

# 1

## Personal Needs and Development across Lifespan

Health Management  
and Social Care  
(Secondary 4-6)

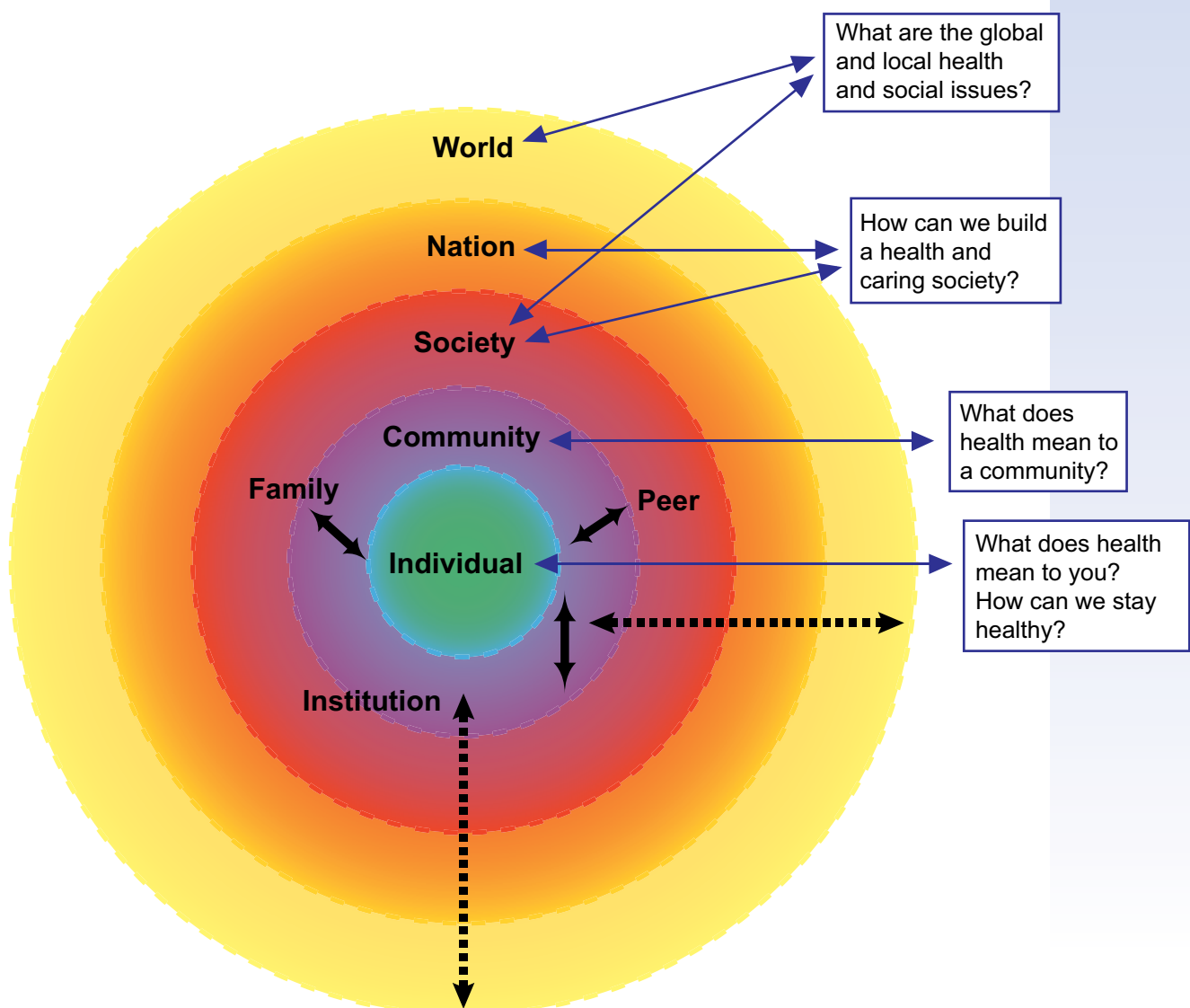




# Health Management and Social Care Booklets

The design of the HMSC curriculum rests on the notion of the interconnectedness of the various levels at which phenomena related to health and sickness, well-being and ill-being, and personal and community care are to be understood. The curriculum aims to enable students to explore all of these levels as well as the relationships between them. The different levels can be interpreted as the individual, the family, the peer group, the community, the institutional setting, society, the nation and the world (Figure 1).

Figure 1 The Various Levels and Essential Questions of HMSC



This part includes 19 booklets of learning and teaching reference materials for teachers. The topics and information in these booklets are selected and organized based on the five essential questions from various levels mentioned in the curriculum design in Chapter 2 of the Health Management and Social Care Curriculum and Assessment Guide (Secondary 4-6)(2007). The booklets facilitate teachers to develop an overall framework of HMSC and identify the key concepts of the curriculum so that their students will be more able to critically assess the relevant issues. Details are as follows:

Levels	Essential Questions	Booklets	
Individual, Family and Peer	What does health mean to you?	1	Personal Needs and Development across Lifespan
		2	Health and Well-being
	How can we stay healthy?	3	Physical Well-being - Healthy Body
		4	Mental Well-being - Healthy Mind
		5	Social Well-being - Inter-personal Relationship
Community	What does health mean to a community?	6	Healthy Community
		7	Caring Community
		8	Ecology and Health
		9	Building a Healthy City
Society	How can we build a healthy and caring society?	10	Health Care System
		11	Social Welfare System
		12	Medical and Social Care Professions
		13	Health and Social Care policies
		14	Social Care in Action
Local and Global Societies	What are the local and global health and social issues?	15A	Health and Social Care Issue - Ageing Population
		15B	Health and Social Care Issue - Discrimination
		15C	Health and Social Care Issue - Domestic Violence
		15D	Health and Social Care Issue - Addiction
		15E	Health and Social Care Issue - Poverty

Each booklet will start with the essential questions. The expected learning outcomes in terms of knowledge, skills, value and attitude as well as the content outline will be listed as an overview. Teachers are advised to adapt and flexibly use the materials based on school or community situation, background of students, interest, learning skills and the prior knowledge of students. Social issues as well as the graphic organizers that illustrated in Booklet 3.1.5 can be used to help student organize and analyze complex and abstract concepts, construct their knowledge effectively and achieve deep understanding.

# What does health mean to you?

What does health mean to you? The answer is different to everyone. The meaning of health from the medical perspective may be different from those of the social scientists, psychologists, teachers, environmentalists, priests, writers, housewives, construction workers and students. Similarly, the health concept of the Chinese may be different from those of other ethnicities, nations and cultures.

Teachers may help students understand their personal needs and development through Booklet 1 – Personal needs and development across lifespan. They could facilitate students to explore the concepts of health and its importance from different perspectives and dimensions. In Booklet 2 – Health and Well-being, students can investigate what factors influence their own health so as to take on personal responsibilities in cultivating the conditions for personal development of oneself and others.

The topics of Health Management and Social Care Curriculum and Assessment Guide included in the Booklet 1 and 2 are listed in the following table:

Booklet		Topics in HMSC Curriculum and Assessment Guide
1	Personal needs and development across lifespan	<p><u>Compulsory part</u></p> <p>1B: Factors which influence personal development</p> <p>1C: Transitions and changes in the course of the lifespan</p>
2	Health and well-being	<p><u>Compulsory part</u></p> <p>1A: Biological, social, psychological, spiritual, ecological and cultural perspectives and dimensions</p> <p>1D: Factors affecting our health/illness experiences and personal and social well-being</p> <p>1E: The need for and the role of social care in the community and the private sphere across the lifespan</p>

# 1. Personal needs and development across lifespan

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## Learning Targets

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Through the study of the topic on personal needs and development across lifespan, students are expected to:

### Values and attitudes

- ❖ Develop positive attitude towards changes, life events and adversities

### Knowledge

- ❖ Recognize the lifespan perspectives on physical growth and development
- ❖ Identify the features of physical, intellectual, emotional and social development at different stages of life
- ❖ Understand the needs and care of people at various stages of life
- ❖ Explore how the family, peers, school education and the community influence personal health and development
- ❖ Identify and understand the positive factors and risk factors towards personal development
- ❖ Understand that transitions and changes across lifespan are inevitable
- ❖ Realize that real-life problems often have more than one solution

### Skills

- ❖ To learn how to deal with life events that affect health and personal development

## Key Questions

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To achieve the above learning targets, teachers may use the following questions to enhance understanding:

- ❖ What are the important features of personal growth and development at various stages of life?
- ❖ What are the factors affecting personal growth and development?
- ❖ How do human relationships influence personal growth and development?
- ❖ How do life events influence personal growth and development?

## 1.1 Physical growth and development

The physical growth and development of an individual includes four aspects. They are: physical, intellectual, emotional and social aspects. Physical growth means changes in appearance, body shape and weight. Personal development means changes in one's skills, ability and emotion. There are a number of life events affecting personal growth and development.

There are different classifications of life stages. For easy reference and discussion, lifespan is divided into five stages in this booklet. They are infancy, childhood, adolescence, adulthood and old age. At the beginning of each stage, there will be a brief explanation on the range of the age group at each stage.



### Different Classifications of Life Stages

Different scholars, professionals (e.g. doctors and psychologists), governments and organisations have different classifications of the life stages.

One of the classifications divides an individual lifespan into 9 developmental stages, which are:

- (1) Prenatal (from conception to birth)
- (2) Infancy (from birth to 1 year old)
- (3) Toddlerhood (from 1 to 3 years old)
- (4) Early Childhood (from 3 to 6 years old)
- (5) Middle Childhood (from 6 to 12 years old)
- (6) Adolescence (from 12 to 20 years old)
- (7) Early Adulthood (from 20 to 40 years old)
- (8) Middle Adulthood (from 40 to 65 years old)
- (9) Late Adulthood (65 year-old and beyond)

The 2006 Population By-census conducted by the Hong Kong Census and Statistical Department divided the population in Hong Kong into different age groups: 0-14, 15-24, 25-34, 35-44, 45-54, 55-64, 65 and beyond.

Different classifications are based on different principles to achieve particular needs for analysis in various professions.

## (A) Infancy

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### 1. Physical growth

Physical growth is a process of maturation. Every individual has a unique set of genes. Genes are units of heredity information that affects biological characteristics like skin colour, iris colour, hair colour, visual acuity, hearing, coordination etc. Although everyone shares a similar physical growth pattern, their growth and development paces are different. Hence, every individual has a unique growing process.

The World Health Organization (WHO) launched the new global Child Growth Standards for infants and children up to the age of five on 27 April 2006 (For details, please visit the WHO website at <http://www.who.int/childgrowth>). This booklet adopts the same standard advised by the WHO. In general, infancy refers to the period from newborn to 12 month-old whereas early childhood refers to 1-5 years old.

Physical growth in the first year is marked by the significant growth in the brain, weight, height, bones, muscles etc. Nevertheless, each child will develop at his/her own pace and it is normal that there will be variations between individuals from a few weeks to months.

#### Senses

The senses like hearing, sight, taste, smell and touch are developed early at the fetal stage of prenatal development. A normal and healthy newborn can see, smell, hear, touch, and taste. Newborns are sensitive to sound, and they learn to recognize and even discriminate the mother's voice soon after birth and they are sensitive to other sounds as well. However, visual acuity of the newborn is fairly poor. They can only focus on an object that is positioned within a short distance from them and can roughly see the shape of the object until they are 6 months old.

## Head

During the early years, in particular the first two years, there is significant growth in the size of the head of the babies. The head circumference is an important health indicator for babies. It tells whether the brain of the baby is developing normally. For example, a head that is larger than normal or the size is increasing faster than normal with symptoms like crying, vomiting and spasm etc. may be an indication of hydrocephalus or brain tumor. An exceptionally small head size or slow growth rate with poor motor and language skills compared with the same age group may indicate that the brain of the baby is not developing properly. If the baby does not receive timely and appropriate medical treatment, he/she may suffer from serious health damage.

Figure 1.1 Measuring the head circumference of a baby

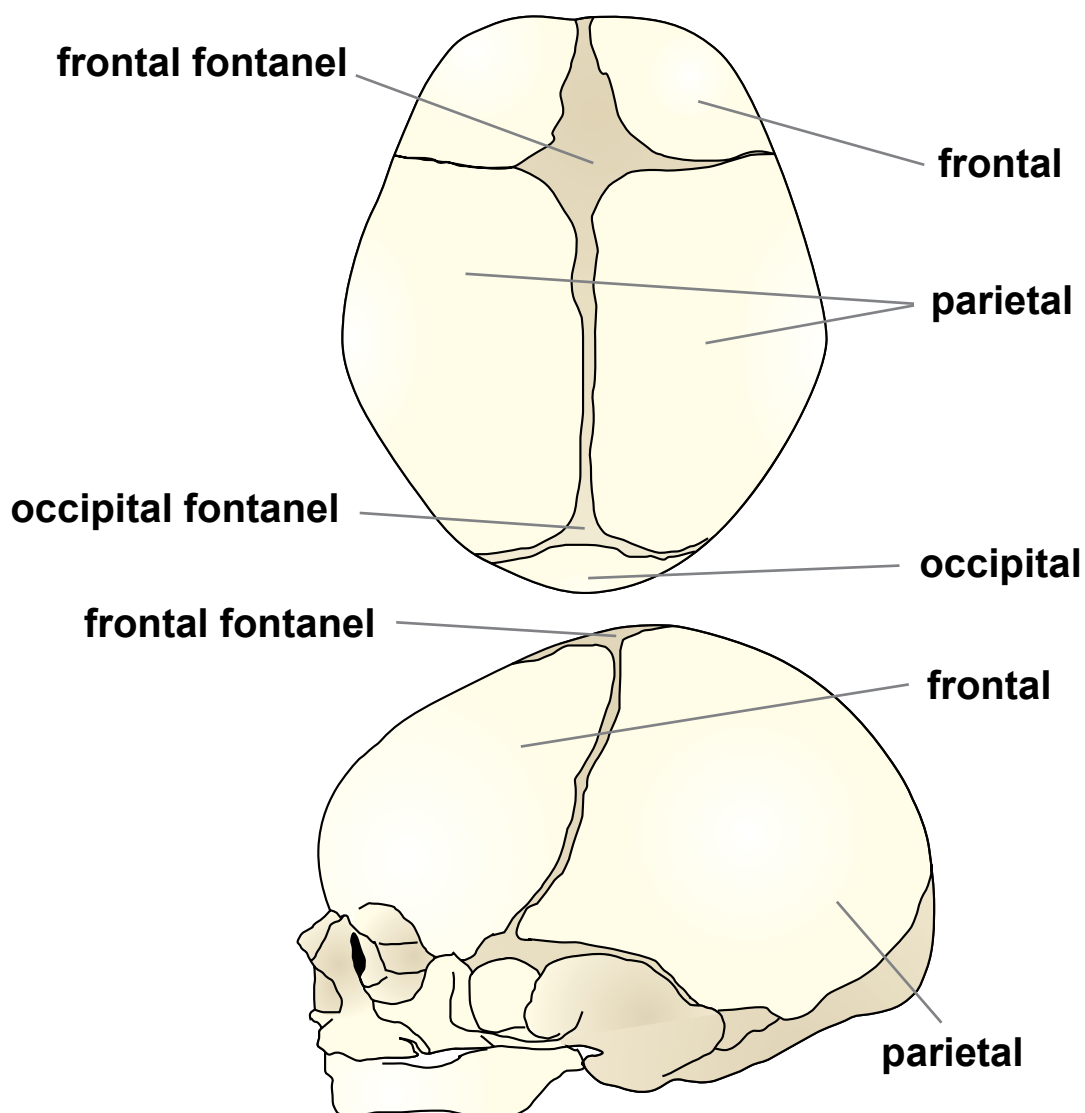




## Fontanel (or Fontanelle)

There are usually two pieces of fontanel, which are soft spots on an infant's skull. At birth, the skull features a small posterior fontanel; this fontanel usually closes during the first 6 weeks of an infant's life. The much larger, diamond-shaped anterior fontanel generally remains open until the child is about 12-18 months old (see figure 1.2). They enable the bony plates of the skull to flex, allowing the child's head to pass through the birth canal. The growth of fontanel and the head circumference are good indicators of a child's health. This could help to detect if the brain develops healthily. A bulging anterior fontanel denotes the result of increased intracranial pressure whereas a sunken fontanel usually is a sign of dehydration.

Figure 1.2 The fontanel of a newborn



Most children become slimmer when they reach 4 years old. Although the head is still large compared with the body, their body proportion is much more similar to that of an adult. The skull and brain have usually reached adult size by the time the child is about 5 years old.

### Length / Height

Normally, babies grow 2.5cm every month during their first 6-month of life. Then most of them grow 1.2cm every month until 12 months old.

Figure 1.3 Measuring the length of the baby



Figure 1.4 Instrument measuring weight and height of children



The World Health Organization (WHO) collected data of 8,440 healthy infants and children all over the world from 1997 to 2003. The new Global Child Growth Standard for infants and children was launched in 2006, providing a new standard and reference for the growth of infants and children. WHO released the Girls Height-for-age (0-5) (see figure 1.5) and Boys Height-for-age (0-5) in 2006 (see figure 1.6).

Figure 1.5 Height-for-age for girls (0-5)

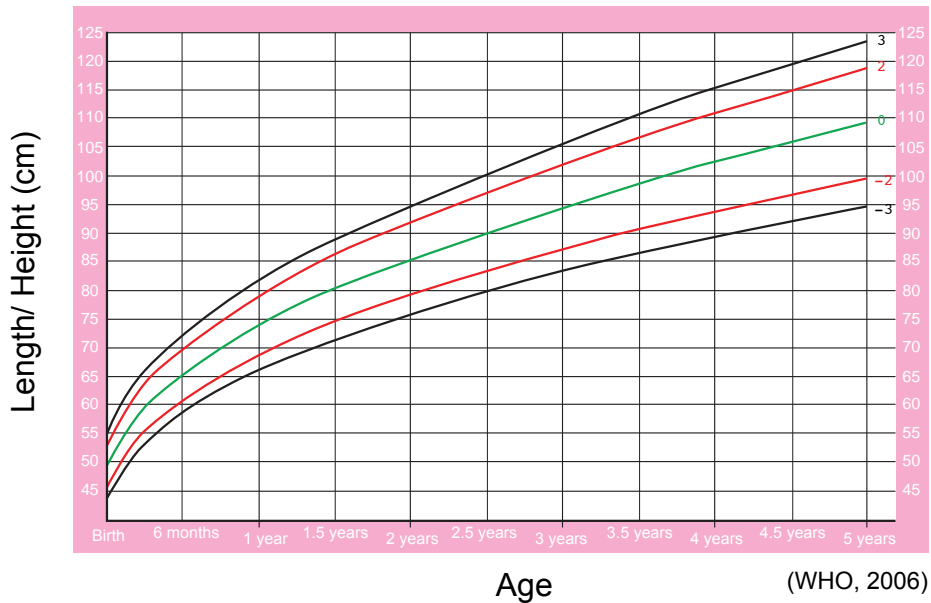
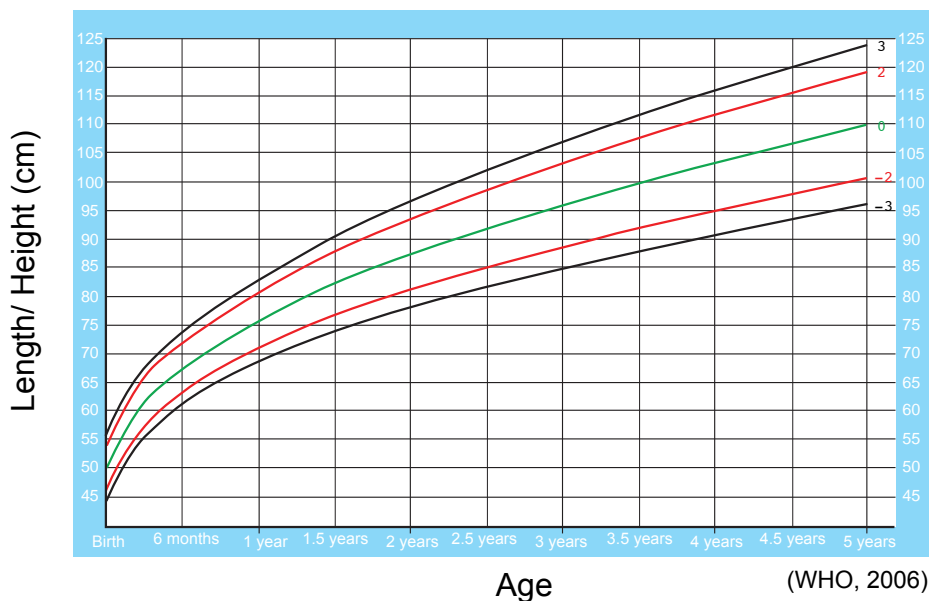


Figure 1.6 Height-for-age for boys (0-5)



— 0	Median (average height of children)	— -2	Slightly lower than median
— 2	Slightly higher than median	— -3	Lower than median
— 3	Higher than median		

## Weight

Generally, an infant doubles his/her weight after several months. By the time a child is 1 year old, his/her weight is generally 3 times the weight at birth. Figure 1.7 shows the Weight-for-age for girls (0-5) and figure 1.8 shows the Weight-for-age for boys (0-5).

Figure 1.7 Weight-for-age for girls (0-5)

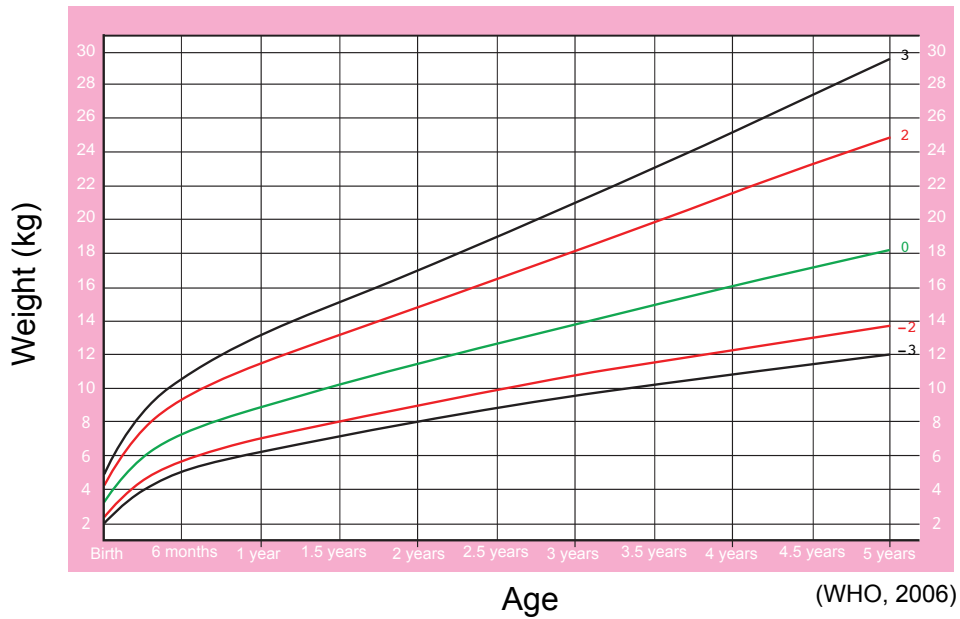
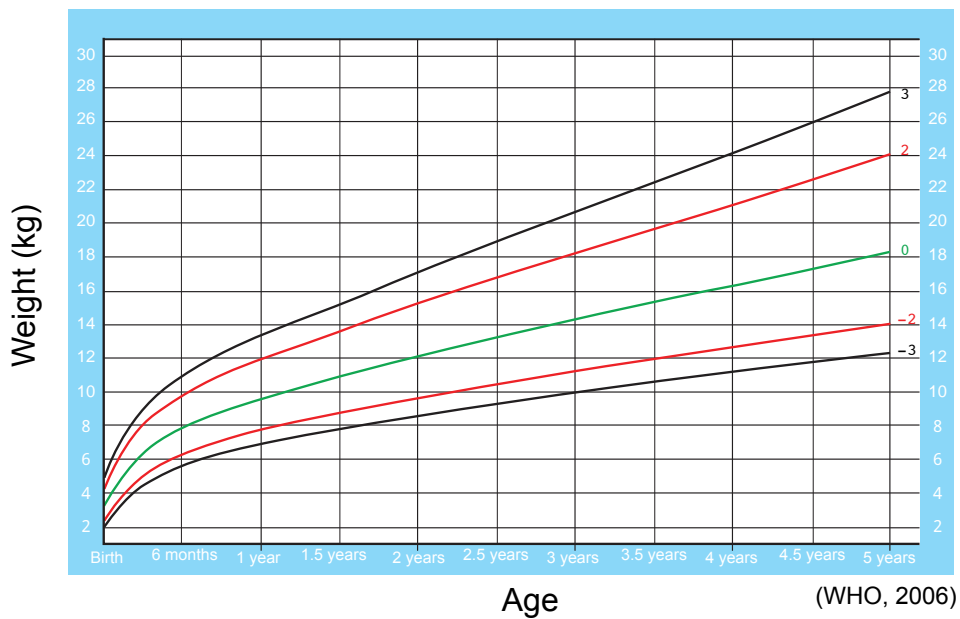







Figure 1.8 Weight-for-age for boys (0-5)










 0	Median (average weight of children)		
 2	Slightly higher than median	 -2	Slightly lower than median
 3	Higher than median	 -3	Lower than median



## 2. Physical skills

Generally, the upper part of the body grows faster than the other parts. A child is expected to learn to control his/her body and its movements. However, each child is unique in his/her growth and development. Social and environmental factors are of equal importance. Children would be expected to share similar development at the following stages if they have enough interactions with others and good living and environmental conditions.

Age	Examples of child development (coordination)	
Newborn	<p>Moving with jerky, mostly uncoordinated arm thrusting and leg kicking</p> <p>Lifting head briefly when lying on her tummy but cannot raise head without assistance</p>	
1 month old	Raising its head slightly	
3 months old	Keeping hands open and grasping rattle placed near his palm	
6 months old	Sitting with support	
9-12 months old	Standing with support and beginning to walk	
18 months old-2 years old	Climbing up and down furniture without assistance	
3 years old	Running fast, jumping, walking up and down the stairs and pedalling tricycle	

(Source: Family Health Service Department of Health - <http://www.fhs.gov.hk>)

### 3. Intellectual development

Intellectual development includes language development and cognitive development.

Learning the basics of a spoken language is an important feature of intellectual development during infancy. Infants are usually able to say single words when they are one year old. When they are two, they are able to combine words and express their needs using the words they heard before. They develop their vocabulary, putting words into short sentences and learning a few new words each day. By the time a child is 5 or 6 years old, he/she can learn different expressions directly from adults.

Figure 1.9 Language developments during infancy



Cognitive development refers to the way in which children develop thinking skills such as the ability to reason, match and use information to solve problems. Cognitive ability gradually improves as an infant grows. Babies who are less than eight months old will not search for a toy which has been hidden from view in front of them. They do not know that the toy still exists. Instead, they think that the toy no longer exists at all. By the end of infancy, a child will learn that people and objects continue to exist in the world even when they cannot be seen.

How do preschool children learn and think? Their understanding of the world is still mainly based on what they see. Children aged 3-5 like to listen and tell the same story repeatedly. This is important to them as 'repetition' is a good learning process.

Figure 1.10

Cognitive development of children – more adapt at using words and manipulating symbols



## 4. Emotional and social development

### Attachment

Attachment needs to develop between parents and babies. Babies signal their needs by crying, smiling or other attention seeking behaviours. If parents do not engage in the interaction when babies signal their needs, these signals will eventually disappear. However, if the parents, in their turn, enter into the interaction with their own repertoire of care giving behaviours, the parents and infants will be able to develop a mutual, interlocking pattern of attachment behaviours.

Basically, babies rely entirely on adults, usually parents or caregivers in the first 18 months. Generally, infants can recognize their parents' or caregivers' smell and voice about ten days after birth and recognize familiar faces when they are two months old. Babies signal their needs or seek attention by smiling, crying and babbling. Some 1-year-old babies express stranger anxiety when strangers are present and are reluctant to be separated from their main attachments even for a short period of time (separation anxiety). If an attachment style has been established before 1 year old, the majority of babies will have a sense of security with their family members. Babies or children who are 14-24 months old will be depressed when being separated from their main attachment if they lack the sense of security. These are the ways babies express their attachment needs to parents or caregivers.

Developmental psychologists have studied the ways in which babies form early attachments, involving generally three types:

➤ **Secure attachment**

A pattern of attachment in which an infant readily separates from the parents, seeks proximity when feeling stressed, and uses the parents as a safe base for exploration. Parents who are sensitive to the child's cues can respond quickly and appropriately. Infants of parents who display instant responsiveness in the early months are more likely to be securely attached.

➤ **Ambivalent attachment**

A pattern of attachment in which an infant shows little exploratory behaviour, is greatly upset when being separated from the mother, and is not reassured by her return or comfort. Children of parents who demonstrate a low level of parental responsiveness and are inconsistently or unreliably available are more likely to appear in this type of insecure attachment.

➤ **Avoidant attachment**

A pattern of attachment in which an infant avoids contact with parents and shows no preference for parents over other people. It is likely that when parents reject or regularly withdraw contact with the infant, the infant is more likely to show an avoidant pattern of attachment.

On the whole, if babies are being withdrawn from contact with parents or could not receive prompt responsiveness from parents or are even being abused, they will not establish a good attachment. The quality of these attachments will shape a child's ability to form other relationships later in life. Fortunately, he/she could adapt to the society better if he/she could find a good companion during the development process.

Figure 1.11 Attachment behavior



## Play

Developmental psychologists suggest that children's play behaviour can provide parents with useful information about their cognitive development, which are divided into a few steps:

### ➤ The first year

Babies' play mainly aims to satisfy their physical needs. Hence, most of the play focuses on the mouth. Babies then have stronger muscle and therefore increase in strength which enables them to have different movements. Sometimes they produce different sounds and enjoy themselves. At a later stage, babies spend most of their time exploring and manipulating objects, like shaking and moving toys along the floor as well as playing with parents or caregivers.

Figure 1.12 A baby playing with the caregiver



### ➤ The second year

Children usually imitate behaviors and activities of others, especially their parents'; they like to repeat others' behaviors. Most children like to play some other roles at this age. They may pretend to be the caregiver or different kinds of animals. Children at this age show great curiosity to their surroundings. They enjoy exploring the surroundings and raise different questions. They also imitate mannerisms and behaviors of adults and playmates. Some young children may imitate the behavior and speech of their caregivers directly.

Figure 1.13 Imitating behavior



➤ **The third year**

Children's play behaviors at this age are mainly related to their families. They begin to take part in and enjoy role-playing games (Socio-dramatic play) like playing house but they often cannot distinguish between fantasy and reality. On the other hand, they like to collect tiny things that can be used for playing.

➤ **The fourth year**

Children's play behaviors at this age are not only related to family matters, but also other themes such as shopping game, firefighting game etc. Aggressive behavior and rule-governed play are common at this stage.

Figure 1.14 Children engage in group games



➤ **The fifth year**

Children engage in group games that require taking turns, following rules and playing cooperatively with companions most of the time. They usually enjoy role plays with their friends like pretending to be other people such as policemen, salesmen or customers. They are aware of the roles and characteristics of different occupations and they are fond of role plays.



## Pre-primary Education

Pre-primary education in Hong Kong refers to the provision of education and care to young children in the form of crèches, child care centres and kindergartens. Child care centres, registered under the Social Welfare Department, include nurseries (for infants aged two to three) and creches (for infants from birth to two). As for children from three to six years old, they can choose to study in kindergartens registered under the Education Bureau.

At present, most of the kindergartens operate on half-day basis offering upper, lower kindergarten classes and nursery classes. Some kindergartens operate full-day kindergarten classes too. Child care centres also provide full-day and half-day services with most centres providing full-day services.

The aim of pre-primary education in Hong Kong is to provide children with a relaxing and pleasurable learning environment to promote a balanced development of different aspects necessary to a child's development such as physical, intellectual, language, social, emotional and aesthetic aspects.



## (B) Childhood

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### 1. Physical Growth

The term 'children' in this booklet refers those who enter primary education till puberty<sup>1</sup>. In Hong Kong, locally born children who are 6 years old will be eligible to study in primary schools.

Children grow steadily until the onset of adolescence. Different parts of their bodies begin to change and strengthen. Some examples of major changes are as follows:

#### **Rapid growth of metabolism**

Metabolism can be divided into two aspects: assimilation and alienation. Assimilation refers to the conversion of nutrients into fluid or solid substances of the body by the process of digestion and absorption as well as the storing as energy. Alienation refers to the breaking down of complex molecules, releasing energy and leaving simple molecules. School-age children are experiencing continuous physical growth and development, thus assimilation is greater than alienation. This implies that children should have sufficient intake of nutrients to meet their requirements of normal growth and development.

#### **Steady physical growth**

The pace of physical change of the human body is slower during childhood than it was in infancy. On average, children grow between 4-5 cm and gain about 2-3.5 Kg in weight each year during childhood until adolescence. At the early school age, boys and girls grow at a steady pace; but at a later stage, girls grow faster than boys.

#### **Bones and muscles**

There is relatively less calcium and phosphorous found in the bones of the school-age children which make the bones not strong enough. Deformation of bones is more common than fractures among school-age children. Inappropriate sitting, standing and walking postures will affect an evolving musculoskeletal system. Muscle mass also increases with muscle strength at this stage. However, the development is not yet matured as adults. Hence, special attention must be paid to the load of exercise and training to avoid strains on muscles and the skeletal system. Children at this stage are very active. Regular and appropriate exercises with healthy eating habits are beneficial to their growth in bones and muscles as well as their respiratory and cardiovascular systems.

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<sup>1</sup> Generally, puberty usually starts at about age 10 in girls, and age 12 in boys.





### **Deciduous teeth**

Permanent teeth start to erupt when children are about 6 years old. The first permanent teeth to erupt are the 6-year molars. Then deciduous teeth are lost gradually and replaced by permanent teeth, usually in the same order in which they erupted. By the time a child is 12 or 13 years old, he/she should have 28 teeth to replace the 20 deciduous teeth that are lost. A dental problem, primary caries, is the most common health problem in school-age children today. Children in this group should be aware of oral hygiene to avoid dental caries.

## **2. Development of physical skills**

Examples of physical developmental skills in school-age children are:

-  With the sense of balance, they have the confidence to run, climb, jump and even ride a tricycle or bicycle.
-  With muscular changes and coordination, they are able to perform activities requiring greater motor skills such as playing sports and musical instruments.

**Figure 1.15** Physical development of children



### 3. Intellectual development

After entering primary schools, children start learning simple calculations. They are also able to use simple reasoning to figure out how things work and why things happen. Their reasoning ability is however still limited. They can work out logical problems only if concrete examples are given. Their judgment is essentially based on their own viewpoints.

Figure 1.16 Children start learning calculations when they enter school



Children are able to classify things of the same or similar nature. For example, they could classify real items of different colours and shapes into different categories. They are also able to classify complex and abstract items such as daily necessities with purpose at a later stage.

### 4. Emotional development

All children need some time to adjust to the changes in the environment. Starting school can be stressful. Children who have good emotional bonds with parents or caregivers made better adjustments to acquaint themselves with other children and adults. Most children at this stage do not know how to explain their own feelings and emotions as their language and thinking abilities are not fully developed. Nurturing feelings of self-worth and self-esteem are important at this stage. Feeling of being valuable to friends and family is important to children. This will help children develop a greater sense of security.

Figure 1.17 Feeling of being valuable to friends and family is important to children



## 5. Social development

Children's attachment needs to parents and caregivers is as strong as in infancy. Yet, they no longer cling to parents and caregivers. They learn to be more independent. The nature of the emotional attachments to parents and siblings within the family are vital for the child's personal development. For example, the presence or absence of love within family relationships impacts on the child's ability to form and sustain relationships later in life.

Figure 1.18 The emotional ties in family affect the social development of children



Examples of social developmental skills in school-age children are:

- ✏ By the age of 7, most children engage in same-sex friendship groups. Children like engaging in group games.
- ✏ By the age of 10, friendship groups among school children often share the similar attitudes and values. These groups influence the individual child's values, beliefs and behavior.

Cultural beliefs or practices may influence the way how a child develops and experiences friendships. For instance, a child from a culture that does not approve of playing with the opposite sex outside the family may hinder the development of the heterosexual relationships throughout life.



Reference

Family Health Service, Department of Health: <http://www.fhs.gov.hk>

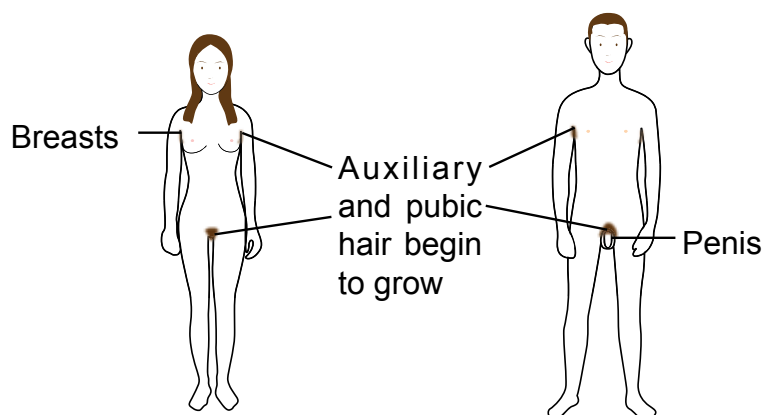
## (C) Adolescence

### 1. Physical growth

Adolescence is generally signified by puberty. The related physical changes among youngsters are mainly caused by hormonal activities. The increase in growth rate in adolescence is known as the second growth spurt. Girls of 10 - 13 years old begin to show puberty signs while boys will begin at 12 - 14 years of age. The growth spurt in boys lasts 1 - 2 years longer than that of girls. This explains why men are generally stronger and taller than women.

As a result of increased hormone production, there is rapid growth of the skeletal and muscular systems, leading to changes in height, weights and body shapes among youngsters during adolescence. Physical changes of specific body features and the reproductive system indicate physical maturity of a youngster. Secondary sexual characteristics<sup>2</sup> of both males and females begin to grow (Please refer to Figure 1.19). For example, auxiliary hair and pubic hair appear. A teenage girl will also find her breasts grow more prominently. Menstruation begins and this indicates that she may be pregnant after sexual intercourse. For a teenage boy, his voice becomes deeper, his testis and penis will also grow to the size like adults. His reproductive organ will produce sperms and he may experience ejaculations. Once when the reproductive organs of teenagers are mature, a teenage girl could have the chance of giving birth to babies and a teenage boy could cause a female to pregnant if a boy or a girl has sexual intercourse with the opposite sex.

Figure 1.19 Secondary sexual characteristics



Adolescents are very self-conscious and worry about how others think of them. Comparison arises between peers.

<sup>2</sup>Primary sexual characteristic refers to the sexual organs of both sexes. Females' sexual organs include: ovary, fallopian tube, uterus and vagina. Males' sexual organs include: testes, scrotum, penis, vas deferens and prostate gland.

## 2. Intellectual development

Adolescents are imaginative and are more able to think about and understand abstract ideas such as morality. They show empathy and understanding that others could have different views and ideas. Yet they tend to believe strongly that their own ideas are much better than others. Piaget, the American psychologist, called this stage a formal operational stage. Formal logic helps people solve problems at work and in daily life. Although adolescents use reasoning like adults in analysing problems, there is room to improve their problem-solving and decision-making skills.

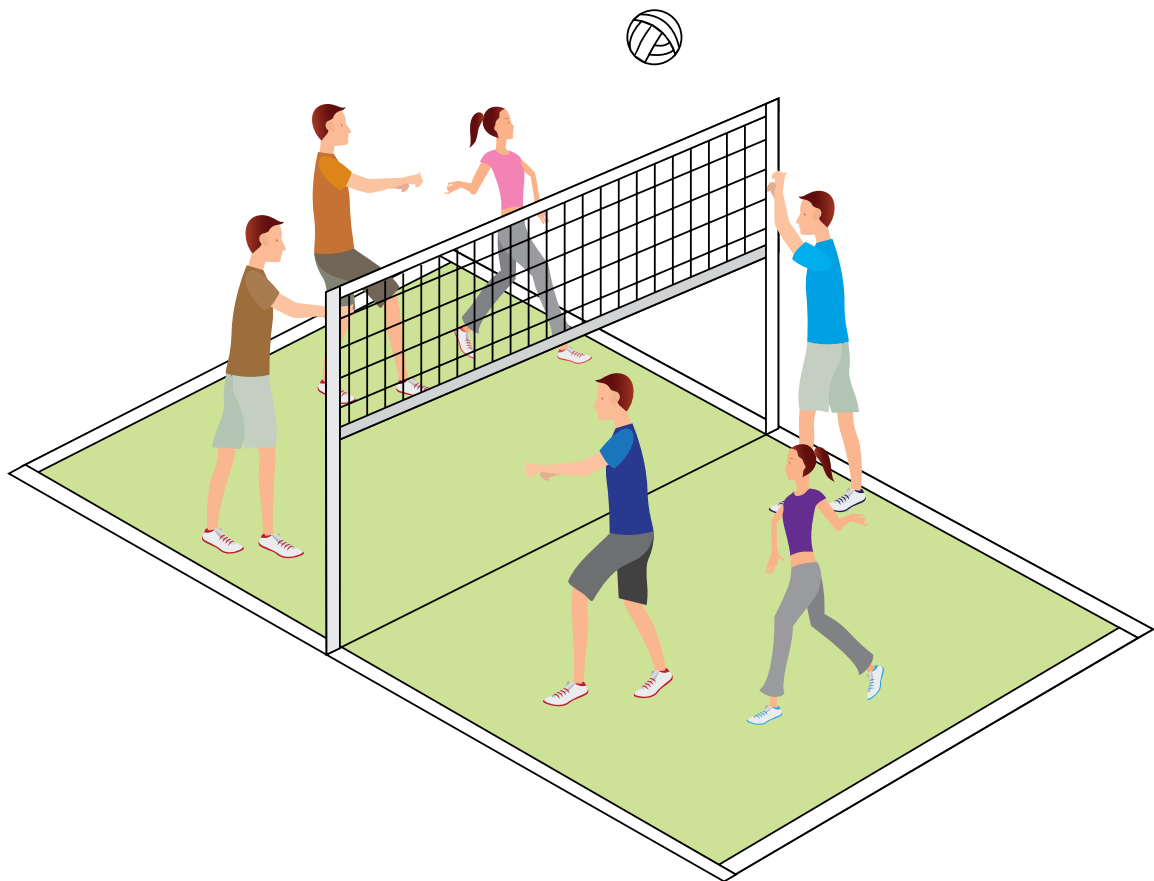
## 3. Emotional development

Adolescence is regarded by some people as a period of 'storm and stress' – a time of high emotional tension due to the influence of physical and hormonal changes. A majority of adolescents may experience emotional instability resulting from adjustments to new patterns of behaviour and new social expectations. For example, adolescents feel happy when their romances go smoothly but frustrated immediately when things go wrong. When adolescents enter adulthood, they are expected to be much more mature and will be able to control their emotions in a socially acceptable manner. Adolescents are enthusiastic, passionate, expressive and determined. Due to the rapid physical growth and self-consciousness, sometimes they are emotionally unstable and easily aroused. Yet, some of them control their emotion well and express their feelings in a mature way.

## 4. Social development

Adolescents feel the urge to be more independent from their families as they start to move from childhood into adulthood. They have grown up and they will spend much more time in schools and getting along with their peers for friendship. Peers become more influential in shaping their social values, attitudes and behaviour than family members as adolescents need to feel being accepted by their peers through building up good relationship with them. These may cause conflicts between an adolescent and his / her family members when parents do not approve certain behaviour of the adolescents. Family support is still important at this stage to help adolescents to build a strong sense of self.

Concrete moral development and social responsibility gradually exist among adolescents. Actually, adolescents usually use others' standard for judgment and as the direction for moral development so as to be recognized by others.



## (D) Adulthood

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Adulthood can be divided into 2 phases: early adulthood and middle adulthood. Early adulthood denotes an adult in the age range of 18 to 40 years old whereas middle adulthood denotes an adult in the age range of 40 to 55 or even 60 years old. The legal definition for an adult may differ in different places and countries. In many places including Hong Kong, individuals who reach 18 are considered as adults and are eligible for specific legal rights and responsibilities, for example, voting rights and freedom of marriage even without parent consent. However, in Germany, individuals who are 16 are already granted voting rights in district council elections whereas the legal age for an adult in Korea is 19 and 20 in Japan.

### 1. Physical growth

Adulthood is a stage at which an individual reaches physical maturity and it is generally the longest stage in one's life. In early adulthood, there is little growth and growth signs cannot be as notably observed as in adolescence. In middle adulthood, physical changes in the body still take place e.g. wrinkles, menopause, etc. though these are not signs of growth.

#### Early adulthood

Physically, the age range of 20 to 30 is the golden period of healthy individuals as their body mechanisms and conditions (e.g. physical power and strengths, brain and body coordination, reproductive organs) are the fittest in general. For adults who are 30 and beyond with an unbalanced diet and are lack of regular exercises, their body fat and muscle ratio will not be in proportion. They are more vulnerable to diet-related disorders. In the case of coronary heart disease, the arteries are narrowed or even blocked by accumulating fat in the form of cholesterol.

## Middle adulthood

By the age of 40, there are signs of decline of metabolism and deteriorating body functions. For example, wrinkles appear as the skin lacks collagen and becomes less elastic. For adults who are not keen to have regular exercises and involve mainly in sedentary work (e.g. just sitting in the office and work with a computer) all the time, they would have a gain in their weight and the body fat tends to be accumulated around their waists and hips. This is often known as 'central obesity' as the body contour shapes like 'saddlebags'. Together with a high cholesterol diet or unhealthy eating habits, these adults are more susceptible to chronic disorders like coronary heart disease. On the contrary, regular physical exercise and a healthy diet with sufficient quantities of a variety of fruits and vegetables could help adult individuals maintain good health and prevent chronic disorders and other illnesses.

Menopause are typical for women who are in the age range of 45 to 55 years old, It is the point in a woman's life when she has not had menstrual period for more than a year and beyond. It marks the end of the childbearing years for a woman as the ovary no longer secretes hormones (i.e. estrogen and progesterone levels drop enough that the menstrual cycle stops) for ovulation. Menopause is a natural part of growing older. Common symptoms for menopause include irregular periods, vaginal dryness, hot flashes, trouble sleeping (insomnia), mood swings (for example: depression).

As for men in the age range of 40 to 60 or 70 years, they may also experience a similar phenomenon like women's menopause. It is known as Andropause. This is due to the gradual decline in testosterone (the male hormone in layman term) level. The general symptoms involve a swinging mood, depression, anxiety, lack of vitality, low sex drive, decreased muscle mass and strength, etc. However, the concept of andropause is controversial as there is no clear signpost. There are cases of 70 or 80 year-old men who become fathers when they have sexual intercourse with the opposite sex despite the fact that their sperm activity in the testes is minimal.

## 2. Intellectual development

The intellectual development process is at the peak from early to middle adulthood. Older adults may take a longer time in working out logical problems but it may be compensated by their wisdom accumulated through plenty of experience. This wisdom helps them make better decisions.



### 3. Emotional development

To satisfy the psychological and physical, the search for a partner, someone with whom to establish an intimate and secure relationship, is a common preoccupation in adulthood. Individuals in this age group typically choose life partners and begin families; they make decisions about childbearing. Having children often arouses their feelings of love, protectiveness and togetherness. Separation often creates severe emotional strain, stress and depression. The family relationship of childhood may influence their expectation on their partners and thus their family relationship at this stage.



### 4. Social development

Young adults establish their own social networks in early adulthood such as friends, colleagues and partners, amongst whom individuals typically choose life partners and develop into marriage and parenthood.

At the same time, individuals have to adapt to different roles and relationships, such as being a partner, parent and an employee. In order to earn a living, the long working hours and the great demand from job leave the adults struggling to make a balance between family and work. Hence, some adults choose to get married later in their life or not to do so as the priority is given to personal development and careers.

## (E) Elderly

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In general, the term 'elderly' refers to adults who reach retirement age and beyond. This could mean 55, 60, 65 or 70 depending on the rules laid down by the governments concerned. Some organisations also subdivide the elderly stage into: early elderly (60-80 years old) and late elderly (80 and beyond).

WHO proposed to the United Nations that people who are beyond 60 years of age could be considered as the elderly. With technological advancements and improved health care, life expectancy is longer than before. The retirement age is thus extended in some places. For example, the normal retirement age of Hong Kong civil servants could be 55 or 60 depending on the type of pension scheme the staff has opted for. According to the new pension scheme, the retirement age for staff of disciplined services is 55 or 57. Individuals who are beyond 60 are eligible to apply for the Elderly Persons Priority Scheme for public housing. As for social welfare services like the Senior Citizen Card Scheme and Old Age Allowance, medical service like Elderly Health Service, they are provided by the Hong Kong government for adults who are 65 years old and beyond.

### 1. Physical growth

For the elderly, there are physical changes to the body (e.g. eyes, ears, teeth, hair, skin, hands, legs etc.) and signs of deterioration in terms of vision, hearing, smell and taste, eye-hand coordination and the like. The pace and response of elderly people tend to be slower than youngsters.

The following are some examples:

-  Wrinkles on the face with thin and discoloured skin
-  Grey hair
-  Teeth decay with chewing difficulties
-  Hearing and eyesight problems
-  Taste and smell receptors deteriorating
-  Bones being easier to break and fracture, especially in female
-  Bending over
-  Lower physical responses and decline of physical abilities
-  Being harder for the body to keep warm



The rate and degree of physical decline differs from person to person. Some elderly could be physically active and maintain healthy conditions for their five senses, bodies until their 80s or 90s. A balanced diet with extra iron, calcium and vitamins and regular physical exercises would be important for the elderly to maintain health. They will need the support from families, friends and the community when they cannot look after themselves in their daily physical activities.

## 2. Intellectual development

Some elderly may become less able at solving problems and coping with intellectual challenges due to their deteriorating health. However, the elderly with good health often retain their mental abilities and are able to make sensible decisions and judgements.

The risk of getting into dementia such as Alzheimer's disease increases in advancing age. There are different types of dementia: in general, they cause a range of disabilities such as loss of memory, difficulties in recognizing people, places and events. Besides generic factors, unhealthy lifestyles such as heavy drinking and smoking will increase the risk of dementia.

## 3. Emotional development

Ageing is a continuous process of growth and adaptation, including personality development and the change of intellectual development. This is a learning and interacting process where experience could be accumulated from different aspects of life.

Retirement can create emotional impact on the elderly. Some of them have a positive attitude towards retirement, spending more time with people and enjoying life. However, some of them lose their self-confidence and self-esteem. Sadly, some are stereotyped by others as useless or a burden of the family. The misconception of others has adverse effects on their emotion and self-esteem.

## 4. Social development

Some elderly people spend most of their time on taking care of grandchildren and young members in the family. Retirement provides them an opportunity to establish new social relationships and expand their social network. However, some who are disabled or have poor health condition may not be able to maintain a healthy social life, resulting in social isolation.

## (F) Summary of lifespan development

The following table summarises the major learning and adaptation in different stages across the lifespan:

Life stages	Major learning and adaptation
Infancy	<ul style="list-style-type: none"> <li>✧ Sucking is the innate ability of babies to get food for survival.</li> <li>✧ Babies learn to crawl when they are between 3 to 6 months old</li> <li>✧ Infants learn to walk when they are 9 months to 1 year old. They are able to walk up and down stairs, run and jump when they are about 2 to 3 years old</li> <li>✧ Babies and infants learn to communicate and speak with facial expressions / body languages to express their needs and feelings</li> <li>✧ Toilet training could start at about 2-3 years of age</li> </ul>
Childhood	<ul style="list-style-type: none"> <li>✧ Beginning to establish new social relationships</li> <li>✧ Undergoing physical development</li> <li>✧ Starting to learn reading, writing and calculations</li> <li>✧ Beginning to develop their self-care skills</li> </ul>
Adolescence	<ul style="list-style-type: none"> <li>✧ Establishing social relationships with different age groups</li> <li>✧ Accepting themselves</li> <li>✧ Learning and preparing for their careers</li> <li>✧ Learning to be independent</li> <li>✧ Developing values and moral</li> <li>✧ Learning to be a responsible citizen</li> <li>✧ Preparing to build long-term intimate relationship</li> </ul>
Early adulthood	<ul style="list-style-type: none"> <li>✧ Starting financial management of themselves</li> <li>✧ Choosing life partners, develop into marriage and rear children</li> <li>✧ Developing careers, becoming a responsible citizen and finding an appropriate social network</li> </ul>
Middle adulthood	<ul style="list-style-type: none"> <li>✧ Assessing one's own achievement, being passionate and preparing for a happy and satisfying life</li> <li>✧ Being prepared for social transition such as separation from parents and family</li> </ul>
Elderly	<ul style="list-style-type: none"> <li>✧ Encountering physical decline</li> <li>✧ Retirement</li> <li>✧ Increase or decrease of daily expenses</li> <li>✧ Change of residence (e.g. residential care homes)</li> <li>✧ Taking care of grandchildren</li> <li>✧ Adaptation to one's death</li> </ul>

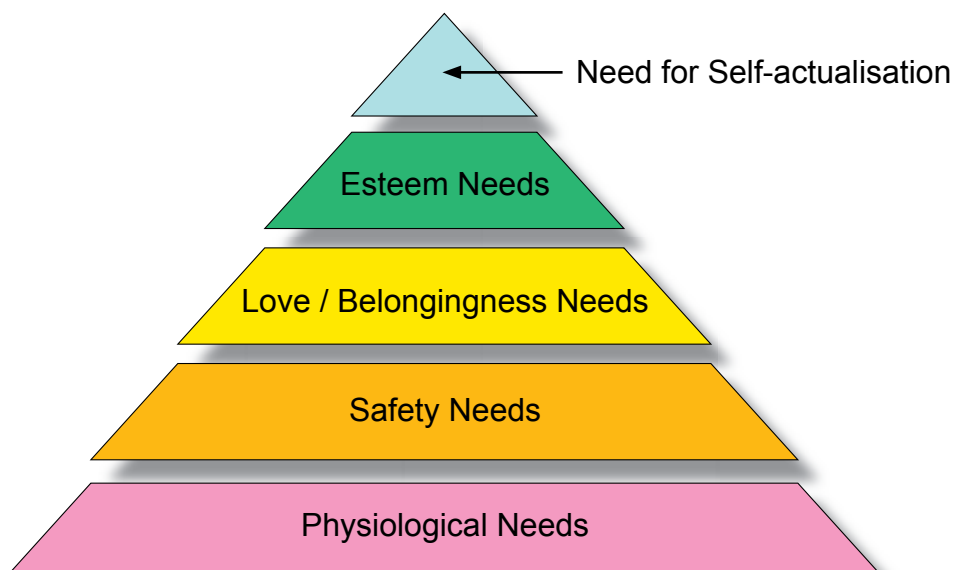
## 1.2 Human needs

To survive and live healthily and happily, individuals have different needs at different stages of life. Physical growth, personal adaptation and development are different across the lifespan. We should first learn what 'needs' means before our discussion on this topic.

### (A) Basic human needs

Abraham Maslow, the American psychologist, advocated a hierarchy signifying human needs. There are five levels of needs, namely: physiological needs at the very bottom level, safety needs at the second level, love / belongingness at the third level, esteem needs at the fourth level and self-actualisation at the top level.

Figure 1.20 Maslow's Hierarchy of Human Needs



Physiological Needs	Physiological needs include needs for food, warmth, air and shelter. They are essential for survival. Until physiological needs are met, no other need will be prominent. For example, one won't be interested in anything except food when he/she is hungry.
Safety Needs	Safety needs include the need for comfort, avoidance of pain, diseases and threats, no harms done to the body and life, the feeling of being secure and safe. Similar to physiological needs, this is the need that people will only focus on before achieving other needs.
Love and Belongingness Needs	Love and belongingness are human social needs. The sense of belonging and the feeling of being loved by others are contributing factors to forming / shaping the character / personality of individuals. This could also be a drive to individuals and help them to attain esteem needs in the next level.
Esteem Needs	Esteem needs are the need to feel better (or even superior) than other people in certain aspects, such as being valued by others, gaining respect from others. To satisfy esteem needs, an individual needs to have self confidence and self-respect in the first instance.
Need for Self-actualisation	This is the highest level. An individual would strive to do the best and stretch his / own potential to the full for noble reasons (e.g. virtue, bravery) rather than for materials things (e.g. money, status) when other levels of their needs are fully satisfied. Self- actualised people are more open, considerate, tolerant and willing to accept different viewpoints.

Maslow's hierarchy of needs suggests that people would first need to satisfy their basic physiological needs before they would seek to satisfy other levels of needs. For example, thirsty and hungry persons would look for something to eat and drink, refugees will look for some safe places for shelter before thinking of dating and marriage. People feel satisfied psychologically if they live comfortably, safely and enjoy a quality life with his / her loved ones and good friends.

## (B) Needs at different stages across lifespan

The following table lists some examples of specific needs and related care and services for different stages of individuals:

Life Stages	Specific Needs	Related Care and Services
<p>Infancy</p>	<p>✧ Regular checks of pace of physical growth and intellectual development by professionals to keep track of health conditions of the infant. Early identification, intervention and appropriate care will have a better chance of fixing the problem.</p>	<p><b>Health Assessment</b></p> <p>✧ A routine check up for newborns in maternal &amp; child health centre usually includes the measurement of head circumference, height (the ratio is used to determine whether the growth is normal) and weight (this is used to determine whether the infant suffers from malnutrition or overweight). The measurement of an individual will be used to compare with the local or international standard. A comprehensive assessment or referral will be carried out if the difference is significant.</p>
	<p>✧ Infants are more vulnerable to infection as their immune systems are not fully developed. Immunisation could help to protect infants from infectious diseases.</p>	<p><b>Immunisation</b></p> <p>✧ Immunisation is the process whereby a person is made immune or resistant to an infectious disease, typically by the administration of a vaccine.</p> <p>✧ Newborns have low resistance to infectious diseases and the vaccines in the immunisation could help to stimulate the body's own immune system and protect babies against subsequent infections or diseases. Some vaccine boosters should be given at intervals to maintain immunity because the effects of some vaccines decrease with time.</p> <p>✧ Example of Services:</p> <ul style="list-style-type: none"> <li>◆ Hong Kong Childhood Immunisation Programme</li> <li>◆ Influenza Vaccination Subsidy Scheme</li> </ul>

Life Stages	Specific Needs	Related Care and Services
Infancy	<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>✧ Due to curiosity and explorative behavior, infants are prone to accidents especially when they learn to walk and explore the surroundings. Accidents are the leading cause for injury and death of children at this age.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Constant supervision is essential in both indoor and outdoor places as children, led by their curiosity, are incapable of recognizing danger and threats.</li> <li>✧ Example of Service: <ul style="list-style-type: none"> <li>◆ Social Welfare Department – Occasional Child Care Services</li> </ul> </li> </ul>
Childhood	<p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>✧ Establishing good eating habits is necessary during childhood as this will impact a person across lifespan.</li> <li>✧ Special diets that are rich in protein and calcium are essential for rapid growth at this stage.</li> </ul>	<ul style="list-style-type: none"> <li>✧ It is important to provide children with the appropriate amount of food from various categories in the food pyramid. Children particularly need food that allows muscle development and mineralisation of bones.</li> <li>✧ Example of Services: <ul style="list-style-type: none"> <li>◆ “eatSMART@.school.hk” campaign</li> </ul> </li> </ul>
Adolescence	<p><b>Emotional Health</b></p> <ul style="list-style-type: none"> <li>✧ Comparatively, emotional needs are prominent at this stage. They are experiencing emotional ups and downs due to the influence of hormonal change. With stress, their emotion will be aroused.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Parents should allow and encourage adolescents to think independently and express their opinions, share their feelings and worries.</li> <li>✧ In order to seek for related treatments or services for helping the adolescents, parents may search information through hotlines or from the libraries, or seek professional advice.</li> </ul>



Life Stages	Specific Needs	Related Care and Services
Adolescence	<p><b>Emotional Health</b></p> <ul style="list-style-type: none"> <li>✧ As adolescents start with separation from family and become an individual, they explore and learn different values and develop self-concepts. The need for parental love, support and guidance conflicts with the desire for independence, and this creates what is known as ambivalent feelings.</li> <li>✧ Like adults, adolescents may experience mental health problems that interfere with their way of thinking, feeling and behavior. When leaving untreated, the problems may lead to school failure, family conflicts, drug abuse, violence and even suicide.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Example of Services: <ul style="list-style-type: none"> <li>◆ Social Welfare Department and Hospital Authority: Child &amp; Adolescent Mental Health Community Support Project</li> <li>◆ Health in Mind: Youth mental health promotion programme: <a href="http://www.healthinmind.org.hk">http://www.healthinmind.org.hk</a></li> </ul> </li> </ul>

Life Stages	Specific Needs	Related Care and Services
<p>Adulthood</p>	<p>Changes in body systems</p> <ul style="list-style-type: none"> <li>✧ Adulthood is the life stage at which human beings reach physical maturity and physical growth is completed. The onset of menopause will lead to physical decline.</li> <li>✧ In early adulthood the human body reaches a state of being fully-grown. This is the phase in the life course when most people are at their physical peak such as their cardiac output. From early adulthood onwards towards maturation, the ageing process takes over such as the metabolism rate and energy output decline but fat ratio increase. The risk of chronic disorder increases in advancing age leading to cardiovascular diseases (Hypertension, Coronary Heart Disease) as well as Diabetes Mellitus.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Research has shown that weight control, a healthy lifestyle and prevention of accidents help to promote wellness in the later years despite the gradual slowing down of the body's metabolic process.</li> <li>✧ Example of Services: <ul style="list-style-type: none"> <li>◆ There are some programmes for promoting health in adulthood: <ul style="list-style-type: none"> <li>• Men's Health Promotion Programme</li> <li>• Cervical Screening Programme</li> <li>• Eatsmart@restaurant.hk Campaign</li> </ul> </li> </ul> </li> </ul>

Life Stages	Specific Needs	Related Care and Services
Adulthood	<p><u>Mental Health</u></p> <ul style="list-style-type: none"> <li>✧ Goals at this stage include establishing and adjusting to new family roles, securing economic stability for the present and future, maintaining a positive self-image, and evaluating or redesigning career options. These goals can induce a great deal of stress on adults.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Strategies in promoting mental wellness, appropriate stress management and social supporting network are essential.</li> <li>✧ Example of Services: <ul style="list-style-type: none"> <li>◆ The Mental Health Association of Hong Kong - Mental Health First Aid Course</li> </ul> </li> </ul>
Elderly	<p><u>Prevention of Falls</u></p> <ul style="list-style-type: none"> <li>✧ Decline in auditory and visual acuity, gait changes, and problem of neurological disorder will increase the risk of falling.</li> </ul> <p><u>Prevention of Injuries</u></p> <ul style="list-style-type: none"> <li>✧ Dryness and loss of elasticity make the elders' skin fragile and become more prone to injury. Healing of wounds is slow at this stage.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Knowledge of home safety should be learnt at this stage, including getting up slowly, avoiding hot showers which may lead to dizziness.</li> <li>✧ Environment with adequate lights, non-slippery floor, stable foot-step for climbing up, no obstacle in walking path, secured chair with arm-rests are essential.</li> <li>✧ Example of Services: <ul style="list-style-type: none"> <li>◆ Social Welfare Department: Services for the Elderly</li> <li>◆ Department of Health: Elderly Health Service</li> <li>◆ Orthopaedic Learning Centre at The Chinese University of Hong Kong: Community Fall Prevention Campaign - Fall Risk Assessment</li> </ul> </li> </ul>



## Legislative Provision

Children and the elderly are the less capable of self-help groups. Legislation is essential for protecting these two groups in order to prevent any abuse or negligence. Such legislation aims at preventing these extreme ages from the willful infliction of physical or emotional harm or the deprivation of basic care necessary for survival or comfort.

The Protection of Children and Juveniles Ordinance (Cap 213) protects children or adolescents:

- (a) who have been, or are being assaulted, ill-treated, neglected or sexually abused;
- (b) whose health, development or welfare have been, or are being neglected or avoidably impaired;
- (c) whose health development or welfare appears likely to be neglected or avoidably impaired and
- (d) who are beyond control, to the extent that harm may be caused to him or others.

In order to protect the children or adolescents, a legal guardian will be appointed or a caregiver will be assigned to take care of them. In some cases, the court will order the parents to exercise proper care and guardianship to protect the children from being neglected or abused.

The Residential Care Homes (Elderly Persons) Ordinance (Cap. 459) aims to ensure that residential care homes for the elderly provide services of a reasonable standard and that the welfare of the elderly residents is safeguarded.

## 1.3 Theories of development

Psychologists have adopted different theories to explain the developmental change across lifespan. Every theory has its own strengths in explaining developmental changes at different stages throughout life.

### (A) Cognitive development

Psychologist – Jean Piaget suggests that cognitive development in childhood evolves in four stages. Operation refers to logical thinking and assimilation, applicable to environment adaptation and problem solving skills.

Stages	Age	Development
Sensorimotor	0-2	The baby understands the world through his/her sense and motor actions.
Preoperational	2-7	The child can use symbols both to think and communicate, is able to understand immediate situation and explain the reason of an action. He/she is self-centered. Use personification to understand and explain things.
Concrete operational	7-11	The child begins to think logically and becomes capable of solving problems. However, these abilities are confined to things that he/she could see in daily life. They could not think through imagination of things which they have not encountered before.
Formal operational	11-16	The child begins to manipulate ideas and think hypothetically. He/she can manage a variety of “what-if” questions, analysis and recall of things. They are able to manage abstract ideas and logical thinking as well.

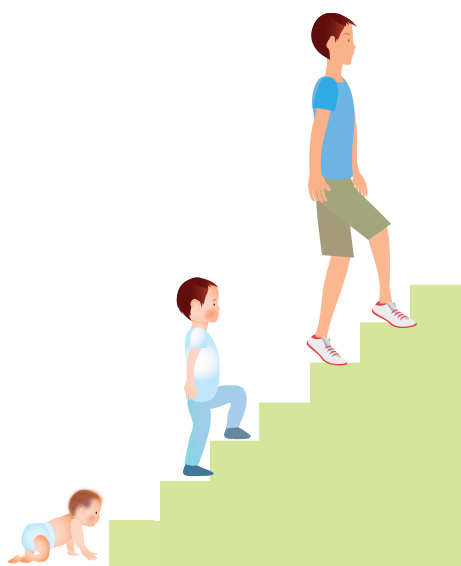
(Source: 曾寶瑩《圖解心理學》，2004，易博士文化出版)

## (B) Psychosexual development

Psychologist Sigmund Freud proposes a series of psychosexual stages through which a child moves in a fixed sequence determined by maturation. At each stage, the libido is centered on a different part of the body. He divides development into five stages.

Approximate ages	Major developmental task	
Birth to 12-18 months	Oral Stage	Mouth is the focus of the drive for physical pleasure. For example, thumb sucking.
12-18 months to 3 years	Anal Stage	Libido becomes focused on the anus. For example, toilet training.
3 to 5-6 years	Phallic Stage	Libido becomes focused on the genitals; children experience sexual attraction to the opposite-sex parent during this stage. Oedipus Complex and Electra Complex exist. Identification with same-sex parents can help resolve the complexes.
5-6 years to adolescence	Latency Stage	Libido on genitals has been suppressed.
Beyond adolescence	Genital Stage	Achieving mature sexual intimacy.

(Source: 林逸鑫《圖解佛洛伊德與精神分析》，2008，易博士文化出版)



## (C) Psychosocial development

Psychologist Erik Erikson relates to development as resulting from the interaction between internal drives and cultural demands; thus, his theory embodies all psychosocial stages and the continuous development through the entire lifespan. In Erikson's view, to achieve a healthy personality, an individual must successfully resolve a crisis at each of the eight stages of development. Each crisis is defined by a pair of opposing possibilities. Successful resolution of a crisis results in the development of the characteristic on the positive side of the dichotomy and continues to the next stage. If it is unresolved, it will hinder the development of later stages.

Approximate ages	Stages	Successful resolution	Crisis
Birth to 1	Trust versus mistrust	Hope and trust as the caregiver responds to the child predictably and reliably	Mistrust and worries
1-3	Autonomy versus shame and doubt	Child learn self-care skills and demand for more choices	Doubt of his/her own ability and development
3-6	Initiative versus guilt	Ability to organize activities in a creative way	Feeling guilty about his/her behaviour and thinking
6 - puberty	Industry versus inferiority	Competence	Sense of inferiority
Adolescence	Identity versus role confusion	Achieve an integrated sense of self, understanding of roles and identity	Confusion of roles and occupational identity

(Source: 張春興《教育心理學》，2002，東華書局)

Approximate ages	Stages	Successful resolution	Crisis
Early adulthood	Intimacy versus isolation	Develop intimate relationships beyond adolescent love	Remain shallow relationships and experience a sense of isolation and loneliness
Middle adulthood	Generativity versus stagnation	Focus on occupational achievement	Self-absorbed, a sense of stagnation
Elderly	Integrity versus despair	Attain wisdom, integrate earlier stages and come to a sense of integrity and develop self-acceptance	Regret about failure in earlier stages



## (D) Moral development

Psychologist Lawrence Kohlberg develops the theory of moral reasoning, which has been important in the explanation of adolescence antisocial behavior. He points to three levels of moral development, each involving two sub stages. Convention refers to social norms and judgment as behavioral expectations and cues within the society. For example, traditions are the social norms and behavior that have been conformed to form moral behavior. The theory of moral reasoning develops in a sequential order.

Level	Moral reasoning	Stages	Features
Pre-conventional (before 9 years old)	Moral development has not been developed among children. They concentrate on personal benefits and satisfying his/her own needs.	Stage 1 Punishment and Obedience Orientation	✧ The child relies on the physical consequences of the action to decide whether it is right or wrong.
		Stage 2 Individualism, Instrumental Purpose, and Exchange	✧ The child or adolescent operates on the principle that they should do things that can be rewarded
Conventional (10-20 years old)	Rules or norms of a group to which the individual belongs become the basis of moral judgments, whether the group is the family or peer group. Adolescents identify themselves with others.	Stage 3 Mutual, Interpersonal Expectations, Relationships and Interpersonal Conformity	✧ Individuals who reason at this stage believe that good behavior is what pleases other people. ✧ Hence, they value trust, loyalty, respect, gratitude, and maintenance of mutual relationships.
		Stage 4 Social System and Conscience (Law and Order)	✧ People incorporate the norms of a larger reference group into moral judgments. Something that is legal is right, whereas something that is illegal is wrong.

Level	Moral reasoning	Stages	Features
Post-Conventional (20 years old and beyond)	A new kind of personal authority emerges, in which an individual makes choices and judgments based on self-chosen principles.	Stage 5 Social Contract or Utility and Individual Rights	<ul style="list-style-type: none"> <li>Rules, laws, and regulations are not seen as irrelevant; they are important ways of ensuring fairness. But people operating at this level also acknowledge that there are times when the rules, laws, and regulations need to be ignored or changed.</li> </ul>
		Stage 6 Universal Ethical Principles	<ul style="list-style-type: none"> <li>People assume personal responsibility for their own actions, based on fundamental and universal principles such as justice and basic respect for persons. Sometimes they may ignore the rules if the moral development is being limited by the regulations.</li> <li>People also assume they are maintaining the well being of individuals in the world.</li> </ul>

## 1.4 Self-concept and interpersonal relationships

Educationalists and psychologists continue to explore the rationale of the difference in growth and personal development among the same age group. It is believed that self-concept and interpersonal relationships are the two major areas across the growing process.

### (A) Self-concept

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It is widely accepted that self-concept plays an important role in growth and personal development. Self-concept can be divided into three dimensions:

- ❖ Self-image – how one perceives and understands oneself. This may be affected by family and cultural background.
- ❖ Ideal self – a person that one would like to be. This may be influenced by the media, parents, teachers and peers.
- ❖ Self-esteem – how one feels and judges oneself. This can be affected by several factors such as comparison of self-image and the ideal self, judgments or comments about oneself and his/her social identity by others.

It is believed that the perception of self is not innate but is formed in a process of communications with others. Hence, the perception of self is developed through the interaction with others.

An American sociologist Charles Horton Cooley suggests the concept of looking-glass self. He thinks that the capacity of reflection on one's own behavior is limited and there is a problem of objectivity. Hence, other people's views build, change and maintain our self-image. It is through interaction that we arrive at how we see ourselves and how others see us. According to Cooley, the looking-glass self involves three steps:

- ❖ Imagine how others see us
- ❖ Perceive how others criticize us
- ❖ How we feel towards the criticism by others

A significant other is any person who has great importance to an individual's life or well-being. Self-image can be greatly affected by the significant other. For example, adolescents like to please others whom he/she can rely on. A significant other can be parents, teachers, neighbors or celebrities; his/her behavior, values, roles and actions become the standard of reference for one's growth.

## (B) Interpersonal relationships

Interpersonal relationship can be the source of happiness, which affects one's self-esteem in a positive way. On the contrary, it can create emotional upheaval and pain, which affect one's self-esteem in a negative way.

There are different kinds of interpersonal relationships in one's life, namely, parent-child relationship, sibling relationship, friendship, courtship and working relationship. Relationships are constantly changing in different stages of life. For example, parent-child relationship is very close in infancy and early childhood as children have strong needs for parents' affection. People engage in a sibling relationship with the presence of siblings. Adolescents need to establish autonomy and independence from parents due to the needs of intellectual, social and emotional development. It is likely that this involves shifting the focus of social relationship and emotional attachment from parents to peers. Moreover, the quality of interpersonal relationship also strongly affects the self-concept of an adolescent.

	<b>Good relationships can produce:</b>	<b>Poor relationships can produce:</b>
Infancy	<ul style="list-style-type: none"> <li>✧ Secure attachment between the infant and parents</li> <li>✧ A rich learning environment</li> <li>✧ A safe living environment which meets a child's emotional needs</li> </ul>	<ul style="list-style-type: none"> <li>✧ A failure to establish a secure attachment bond with infants</li> <li>✧ Infants are being neglected and rejected</li> </ul>
Child-hood	<ul style="list-style-type: none"> <li>✧ Parents who can cope with stressful behavior of children</li> <li>✧ Friendships with other children</li> <li>✧ Being independent</li> <li>✧ Being confident</li> <li>✧ Being able to deal with things</li> </ul>	<ul style="list-style-type: none"> <li>✧ A stressful situation at home</li> <li>✧ Inconsistent approaches to teach their children</li> <li>✧ Parents who are emotionally unstable and depressed</li> <li>✧ Isolation from other children</li> <li>✧ No sense of belonging</li> <li>✧ Feeling of inferiority</li> </ul>
Adoles-cence	<ul style="list-style-type: none"> <li>✧ Independent but still need the support of the family</li> <li>✧ Good social network and a sense of belonging</li> <li>✧ Fostering hopes for the future in a positive environment</li> </ul>	<ul style="list-style-type: none"> <li>✧ Conflicts and arguments with parents</li> <li>✧ Being depressed and rejected with weak social network</li> <li>✧ Weak sense of identity</li> <li>✧ Feeling life is not worth living</li> </ul>

	<b>Good relationships can produce:</b>	<b>Poor relationships can produce:</b>
Adult-hood	<ul style="list-style-type: none"> <li>✧ Support and help from friends and family</li> <li>✧ A secure and intimate relationship</li> <li>✧ Able to manage and balance the pressures among work, partner and family</li> <li>✧ A feeling of being secured and safe with support from others</li> </ul>	<ul style="list-style-type: none"> <li>✧ Feelings of loneliness, isolation, rejection and without the sense of belonging</li> <li>✧ No social protection from stress</li> <li>✧ Low self-esteem</li> </ul>
Elderly	<ul style="list-style-type: none"> <li>✧ Emotional support from friends, partner and family</li> <li>✧ Being able to control his/her life</li> <li>✧ Meaning of life</li> </ul>	<ul style="list-style-type: none"> <li>✧ Lack of social support and friends</li> <li>✧ Isolation</li> <li>✧ No meaning of life</li> </ul>

## 1.5 Factors affecting self-concept and interpersonal relationships

Everyone has to use his/her inborn talent and abilities to learn life skills, communicate with others and control one's emotion in different stages of life; leading to developing positive attitude and values and adapting to society's circumstances such as new life, sickness, ageing, death and some unexpected events like natural disasters.

The physical and mental development of oneself, including self-concept and interpersonal relationship, are influenced by people, such as relatives and peers, things or environment, such as social network, family background, culture, religion, education etc. around him/her. Hence, each person has a unique way of growth, development and experience.

The following is the discussion on how self-concept and interpersonal relationship are influenced by family, education, peer groups and community.

### (A) Family

Socialisation is the lifelong process through which individuals learn about themselves, others and the world around them. It plays an important role in how attitudes, beliefs and values are developed and personalities are formed and shaped. There are three different types of socialisation:

- ❖ Primary Socialisation – the relationships formed in the first few years of life within family, with parents, siblings and relatives
- ❖ Secondary Socialisation – the relationships formed with friends or peers outside home
- ❖ Tertiary Socialisation – the relationships formed within other formal groups in the society



Each stage has its own standard of behavior, enabling people to understand and express themselves. Through socialisation, people understand their roles and others' expectations on them in the culture they grow up.

As a socialising agent, family has a distinct role to develop one's identity, self-esteem, resilience and affection. It is a gradual process reflecting on how family interaction allows family members to develop

their identity and realize how their unique characteristics are linked to those of others. Self-esteem is first built by parental approval and acceptance. The family is expected to provide nurture – love, care and attention to each of the members. In fact, a family offers unconditional acceptance, love and emotional support for the members. These unconditional acceptance, love and emotional support are valuable conditions for health and development, especially during infancy and childhood as the needs for security and attachment are important at such stages.

Family nurturing characterized by a high level of mutual trust, affection and warmth provides a positive climate to promote children's empathy for others, good interpersonal and communication skills. On the contrary, children who grow up in a family characterized by high levels of distress report more unpleasant physical symptoms. Frequent quarrelling and fighting at home is found to be linked with unpleasant physical symptoms and have chronic and adverse effects on childhood, adolescence and young adulthood.

## (B) Education

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Schooling is a major milestone for personal development. Schools act as another socializing agent apart from the family. The idea of self-concept is strongly influenced by experiences at school, which will influence the concepts of attractiveness, popularity, ability and intelligence. From kindergarten to tertiary education, the experiences learnt may affect the beliefs that have been formed during primary socialisation.

Education influences us because:

- ❖ People usually compare with the same age group. People hope to involve in social activities. Being accepted by others, one increases his/her confidence and positive feelings about others. If one is being ignored or isolated, he/she may feel he/she is not valuable at all.
- ❖ The results of assignments and examinations, either academic or non-academic, have great impact on how we think about ourselves. When one is aware of his/her strength, he/she will be motivated and spend more time on it in order to achieve better results. However, when one perceives oneself as inferior, he/she will give up easily.
- ❖ Theories and values that we have learnt from school enable us to understand life. For example, socialisation, self-concept and quality of living help us develop attitude towards life and interpersonal relationships.





## How parenting styles affect the self-concept among adolescents

Most parents will not decide beforehand which type of parent they want to be unless they make a conscious decision to raise their children in a different way as their own parents did. Though there are different kinds of parenting styles, the majority of parents are willing to provide great care to their children and give them the best. The following is a discussion on parenting styles. As teachers and schools are socializing agents, which influence the physical and mental development of adolescents, these topics will be combined for discussion in this booklet.

An American developmental psychologist Baumrind suggests a three-fold classification of parenting, describing how parents fulfill the needs of children during nurturing and teaching. Later, some psychologists and researchers further divide the classification. They propose two dimensions: parental demand and parental responsiveness, which is also called parental control and parental warmth.

The two-dimension system is divided into the vertical part and horizontal part. There are four areas, that is, four types of parenting styles, namely, Authoritarian (High Demand, Low Response), Authoritative (High Demand, High Response), Permissive (Low Demand, High Response) and Neglecting (Low Demand, Low Response).

High	Authoritarian	Authoritative
Low	Neglecting	Permissive
Demand Response	Low	High

- ✧ Authoritarian  
high levels of demand and control but relatively low levels of warmth and communication. Parents focus on obedience and status-orientation. Children are expected to obey without explanation. Children are grown up in an orderly environment with a clear set of regulations. All of their daily activities are monitored. Reciprocal verbal dialogue is discouraged. Children may show high self-expectation and work hard continuously but could not enjoy life. Some children have difficulty in adapting to the environment, as they are overly dependent on parents. Some are poor in expressing themselves due to being overly obedient. People from authoritarian families have more negative self-concepts and a stronger sense of inferiority.



- ✧ **Authoritative**  
high levels of both control and acceptance – setting clear regulations but also responding to the child’s individual needs. Parents are assertive but not intrusive or restrictive. Their disciplinary methods are supportive rather than punitive. Children are taught to be socially responsible, self-regulated as well as cooperative. Research states that children reared in such families typically show better logical thinking, are achievement oriented and cope better with demands of school. The parent-child relationships are better. Their style of teaching is active, democratic, interactive, higher level control as well as warmth. Authoritative pattern is associated with most of the positive outcomes that are advantageous to the physical and mental development of children and adolescence.
  
- ✧ **Permissive**  
parents are responsive but with relatively low levels of control. This is different from the traditional type of parenting. Parents are lenient. Children are not taught to be mature. They adjust to the environment freely and avoid confrontation. Children growing up with indulgent or permissive parents are more self-centered and not able to finish work under supervision. However, some children who are reared in such families are easily satisfied. They are able to explore the surroundings and improve their thinking skills as well as observation.
  
- ✧ **Neglecting**  
parents are neither demanding nor responsive. This type of parenting is not common. Regulations are not established and children are not monitored. Parents are not supportive and even actively reject and neglect their responsibilities of rearing children. Since a sense of security is important among children, this type of parenting has adverse effect on the child’s sense of security. Some parents do not listen to their children or neglect their hygiene. Some show no response to things that their children are interested in. Some even leave their children alone at home when they engage in other social activities. Irrespective of the degree of neglecting, this type of parenting has adverse effect on children’s emotional development. This eventually influences the dietary habit, sleeping pattern, dressing and other daily habits. Research states that children’s physical and intellectual development will be hindered if they cannot obtain parents’ support and protection. Youngsters from neglecting families are not concerned about their own growth and development. They are less competent with their peers and easily give up so that they are unable to enjoy the sense of achievement after finishing a task.

## (C) Peer

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Peer group is important in the socialisation process. Peer group is a collection of people who share common characteristics or background. Adolescents learn different roles and identify with the norms and values of the group. For example, people whose ages are similar, usually belong to a peer group. Adolescents are sensitive about fitting in the peer group. They are under substantial pressure for them to appear, act or behave in peer-approved ways.

Peer groups allow an individual to express their ideas and understand others. Research states that peer support could bolster emotional stability and needs, which is also associated with a lower level of depression; whereas people without peer support are prone to feeling depressed.

## (D) Community influence

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Everyone lives in a different community. Community refers to a system with physical, geographical, personal and social network. People are influenced by others and the surroundings in the community. Interactions between people and their environment provide a dynamic force that creates the community characteristics which in turn influence the personal growth of people in the community.

The environment affects the intellectual, social and emotional development on a person. For example, Tin Shui Wai, a new town located in the northwestern part of the New Territories, is relatively a remote area. The majority of residents are far away from their relatives and this eventually affects the affective attachments and social bonds of their family members and friends. It is believed that if social bonds and care are encouraged in the community, the sense of belonging to the community, social network and personal mental health will be positively developed among individuals.

In the modern society, the concept of care is changing. The concept of prevention has been enforced to promote personal growth and development. Health and social care services that are provided by the community is a mean to enhance personal health development. The aim of these services is to enable residents to choose the health and social care services according to their own needs and eventually promote their personal development.

## E. Society as a whole

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With technological advancement, the mass media have become a dominant socializing agent. They include television, movies, the Internet, newspapers, magazines and advertisements. Information is easily passed through the media. Different modes of media can have different ways to reach different types of audiences. Thus, the mass media have a significant role in promoting views and disseminating information. It is also a powerful platform for sharing ideas as well as serving as a local and international mouthpiece for many organisations. They can be used to promote personal development to:

- ❖ Raise public awareness, e.g. providing information about healthy lifestyles; and
- ❖ Create a climate of opinion sharing conducive to policy change and implementation.

The mass media, especially television, which provides many symbols, information and models for people to construct their concept of social reality, can influence one's values, thinking and attitude. Hence, when people constantly seek information from the mass media, they are more likely to learn socially desirable behaviors.

## 1.6 Life events that influence personal development

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Life events refer to life experiences or events that have positive or negative effects on personal development. These events can be anticipated or unanticipated. It may be positive or negative. People have different life events throughout their life cycle. For example, education, work and retirement are experiences that are anticipated, whereas accidents and illnesses that lead to disable or death are said to be unanticipated life events. Irrespective of whether the life events are anticipated or not, people should learn and prepare themselves to cope with different changes.

### (A) Anticipated life events throughout the life cycle

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The term “anticipate” refers to an individual who has the ability to control and manage the changes. For example, if an individual perceives his/her life as boring, he/she may want to change the existing status such as relationships, working environment or going on a trip. These may be ways of releasing tension, getting ready for the new challenge and creating excitement and motivation. Some anticipated life events are unavoidable throughout one’s life cycle:

#### 1. Childhood and adolescence : Education

Going to school is one of the predictable life events for all children. Schooling is a great change in children’s life during childhood. It means a child is moving from the parents’ support to a wider social setting – the school. Pre-school children may receive education from playgroups, nurseries or kindergartens. However, the settings are quite different from primary school in terms of demand, duration at school and student-teacher ratio. Hence, the majority of children experience stress and are frightened when they enroll for primary education.

Transition in the educational environment is a life challenge, such as when children are promoted to secondary education. Not only do adolescents need to adapt to the social and environmental changes, they also have to adapt to the different academic requirements during the transition. For example, stress may come from the change of medium of instruction (Chinese to English) in the interface between primary to secondary education.

Moreover, since the society is constantly changing, there are many factors in school that affect the growth among children and adolescents. For example, peer pressure, the culture of competition, the desire to be different, the lure for taking risks and the adaptation to new schools will produce stress and challenge to children and adolescents.

## **2. Adulthood : work – starting/ transfer/ promotion/ resign**

Starting work is a key milestone in one's life. It represents the transition from adolescent to adulthood and a person has to be responsible and independent. Most adults work, and working makes possible personal, social, cultural and financial survival. In terms of personal development, a person has to fulfill different requirements once he/she starts working. Thus, he/she has to acquire different skills such as time management and communication skills. Hence, starting work is an important life event in one's lifespan.

Different working roles will affect a person's sense of identity. In the society, people often judge a person on his/her nature of work, position and salary. Achievements can enhance one's value, creativity and respect by others. On the other hand, work can be stimulating and challenging but also boring. Hence, being transferred, promoted, resigned or retired are considered as critical milestones in the working cycle as well as life events of an adult.

## **3. Elderly : retirement**

Work allows people to develop their own identity, self-esteem as well as financial rewards. Some people who are in late adulthood continue to work and postpone retirement, which is regarded as discontinuation of one's working role and which will cause a change in lifelong habits. Some people develop a sense of self-worth from work. Although they may have thought of having more leisure time when they were young, they may find retirement less appealing as the time approaches. Even with preparation and planning, retirement is an evolving process with different responses in different phases. These include:

Phases	Response
Remote phase	It involves a period of denial in which the individual has prepared little for the process.
Near phase	A person starts planning.
Honey-moon period	A time of euphoria, people try to do all the activities that they have not done in the past.
A sense of disenchantment	Sometimes it occurs as reality sets in, and individuals may strive to come to terms with their expectations.
Reorientation phase	Individuals must re-establish goals and change their lifestyles.
Stability phase	This involves adjustments to reality.
Terminate phase	The person resumes work or becomes ill or disabled.

(Source: Polan, E.U., & Taylor, D. R. (2003). Journey across the lifespan: Human development and health promotion. Philadelphia: F.A. Davis Company)

## **(B) Unanticipated life events throughout the life cycle**

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Some life events are unanticipated. For example, accidents, being laid off, illnesses and breaking up in relationships are categorized as unanticipated life events. All these events influence one's health and growth.

### **1. Illnesses leading to disabilities**

Illnesses leading to disabilities such as chronic illnesses - Diabetes Mellitus and Nephrosis are critical life events for individuals and their families. Chronic illnesses affect not only long-term goals and the individuals' and families' planning, but also daily decisions and activities. For example, some families of chronically ill patients relocate closer to the medical services. Although it is beneficial for the patient, such a change often comes at considerable financial, personal, and emotional expenses. Therefore, it is a life event that needs external support from outside the families.

### **2. Separation and reunion**

Separation induces stress to individuals. For example, a child who is separated from parents or caregivers may result in separation anxiety, showing anger, grief, negative emotion and even revenge. For adults, separation also induces social trauma especially when the separation results from a divorce. One of the major effects of a divorce is the change of relationships between parents and their children. Whether the child could adapt to this incident depends on the parent-child relationship.

Reunion has different meanings. One of them is the issuance of one-way permits of mainland residents for entry into Hong Kong. This family reunion is regarded as the starting point of a long process of readjustment as reunion has much to do with adaptation to the environment and roles. Family members in Hong Kong need adjustment to a new member and this may create changes in economic condition, daily arrangement and communication. Newcomers also have to adapt to a different culture and daily habits. This new family relationship may create pressure to parties concerned.

### 3. Bereavement

Death is a natural part of the life cycle. The death of a relative, or even a pet, can be traumatic to people of all ages. Death of a family member may result in stress on an individual, especially about an unexpected death. Many people may have feelings of disbelief, anger, and even guilt. Some of them have to face difficulties and challenges arising from changes of financial, personal, and emotional support. Therefore, grief support is very important to those experiencing death of a loved one.



#### Grief

Grief is a response to loss. This includes loss of a person, relationship, job, pet or anything which is important to their daily living. Persons who have lost a child, husband, wife or partner may find it particularly difficult to cope with the painful process of grief. The process of grief often goes through different stages :

- ✧ Shock and disbelief - "it must be someone else, it is not true." A person might feel numb, shocked and locked into a state of isolated disbelief.
- ✧ Denial - the bereaved person behaves in an unreal way. They live as though the person has not died or as if they did not lose their jobs. This stage may last for a few hours or days.
- ✧ Despair - there is a growing awareness of what has happened. The person is filled with longing to know the reasons. There may be feelings of depression, guilt and anxiety, which are mingled with despair. A sense of unfulfilled dreams adds to the feelings of despair. During this stage, an individual needs care and support, including listening and allowing the person to express their anger and feelings of deep pain.
- ✧ Acceptance - the person begins to pick up the aspects of life and learns to live with the loss he/she has suffered.

It is important to remember that the timescale between each stage will depend on the loss and the circumstances of that loss.



## 1.7 Responses to life events across lifespan

Challenging life events, such as injury, breaking up in relationships or even changing of living environment, are inevitably accompanied by distressed emotions and grief. These may affect one's belief and worldview, causing a significant cognitive turmoil and emotional distress. Changes are inevitable across lifespan. The most important thing is how to deal with life events by reducing negative effects on the health of an individual, family and the community.

### (A) Coping and resilience

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Coping is the way in which individuals learn to live with changes occurring in their daily life. These changes can be predictable or unpredictable. Change can bring happiness or sadness to an individual. People develop different strategies in order to cope with change. These help them to understand themselves as they experience difficult and painful situations. Coping strategies include:

- ❖ Identifying the reactions, thoughts and feelings that the change is bringing;
- ❖ Being aware that change has happened and something that can be done to support that change; and
- ❖ Coming to terms with life after the change.

Therefore, it is important to restore some degree of cognitive balance and increase the coping ability through resilience and positive thinking.

Resilience refers to adapting to adversity. This helps to offset the adverse effects created by problems. A person who has resilience can harness inner strengths and rebound more quickly from a setback or challenge and learn from the experience.

## (B) Positive thinking

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Positive thinking is one of the essences in helping one to withstand troubles and problems, making correct decisions, and overcoming obstacles during life event crises.

Barrie Hopson suggests seven stages in building up positive thinking:

Stages	Response and Coping
Immobilisation	Being unable to cope and perhaps suffering from a denial that anything needs to change. A person might feel frozen and unable to respond to the situation.
Minimisation	Denying the extent of any change and instead pretending that nothing has to be done. It is a temporary retreat period from reality. Retreating from reality gives the individual time to cope with the change.
Depression	Becoming aware of the need for change, he/she may experience depression. Major changes may threaten a person's self-esteem and such a person may not be able to cope with (mentally). A person may attempt to withdraw into depression as a response to the need for change.
Letting go	Accepting the need for change and letting go of the attempts to deny or minimize the need for change.
Testing	Trying out new behaviors and experimenting with new lifestyles.
Search for meaning	Attempting to make sense of what has happened.
Internalisation	Internalizing a new lifestyle and perhaps a new self-concept. The person can now feel secure and safe again as he/she has gone through the process of adapting to change.

People with a positive attitude towards different life events are considered mature. They generally enjoy life more and can overcome pain and adversity. The followings are examples of positive and negative thinking towards the anticipated and unanticipated life events:

Anticipated life events	Examples of Positive Thinking	Examples of Negative Thinking
Birth of a sibling	<ul style="list-style-type: none"> <li>✧ Have a new company and emotional attachment</li> <li>✧ Learn new role</li> </ul>	<ul style="list-style-type: none"> <li>✧ Loss attention from parents</li> </ul>
Starting school	<ul style="list-style-type: none"> <li>✧ Learn to make new friends</li> </ul>	<ul style="list-style-type: none"> <li>✧ Loss of support from parents</li> </ul>
Moving house	<ul style="list-style-type: none"> <li>✧ Feeling of being able to control and change the environment</li> </ul>	<ul style="list-style-type: none"> <li>✧ Loss of old home</li> <li>✧ Overwhelmed by work and changes</li> <li>✧ Being out of control</li> </ul>
Getting a job	<ul style="list-style-type: none"> <li>✧ Improving self-image</li> <li>✧ Having income</li> <li>✧ Acquiring new things</li> </ul>	<ul style="list-style-type: none"> <li>✧ Loss of previous lifestyle and routine</li> <li>✧ Lots of uncertainty</li> <li>✧ Pressure due to new requirement of work and time</li> <li>✧ Difficult to adapt and establish new relationships</li> </ul>
Leaving home	<ul style="list-style-type: none"> <li>✧ Independence</li> <li>✧ Getting control of personal environment</li> </ul>	<ul style="list-style-type: none"> <li>✧ Loss of family support</li> </ul>
Marriage	<ul style="list-style-type: none"> <li>✧ Emotional attachment and intimacy</li> </ul>	<ul style="list-style-type: none"> <li>✧ Loss of independence</li> <li>✧ Threatened by intimacy and sharing possession</li> </ul>
Retirement	<ul style="list-style-type: none"> <li>✧ Disengaging from work</li> <li>✧ Controlling one's own life</li> <li>✧ New leisure activities and lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>✧ Loss of working role, self-concept, self-esteem, routine, colleagues and targets</li> <li>✧ Loss of contact with colleagues</li> <li>✧ Difficult to establish new lifestyle</li> </ul>
Ageing	<ul style="list-style-type: none"> <li>✧ Learning a new style to adapt to physical change</li> </ul>	<ul style="list-style-type: none"> <li>✧ Loss of ability</li> <li>✧ Grief and unable to accept the new lifestyle that one doesn't want</li> </ul>

Unanticipated life events	Examples of Positive Thinking	Examples of Negative Thinking
Redundancy	<ul style="list-style-type: none"> <li>✧ Learning to adapt to changes in income and lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>✧ Loss of income and existing lifestyle</li> </ul>
Serious injury	<ul style="list-style-type: none"> <li>✧ How to adapt to physical changes</li> </ul>	<ul style="list-style-type: none"> <li>✧ Loss of physical health, self-esteem and self-image</li> <li>✧ Uncertainty about the future</li> </ul>
Divorce	<ul style="list-style-type: none"> <li>✧ How to cope with new lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>✧ Loss of the relationship</li> <li>✧ Resentment – being hurt</li> <li>✧ Guilt feeling</li> </ul>
Bereavement	<ul style="list-style-type: none"> <li>✧ Adapting to a new lifestyle as a single person</li> </ul>	<ul style="list-style-type: none"> <li>✧ Loss of relationship</li> <li>✧ Grief and failure to adapt to an unwanted lifestyle</li> </ul>

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# Learning and Teaching References

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- 3** Physical Well-being – Healthy Body
- 4** Mental Well-being – Healthy Mind
- 5** Social Well-being – Inter-personal Relationship
- 6** Healthy Community
- 7** Caring Community
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