



BMHP4003

Psychology for Health and Social Care

Task 1 Group Presentation Life Stage: Adulthood

Lecturer: Diya Ganguly

Our Team



Violeta Deleva

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Introduction



Dragomira Petkova

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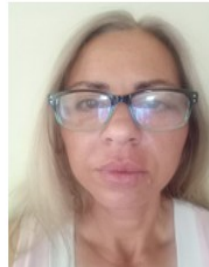
Adulthood
emotions



Elena Ruseva

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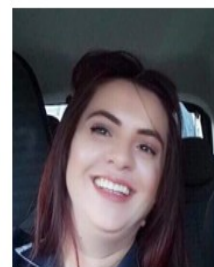
Adulthood
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Introduction

Violeta Deleva

Psychology

- Psychology is the study of mind and behaviour.
- The development of the field of neuroscience in the brain also wants to be better understood by psychologists. (Bourne, Dominowski and Ekstrand, 2016).

Human Development

From infancy through age, psychological development is a process in which human cognitive, intellectual and social capacities and functions increase during the typical life cycle, from birth to death. There are four stages of growth:

Infancy

Adolescence

Childhood

Adulthood.

● Psychology

Psychology is the study of mind and behaviour. In conscious, unconscious events, emotions and thoughts, everything is examined in the field of psychology. It includes a broad range of academic topics. The development of the field of neuroscience in the brain also wants to be better understood by psychologists (Bourne, Dominowski and Ekstrand, 2016). In people and communities, psychologists attempt to understand social science behavior. A trained practitioner is a psychologist working as a practitioner in the field of psychology.

● Human development in terms of psychology

From infancy through age, psychological development is a process in which human cognitive, intellectual and social capacities and functions increase during the typical life cycle, from birth to death. There are four stages of growth in infancy, childhood, adolescence and adulthood –

- **Infancy** - The length of infancy, which ranges from one to two years from the time of birth until the child learns to speak (Pomerantz, 2020).
- **Childhood** - Childhood, the second major developmental stage, lasts from the ages of one or two to twelve or thirteen years old, when the onset of the adolescent years begins to occur.
- **Adolescence** - Adolescence, from the age of 10 to 19 years, is the period between childhood and maturity. This is a unique stage of human development and a crucial time to establish the foundations of long-term health and well-being (Lefton and Brannon, 2008).
- **Adulthood** - A person's intellectual, emotional, and social ability is at its peak in adulthood, when they can fulfill the responsibilities of a career, a marriage, and a family of their own.

Introduction

Violeta Deleva

- Adulthood is the longest stage in human's life.
- The stage begins around 18 or 20 years old.
- We will discuss the challenges and rewards in any of the 3 stages in the adulthood: early, middle and late.
- Kohlberg's theory of moral development – understanding the process in which morality or moral reasoning is developed in a person.
- Knowledge about the adulthood and Kohlberg's theory can develop our understanding and professional performance.

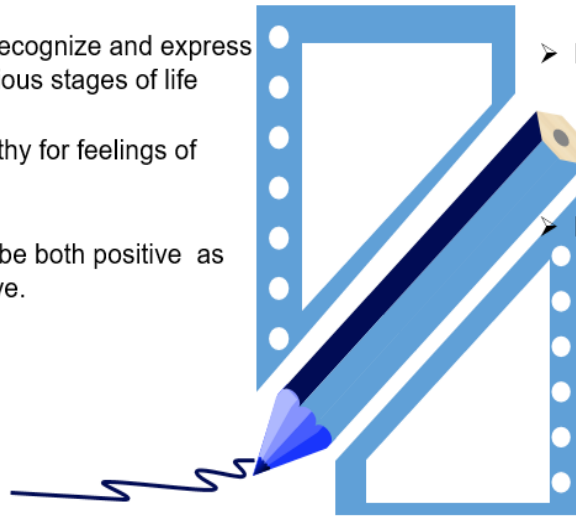
There are numerous psychological kinds of each person serving a certain purpose. While there is no standard classification system, some of the more popular ones include the following.

- Clinical psychology - This psychology field is renowned for combining research, theory and practice in order to comprehend, prevent and alleviate the issue of adaptation, incoherence and discomfort. The adjustment process fosters personal growth and growth (Gerrig, Zimbardo and Campbell, 2015).
- Cognitive psychology - Cognitive psychology addresses internal psychological processes, which affect issue solve, recollect, learn and speak.
- Developmental psychology - This is a medical study of psychological systemic changes based on certain criteria, experienced by individuals during their lifetime (Furr, 2014). This is also known as human development in some places. It targets adolescents, adults and seniors, among others, as well as kids and small children.
- Evolutionary psychology - Investigation throughout evolutionary history of how psychological changes influence the behavior of humans such as language is one of many elements of the psychological development (Corsini, Anastasi and Allen, 2018).
- Forensic psychology - In the framework of forensic psychology, psychological concepts are used to address criminal and juridical issues. The intern is a forensic psychologist who works on psychology as an area of study into criminal and civil matters at criminal and civil courts.
- Neuropsychology - The architecture and functioning of the brain in connection to the psychological and behavioral processes are usually called neuropsychology, commonly known as cognitive neuroscience (Bourne, Dominowski and Ekstrand, 2016). Cognitive neuroscience is sometimes called neuropsychology.

Adulthood Emotions

Dragomira Petkova

- The ability to recognize and express feelings at various stages of life
- To have empathy for feelings of others.
- Emotions can be both positive as well as negative.
- Positive emotions means the pleasant or the desirable situational responses such as feeling of joy.
- Negative emotions includes the feeling of sadness or getting depressed.



Emotions are considered as the clear feelings or the qualities of the [consciousness](#) for example: the feeling of happiness or feeling of sadness which reflect on the significance of the events where the emotions arise. Different types of emotions are fear, anger, sadness, nervous, excitement, shame, uninterested, guilt, and joy (Hayley et al., 2017). These are the emotions which develop from the orderly sequence from the period of infancy and to childhood. The main characteristics of the emotional development is to have good relationship with the friends or the family, the ability to express the emotion is important for the individuals in order to show how much the individual have the affection towards them. The Positive emotions which are felt by the individuals are important because it helps to make the emotional stability of the individual accurately. The pleasant as well as the situational responses which are required have the feeling to love or to have fun is considered as the positive emotions. The Negative emotions affect the life of the individuals adversely and it is described as the feeling which makes the individual feel miserable as well as sad. The negative emotions make the individual dislike own self and others too and it. Emotions which can become negative in the future are hate, jealousy and sadness.

Adulthood Emotions

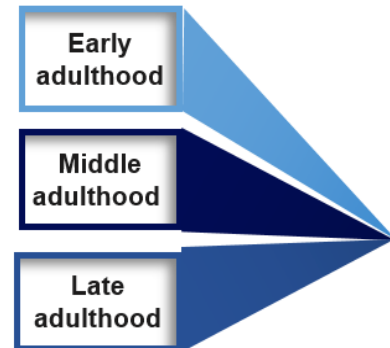
Dragomira Petkova

Adulthood has three distinct stages such as early, middle, and late.

Emotions changes are focused on friendships, romance, child bearing and careers.

Period of reflection and change. People perform emotional audits, reassess their priorities

Emotions vary greatly in late adulthood. People take stock of their lives. Some consider their life unproductive and others think it is successful.

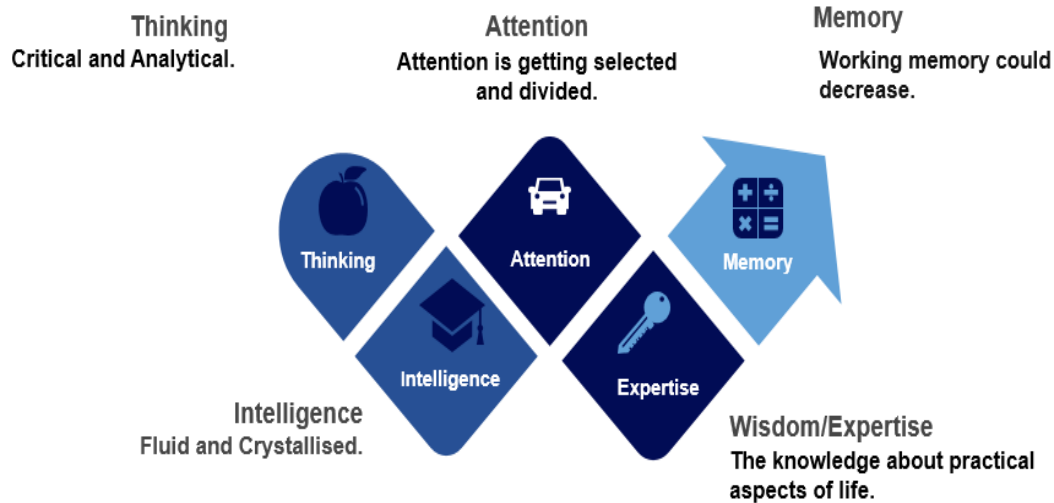


Personality changes as well as the emotional stability increases with the age

It has been observed that the social and the emotional life change with the age. The Social partners which are extremely meaningful as well as important are protected as the adults do not want to lose their important relationships, According to the studies the anger are experienced by the adults less frequently as they come to know how to deal with the situation by not losing the temper (Wilson et al., 2018). In some studies among the extremely old people the emotional stability decreases rapidly. During the period of adulthood the Personality of the individual changes and the emotional stability also increases. When the individuals starts entering the phase of adulthood they have to face different type of physical, social as well as psychological changes which becomes extremely challenging for them to do things on their own and to stay happily (Devonport et al., 2019). In the early adulthood phase the physical abilities are extremely high such as the muscle strength, the sensory abilities, and the functioning of body system but as the aging process begins several changes start to begin in the body such as in skin, the problem of vision, and the reproductive capability which directly or indirectly affect their emotional stability.

Adulthood Cognition

Elena Ruseva



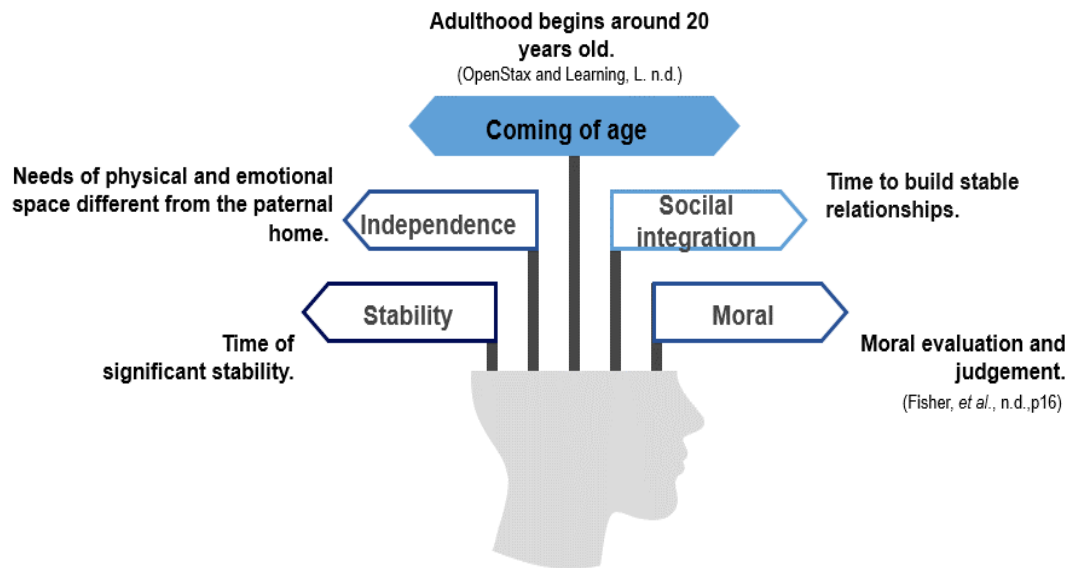
The human cognition can be defined as a set of mental activities that include the programming, perception, storing, and retrieval of experience and knowledge, gained throughout the lifespan. Cognitive abilities that define the adult cognition include thinking, attention, memory, intelligence and wisdom. “As we age, our cognition changes - develops, with some abilities increasing and some decreasing in performance (Lindenberger, n.d.).”

Research has defined two types of intelligence – fluid and crystallised. Fluid intelligence is our ability to reason, think and solve problems quickly, without relying on facts and skills. It peaks during childhood as people do activities and solve problems with no prior experience and knowledge and decreases significantly before mid-adulthood. On the other hand, crystallised intelligence is built on facts, knowledge, skills and experiences we gain in life, and increases as we age. According to Hedden and Gabrieli skills and tasks that we perform using facts and knowledge gained in life do not regress until late in the adulthood stage (2004, p.87). Furthermore, in the adulthood stage, we gain critical and analytical thinking, which helps us solve problems and react appropriately to the situation.

Crystallised intelligence can also be associated with the wide understanding of wisdom. It is argued that since knowledge is relatively stable until late in life, when it is combined with experience, it turns into wisdom, especially in older adults (Hedden and Gabrieli, 2004, p.88). The wisdom we gain throughout the lifespan helps us judge situations and make decisions effectively based on previous experience and knowledge. However, it is also important to mention that decrease in memory and other cognitive abilities is observed in older adults and can affect their lifestyle. (Hedden and Gabrieli, 2004, p.87). For example, with age our working memory, which helps us store and use information quickly and as needed, decreases. This can explain why performances in different cognitive tasks reduce with age.

Adulthood Behaviour

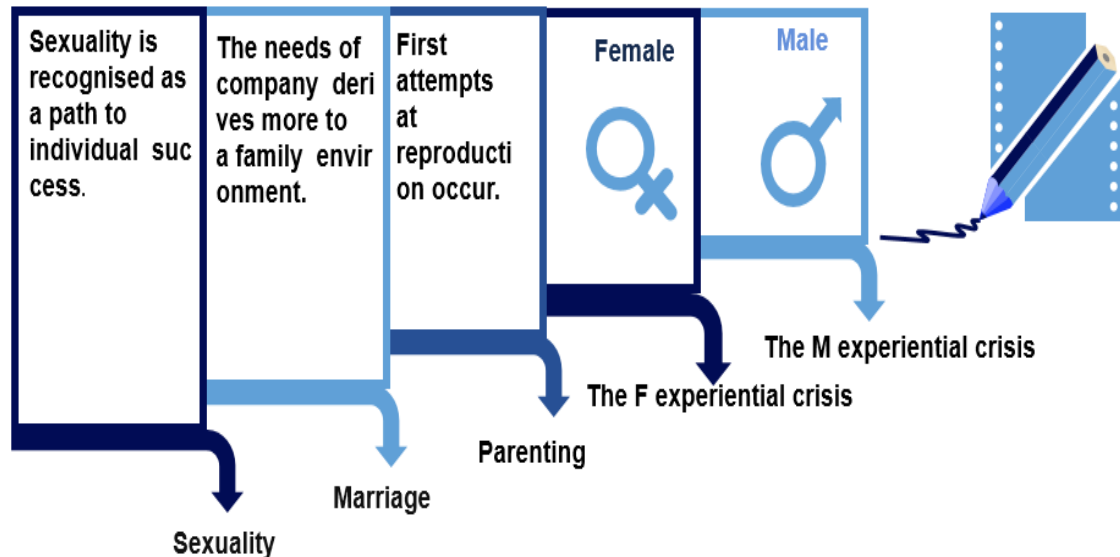
Elena Ruseva



The adulthood stage begins at around ages 18-21, which is also what is the legal definition of adult in many countries. At this age, a person starts searching for independence, beginning the process of emotional and physical distancing from the paternal home. While changing an individual's relationship with their parents, at this stage people start nurturing other relationships, including lasting friendships and partnerships with people with similar life paths, interests, backgrounds. The experience of sexuality in this stage ideally gets its ultimate opportunities for independence, experimentation, and enjoyment. In adulthood the necessity for company derives more to a family environment. In fact, most adults tend to marry between the ages of 25 and 34 years. (The Lorecentral.org. (n.d.).

Adulthood Behaviour

Elena Ruseva

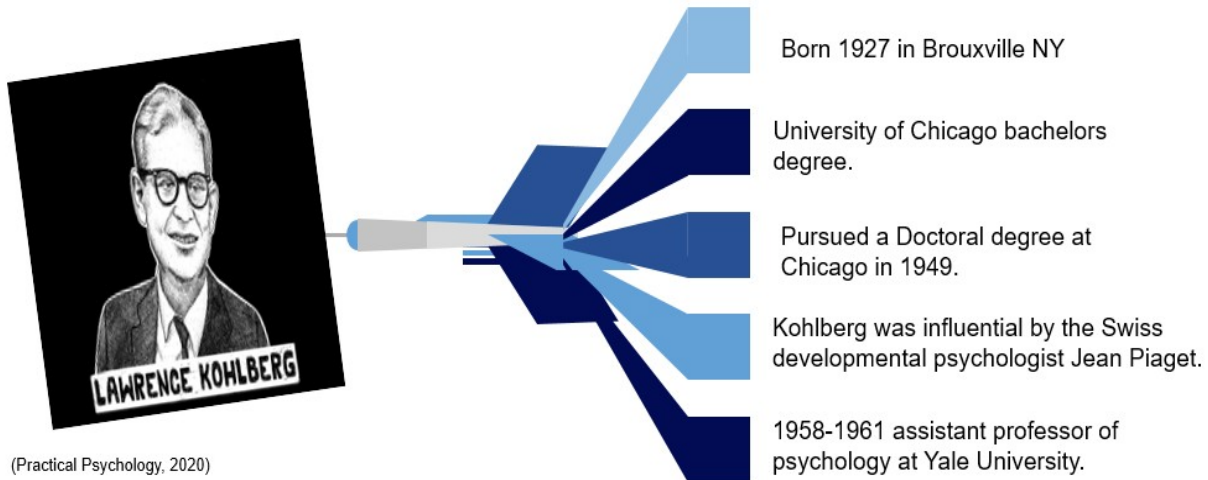


This is also the period in which the first attempts at reproduction occur (desired or not) – and is socially acceptable, furthermore, the social pressure to have children increases (especially for women). Adulthood is also defined by greater stability, and decisions are made with regards to the experience and knowledge and individual has gained, rather than being impulsive and emotional. Furthermore, at this stage, adults develop the moral precepts that define their life and place in society. Different perspectives are taken into account when making decisions, not just one's own. For example, making decisions for the greater good are possible, even if not ideal for the individual.

The adult is also taking on more responsibilities, including about other people (e.g. children, spouses etc.). This does not mean that our personalities stay set and fixed. For example, the midlife crisis, which occurs when transitioning from early to middle adulthood, can lead to radical and impulse rethinking of one's priorities, and can recourse the paths an individual takes in life, and thus lead to changes. This once again shows how dynamic the development of the adult cognition can be.

Kohlberg's Theory of Moral Development

Teodora Nikolova



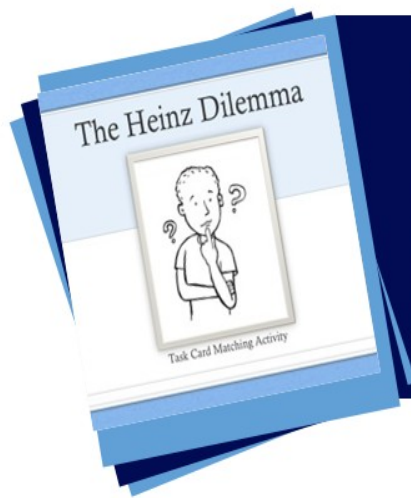
(Doorey, 2019)

Lawrence Kohlberg completed his degree for psychology in just one year, and his doctoral dissertation and started as a development psychologist. He developed a rapid career thanks to much reflection and intellectual work in field of moral norms. This cognitive -ethical combination allowed him to create a new addition into psychology-moral development and moral education. "Laurie" as his family called him, was born October 25, 1927, in Bronxville, New York. He was the youngest of four children (Marjorie, Roberta, Alfred, and him) born to Alfred Kohlberg (1887-1960), a Jewish German entrepreneur, and Charlotte Albrecht (1900-1991), a Christian German chemist. Lawrence comes from a wealthy family, his father's import business provides a carefree live (Herzstein,2006; Keeley,1969). It was also, however, marked by upheaval and dispersion. When Lawrence was only 4 years old, his parents separated. Perhaps it was this disorder that motivated his boy ritual, which he shares to a friend: "I couldn't have been more than six. Alone I took the Popsicle sticks I had been saving and placed them carefully in a stack meant to be pyre. With a prayer to whatever indeterminate God there be, I took matches and lit the pyre in hopes of atonement and forgiveness" (Fowler, Snarey, & DeNicola, 1988, p.2).

As a high school student during Second World War Kohlberg identity formation was cantered by his Jewish German heritage as he witnessed incidents of anti-Semitism and closely followed current events involving the Nazis' treatment of European Jews. Instead going to college he went to help the Israel cause.

Dilemma of Heinz

Teodora Nikolova



- 1957-1958 using the dilemma of Heinz, Kohlberg finishes his dissertation research on the moral development
- Set up questions about the dilemmas
- He evaluated the student's responses
- Decision of what is wrong or right
- The dilemma

(Niente Ellis, 2012)

(Teachers Pay Teachers.n.d)

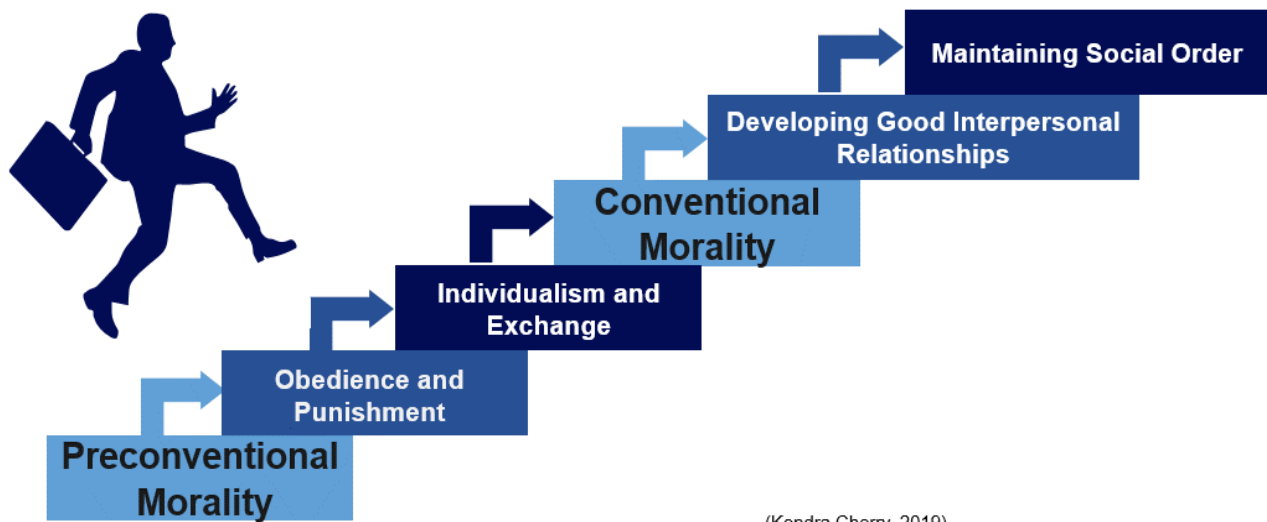
In 1958, Kohlberg completed a doctoral dissertation, based on the interviewed 72 young boys in Chicago about few moral dilemmas. The boys were asked, for example, "Should Heinz, steal a drug to save his wife live or not and let her die? Why or why not?" As a Kohlberg research the answers from the boys to that dilemma, he determined age related differences in the moral causes the boys used to find and justify their moral choices and decisions. Although psychologist at the time were unwilling to utter the "word or otherwise depart from relative stages of moral judgment, at each of which persons constructed continuously complex and progressively better useful understanding of morality.

Lawrence Kohlberg's personal experience during his boyhood and early adulthood helped to lay the direction of his ideas. He was an evolutionary psychologist who had deep personal effect on a great academic fields and lot of people. He understood that children and adults, are developing their moral reasoning forming their own moral judgments and capable of looking through them. He made morality a central solicitude in psychology, he remains the person most often discern as a main role in the field of moral cognition, and moral psychology, moral education, and moral development. Lawrence Kohlberg's method of disquisitional was rare in that he looked not in the results, he looked for the process. To define the moral stage the person was in; Kohlberg introduce each participant with a representative moral dilemma. However, Kohlberg was focusing not on the person's decision of what is right or what is wrong, kind of was the reasoning that make the person exactly there he identifies the moral stage how the one perceives right or wrong. This process of Kohlberg theory it apart for other theories.

(Info Bloom, n.d.)

Stages of Moral Development

Petya Petrova

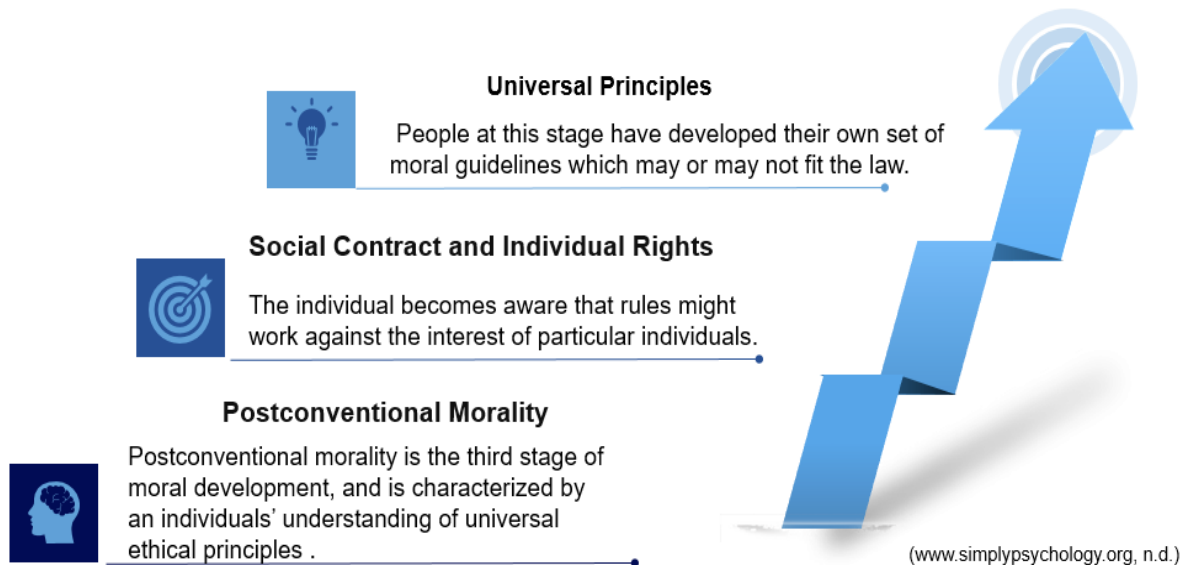


(Kendra Cherry, 2019)

This task aims to explain the stages of Kohlberg's theory of moral development. Kohlberg's theory of moral development focuses on how people develop morality. Kohlberg's theory suggests that moral development takes place on three levels and six stages. These three levels are pre-conventional, conventional and post-conventional. (Thomas Armstrong, 2012) At the pre-conventional level, the child's sense of morality is formed on the basis of observations. Children believe in the rules of adults, as parents and teachers. A child with pre-conventional morals still does not understand what is right or wrong and accepts the conventions of society. At the conventional level, children agree to accept the rules of adults because they believe that following the rules of behavior will avoid punishment. This presentation will focus on the latest stages of Kohlberg's theory, which are important for the moral development of adults. The stages of an individual's adulthood are the Social contract and individual rights and Universal principles. Orientation of the social contract and personal rights. At the post-conventional level, the individual goes beyond the perspective of his own society. Morality is determined by abstract principles and values that are found in all communities and situations. The individual tries to take the perspective of all individuals. (Sanders, 2019) The ideas of the social contract and personal rights make people at this stage take into account the different values and beliefs that other people have. To sustain society, laws must be obeyed, but members of society must agree to those laws. Laws are seen as a public contract and are considered necessary to maintain order, equality, and justice. Laws and rules that do not promote the general well-being of society, and those laws that do not meet people's needs, must be changed when necessary to achieve the best for the greatest number of people. Of course, when change is needed, it needs to be done by a majority decision to meet the needs of as many people as possible. This proves to people that laws are not fixed, they can be changed according to the needs of society. Theoretically, modern democratic governments around the world are based on the fifth stage of Kohlberg's theory. In summary, the individual recognizes and obeys the laws of society, as laws improve people's lives.

Stages of Moral Development

Petya Petrova



Universal-ethical-principled orientation. The universal-ethical-principled orientation is the highest stage of Kohlberg's theory of moral development. He himself claims that some individuals will never reach this level. (Sanders, 2019) At this stage, action is determined by the ethical principles of the individual. These concepts are abstract and apply to everyone. . In general, the principles chosen focus on ideas such as equality, dignity, or respect. Laws are valid only insofar as they are fair, and the commitment to justice entails an obligation not to obey unjust laws. (Lumen, 2008). People choose the ethical principles they want to follow, and if they break those principles, they feel guilty. (www.gracepointwellness.org, n.d.) This is how the individual acts because it is morally right to do so. Some people at this level of development believe that their ethical principles should be placed above previously established rules and laws. Major social changes are often carried out by people acting from a universal ethical orientation. These social changes were encouraged by people whose actions were also guided by this level of moral reasoning, although their ethical actions proved inconvenient, difficult, or even harmful. (www.gracepointwellness.org, nd) As mentioned above, Kohlberg says that the sixth stage exists, but it is difficult for him to prove which individuals operate on this level constantly.

Conclusion

This theory is divided into three levels, each with two stages. The purpose of this task, was to study the moral development of older individuals. In Kohlberg's theory, the moral development of the adult begins at the third level. The fifth stage of development was related to individual rights and the social contract. The cognitive development of adults is dynamic and develops on many levels. In adulthood, the intellect often strives to become more flexible and socially oriented. Many studies show that some individuals can develop intellectually and morally throughout their lives, some never reach the last levels of morality, and others can regress. (Fischer, Ian, and Stewart, n.d.) Future research may change our knowledge of how people develop moral and ethical principles, and may help many adults cope with new challenges such as changing social and environmental conditions.



Conclusion

Petya Petrova

Adulthood is the longest stage in human's life.

We make progress but we can also regress.

An individual may stop to progress at any given stage and at any age.

During adulthood, the intellect often strives to become more flexible, synthetic and constructive.

Moral development is not significantly affected by social, cultural or religious conditions.

(Sanders, 2019)

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