

Pastoral Care Study Day 2

Rev'd Susie Curtis

Erik Erikson

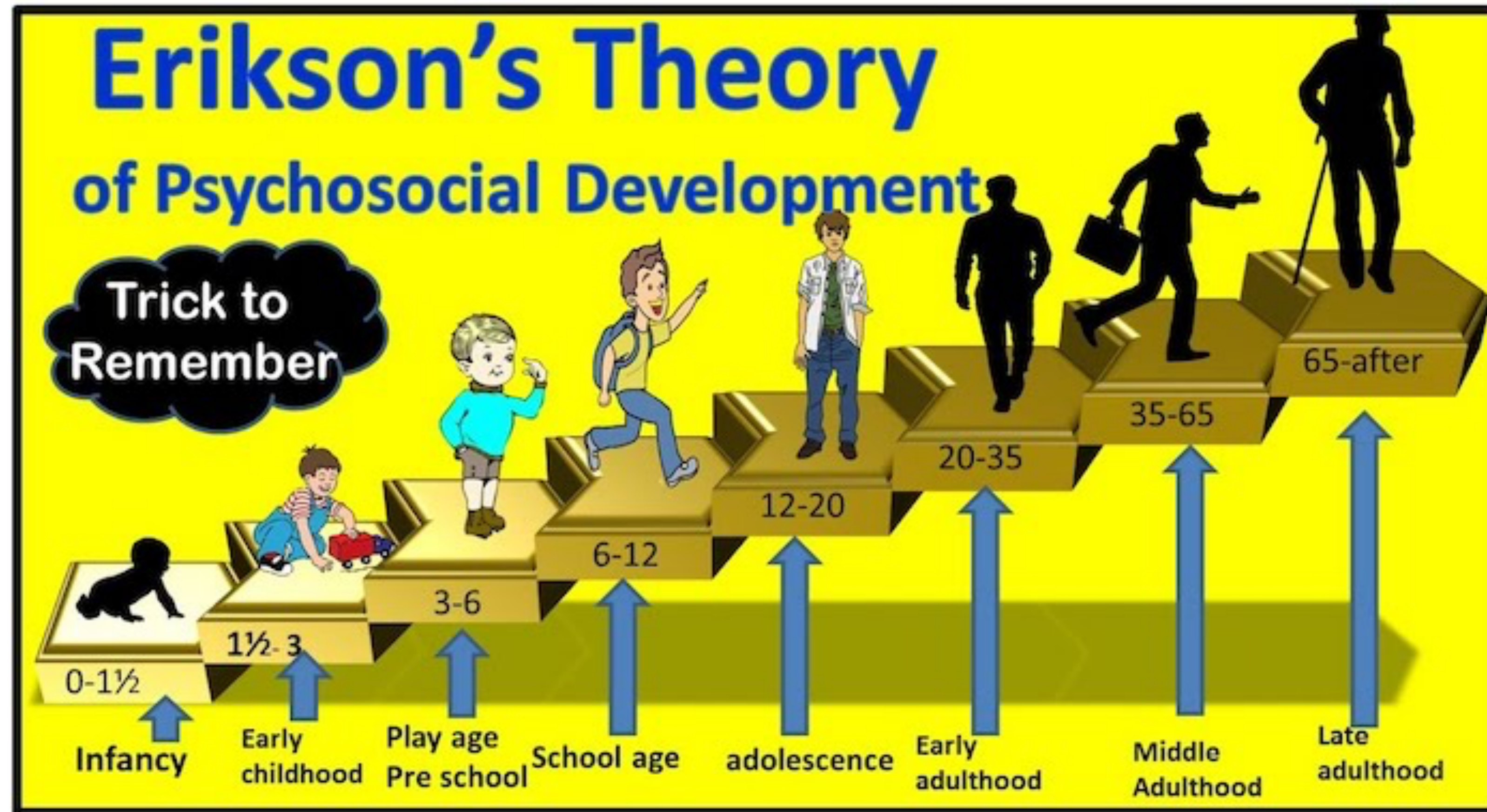


- German-American psychoanalyst known for his theory on psychological development of human beings.
- He coined the phrase identity crisis.
- Child of a Jewish mother and an unknown Danish father. His mother then married a Jew, the couple raised Erik as their own and Erikson only found out about this deception in late childhood.
- He struggled with his identity throughout his life e.g. a blond hair boy raised in a Jewish home, he changed his name from Homberger to Erikson.
- As a young adult he meandered round Europe, realised he would never make it as an artist, and eventually ended up tutoring children, many who were known by Ann Freud.
- Anna Freud took him under her wing, he received a diploma in Montessori Education alongside a diploma from the Vienna Psychoanalytic Institute.
- In 1930 he married, a Canadian and left Vienna for the USA. Here he started working as a psychoanalyst first at Boston, and then broadening his psychological interests he spent the rest of his working at famous Universities in the USA despite never having studied himself!

Erickson's Chart of Human Development



POTENTIAL



EXPERIENCE

E. Erickson's Stages of Development



Stage	Basic Conflict	Important Events	Outcome
Infancy (birth to 18 months)	Trust vs. Mistrust	Feeding	Children develop a sense of trust when caregivers provide reliability, care and affection. A lack of this will lead to mistrust.
Early Childhood (2-3 years)	Autonomy vs. Shame and Doubt	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.
Preschool (3-5 years)	Initiative vs. Guilt	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.
School Age (6-11 years)	Industry vs. Inferiority	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.
Adolescence (12-18 years)	Identity vs. Role Confusion	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.
Young Adulthood (19-40 years)	Intimacy vs. Isolation	Relationships	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40-65 years)	Generativity vs. Stagnation	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.
Maturity (65-Death)	Ego Integrity vs. Despair	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.

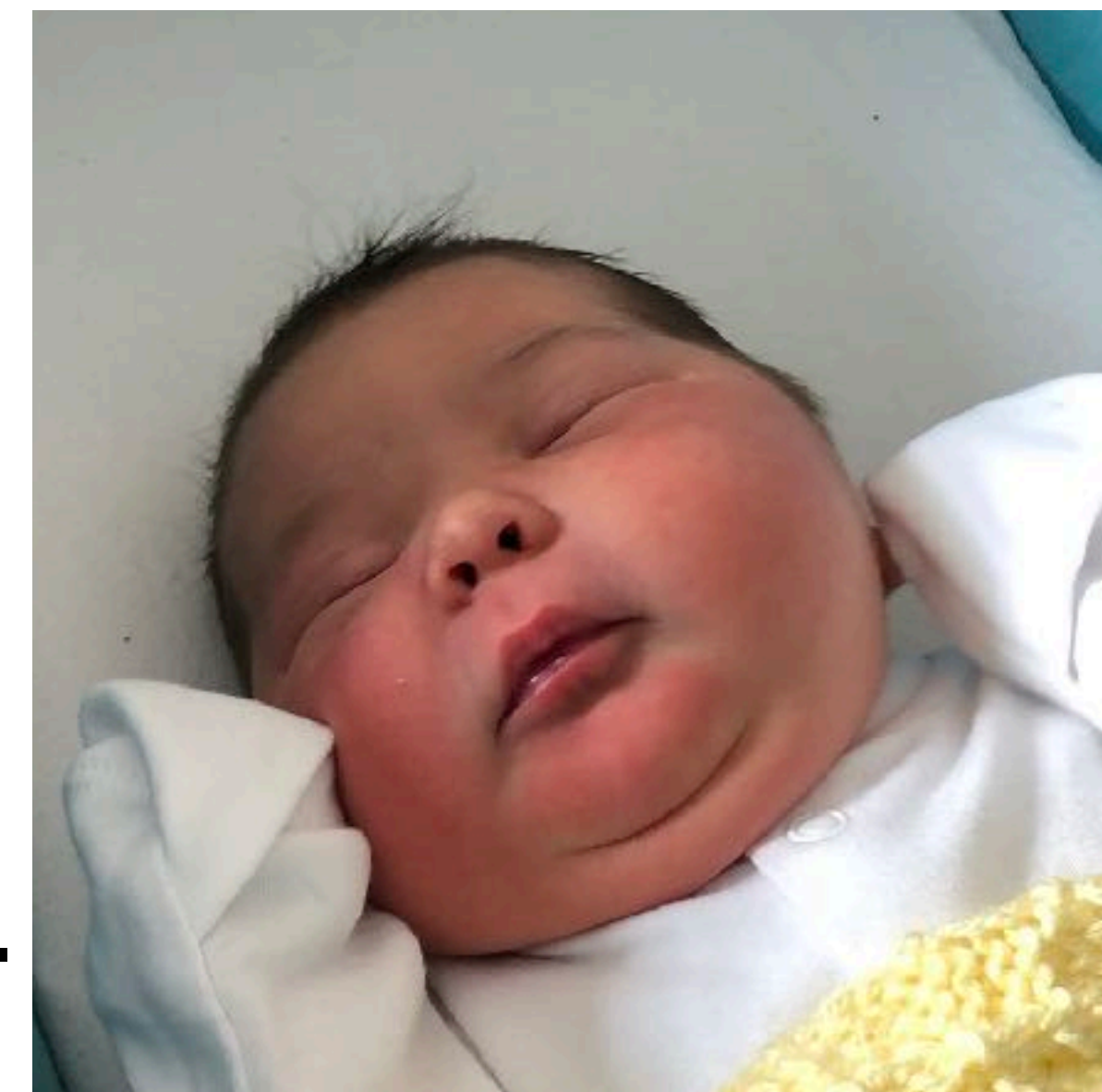
Psychosocial Development Stages



- 8 stages of development each with its own unique challenges and resolutions
- Understanding these stages can help us better understand ourselves and others
- These psychosocial struggles contribute to our personalities developing
- Each stage must be resolved to move onto the next stage
- At the core of this theory is the sense of independence
- As individuals move through the stages they face various challenges that enable their sense of independence and autonomy to develop
- Each stage is a building block

Stage 1 - Infancy

- Birth to 18 months
- Critical period where the foundation of trust or mistrust is laid.
- When a child's needs are met a sense of trust is cultivated.
- Neglect or inconsistent care leads to the development of mistrust ... a child who experiences neglect may feel hopeless in difficult situations later in life.
- The child's complete dependence on the caregivers make them pivotal in the child's psychosocial development.



Stage 2 - Toddler/Early childhood

- 18 months - 3 years
- Marked by a critical dichotomy: autonomy v doubt and shame.
- Children are learning to do things independently.
- If praised for their efforts they develop a strong sense of autonomy, and build a belief in their own abilities.
- If a toddler is discouraged from working independently or is not allowed to try things on their own they may become doubtful and ashamed of their ability.
- This can lead to a lack of confidence or a sense of inadequacy in later life.



Stage 3 - Pre-School

- 3-5 years
- Children are grappling with feelings of initiative verse guilt.
- Children at this stage are eager to explore, learn and do things on their own.
- Encouragement and support fosters a sense of initiative allowing children to feel motivated and purposeful A sense of accomplishment and autonomy.
- Criticism and discouragement can lead to feelings of guilt and disappear and may hinder their willingness to take initiative in the future.



Stage 4 - Early School Years

- 6-11 years
- This stage is characterised by the conflict between industry and inferiority.
- Children are keen to explore their abilities and drive to be productive and competent and seek praise.
- The absence of positive reinforcements or recognition can lead to feelings of inferiority and incompetence this may impact their self-esteem and willingness to engage in future challenges.



Stage 5 - Adolescence

- 12-18 years
- This stage is a complex and transformative stage.
- It is marked by struggle between identity and role confusion, where adolescents grapple with understanding their place in the world and defining their future goals and objectives.
- Individuals seek to develop a personal identity exploring various roles, beliefs and values.
- Excessive responsibilities or lack of guidance can lead to a psychosocial crisis resulting in confusion about goals and objectives leading to uncertainty and lack of direction in life.



Stage 6 - Young Adulthood



- 19-40 years
- A defining period characterised by the tension between intimacy and isolation.
- During the stage individuals strive to create and nurture meaningful relationships with family, friends and romantic partners.
- Success in forming intimate connections leads to a sense of belonging and emotional fulfilment.
- Struggles with relationships can lead to feelings of loneliness and isolation. Failure to establish meaningful relationships may result in a sense of detachment and a lack of emotional depth in relationships.

Stage 7 - Middle Adulthood



- 40 - 65 years
- A profound phase marked by tensions between generativity and stagnation. During this stage individuals often feel a sense of responsibility and care, referred to as generativity.
- People at this stage often act as mentors sharing what they have learnt and nurturing growth in others.
- Failure to fulfil this mentoring role can lead to feelings of inadequacy, bitterness and disappointment. This can lead to disconnection from others.

Stage 8 - Late Adulthood



- 65 + years
- The final stage and is defined by the conflict between ego integrity and despair.
- It is a time of reflection where individuals assess their achievements and contributions.
- Ego integrity means a sense of contentment and pride in what has been achieved. Those with it age gracefully feeling fulfilled, and are willing to pass on their knowledge and wisdom with others.
- If a person does not feel a sense of achievement with their past life they may feel sadness and despair. This can lead to feelings of guilt, regret and a life spent in remorse.

E. Erickson's Stages of Development



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What pastoral needs might arise from each stage of development?

Stage of Development	Pastoral Need/s	Pastoral Care Offered
Infancy 0-18 months		
Early Childhood 18months -3 years		
Pre School 3-5 year		
School Age 6-11years		
Adolescence 12-18 years		
Young Adulthood 19-40 years		
Middle Adulthood 40-65 years		
Maturity 65 years +		

Transition Theory and Liminality



- Christians use vivid language to describe the depths of the paschal mystery that forms our faith
- Christian life is shaped by the cross and resurrection of Jesus and therefore Christians can face the crises of life with hope and expectancy
- Each spiritual turning point necessarily entails a kind of dying e.g. to old securities, old ways of being,
- Each significant change in our lives is accompanied by a physiological and emotional transition
- In our fast changing world it is important to understand and manage these inner transitions

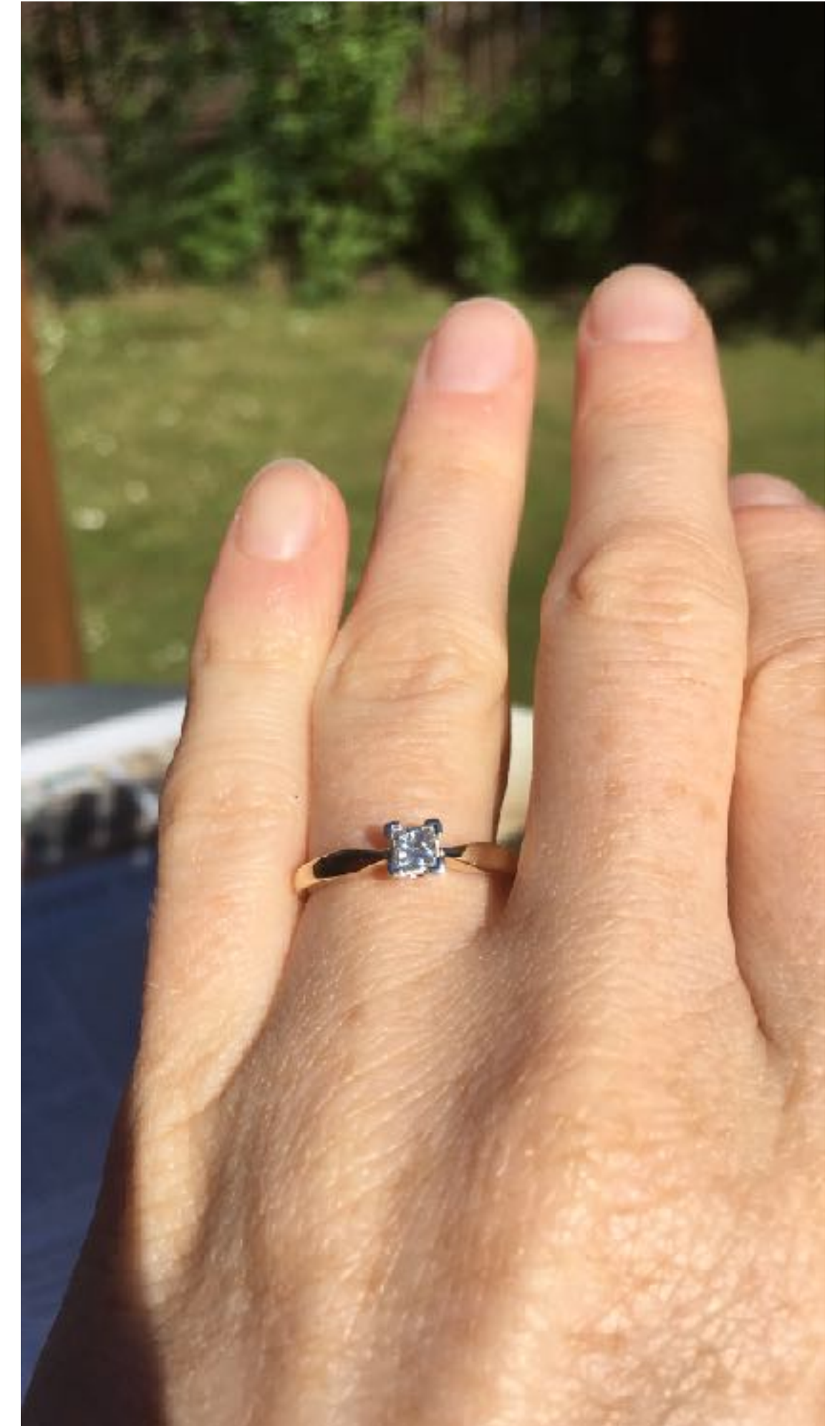
Arnold van Gennep



- Most transitional theory models trace their roots back to van gene
- He studied rites of passage associated with big life changes e.g. marriage, shift from child to adulthood
- He noted that transitions always involve losing and always hold the possibility of gaining
- Transitions involve experience and work!
- He realised we never go straight from A to B but there is a third (liminal) state where we have lost our old identity but not yet gained our new one

Three Stages of Transition - Stage 1 Separation

- We know that change is coming and being to come to terms with the idea that we will take on a new identity



Three Stages of Transition - Stage 2 Transition (Liminal zone)

- Often marked by a 'rite'
- A time of uncertainty and of creation



Three Stages of Transition - Stage 3 - Incorporation



- Here we create and discover what the new identity is all about
- Who we are, how we behave, what it means, how the world behaves towards us.
- This is where the real work begins
- The work involves pain and hope
- It will involve loosing but with the potential for gain

Transition Theory

- We have all gone through these three phases many times in our lives
- When we are confident about our inner transitions then the outer changes in our lives happen smoothly and easily
- When we are nervous or uncertain about our inner changes in identity, then the outer changes in our lives become more difficult

Transitions in our own life

- Can you name any transitions that you have experienced in your life?

Loosing and Gaining in times of Transition

- What language do we use?
- How does this effect how we approach issues?
- In situations of loss, take care that healing is not used to avoid suffering ... we may need to live through the pain
- Learning about development loss in childhood that are relatively straightforward means we are better able to deal with complex loss as adults
- John Bowlby “grief is what happens when part of our real or imagined world dies”

Transition and Pastoral Care

- Life is a pattern of plateau/crisis/growth and therefore allows for growth
- Important to be around in times of crisis
- Can be helpful to mark times of crisis from a faith perspective
- Occasional offices ... and extra resources in Common Worship for liturgical provision for times of transition.

What Pastoral Care might be offered in times of transition?