploratory behaviour
first job experiences
testing of rules

THE ADOLESCENT PROCESS

late adolescence (17-20 y.)

- Intellectual development *abstract tasks, future perspective*

- Autonomisation
 - Self-image *acceptance of one's body*
 - Independence *re-acceptance of parent's support*
 - Intimacy *more intimate relationships*

- Identity
 - Sexual *consolidation of sexual identity*
 - Moral *can set limits, ability to compromise*
 - Vocational *choice of vocation/profession*

The developmental grid

	BIOLOGICAL	PSYCHOLOGICAL	SOCIAL
Early			
Middle			
Late			

Stages of adolescence

Category of change	EARLY 10-13 to 14-15 years	MIDDLE 14-15 to 17 years	LATE 17-21years (variable)
Growth	Secondary sexual characteristics appear Growth accelerates and reaches a peak	Secondary sexual characteristics advanced Growth slows down, approximately 95% of adult stature attained	Physically mature
Cognition	Concrete thinking Existential orientation Long-range implications of actions not perceived	Thinking is more abstract Capable of long-range thinking Reverts to concrete thinking when stressed	Established abstract thinking Future-oriented Perceives long-range options
Psychosocial	Preoccupied with: Rapid physical growth Body image Disrupted change	Re-establishes body image Preoccupation with fantasy and idealism Sense of all-powerfulness	Intellectual and functional identity established
Family	Defining boundaries of independence/ dependence	Conflicts over control	Transposition of child-parent relationship to adult-adult relationships
Peer group	Seeks affiliation to counter instability	Needs identification to affirm self image Peer group define behavioural code	Peer group recedes in favour of individual friendship
Sexuality	Self exploration and evaluation	Preoccupation with romantic fantasy Testing ability to attract opposite sex	Forms stable relationships Mutuality and reciprocity Plans for future