

*Introduction to*  
**HUMAN  
DEVELOPMENT  
and  
HEALTH  
ISSUES**



**DENNIS & HASSOL**

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# **Introduction to HUMAN DEVELOPMENT and HEALTH ISSUES**

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*We, Lorraine and Joan, dedicate this book to  
our families who taught us more than we can  
acknowledge about human development.*



# PREFACE

My intention in presenting this text has been to give an overview of human development, focusing on the psychosocial influences as well as maturation, and pointing up the implications of a theory of development for health service professionals. The text was written with the conviction that men and women of the health services are in a position of particular advantage to carry out the mission of education, which turns a present responsibility into an expanding benefit for the future. An attempt was made to render the information readily accessible to the reader.

The frame of reference is provided here by Erik Erikson's *Eight Ages of Man*, which describes a developmental task for each stage of life that enables a subsequent stage to proceed appropriately. The emphasis is upon normal development as the yardstick against which to measure deficiency but, more importantly, as the goal of a holistic approach to human functioning. However, there is also reference to the kinds of outcomes that might be expected if things go wrong, particularly areas in which intervention, instruction, or informed social policy might make a difference. The effects of malnutrition, alcohol, smoking, and drugs on the prenatal organism is an example. Another instance occurs in the case of battered wives or children, a situation in which the health service professional's sensitivity to the issues might point the road toward life or death.

The developmental point of view discerns the broad outlines of problems, highlights, and rhythms of existence at different ages. Understanding of "ages and stages" assists in placing much behavior into perspective (so that we need not fear that the fiercely rebellious 2-year old is going to remain thorny for the rest of his life or so that we can listen and abide as grandfather launches into an oft-told reminiscence).

A developmental point of view, however, is balanced with a clear sense of the importance of environment in supporting or even determining some outcomes, especially with regard to certain capabilities and competencies. Further, each age has its own health hazards; my co-author, Joan Hassol, has attended to these in a series of "companion" chapters that detail the considerations for health care accompanying each stage.

My teachers, my students (often the best teachers), and many writers walk through these pages, sometimes anonymously. It is frequently impossible to identify the original sources of ideas that have become so much a part of my own thinking. Responsibility for liberties taken with the interpretation of these ideas, however, must be claimed as my own.

A number of individuals need to be acknowledged specifically. Frances Goodwin once again, as for my previous text (*Psychology of Human Behavior for Nurses*), edited with persuasion and insistence when prose failed to live up to the goal of comfortable understandability. My colleague, Grayson Murphy, read and commented on Chapter 2, and Wendell Pols, Reference Librarian at Roger Williams College, cheerfully tracked down the most obscure references, having only minimum information. Our indefatigable editor, Ilze Rader, sustained us through many long nights. My family contributed confidence and optimism that the project would, indeed, one day be finished. To each and all, a hearty “thank you!” It could not have been completed without you.

LORRAINE BRADT DENNIS

# PREFACE

Few professions allow as intimate, consistent, and influential contact with as wide a spectrum of people as the health professions. Health professionals are advocates, educators and caregivers.

This text is designed to introduce students to a variety of health-related topics in which these various roles play themselves out in the daily functioning of professional life. The rapid development of the biological sciences has radically changed our concepts and definitions of health and health maintenance. We can no longer think of health as a static state. Rather, we now know that at each stage of life there are different yet appropriate ways of defining health, i.e, the health issues confronting adolescents are different than those confronting the elderly. Health issues are discussed for each stage of human development, with a particular focus on normal development and prevention.

My involvement with the creation of this volume is due in no small part to the persistent encouragement of several people who provided the human contact that made the long hours in the library and the isolating vigil before a demanding typewriter possible, and sometimes even exhilarating.

To Dr. Ann Burgess, my grateful thanks for insisting that I could do it; to Dr. Lorraine Dennis, my heartfelt appreciation for your patience, enthusiasm, and confidence; and to Ilze Rader and Carol Robins Wolf, my thanks for quietly and kindly reminding me of deadlines and for letting me say what needed to be said.

To my family: Sometimes, if one is particularly lucky, the opportunity to realize a fantasy arises. Thank you all for helping make that fantasy a reality.

JOAN HASSOL

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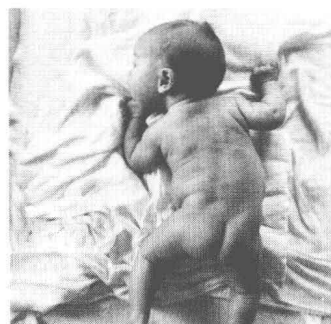


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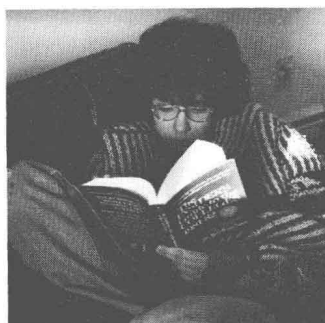
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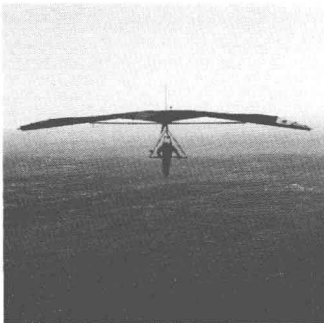
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**Introduction to  
HUMAN DEVELOPMENT  
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Developmental Psychology: A Branch of Psychology  
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    Sigmund Freud: Psychosexual Development  
      Eros and Thanatos  
      Expression of the Instincts: Personality  
      Psychosexual Stages  
    Evaluation of Freudian Theory  
Why Study Development?  
  The Content of the Study of Development

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# CONSIDERING DEVELOPMENT





# CHAPTER 1