Psychosocial System

**Psychosocial Assessment**

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**Introduction**

- Emotional response during illness is of extreme importance
- Mind-body-spirit connection is well established
- When a physiological response occurs, there is a corresponding psychological response

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**Self Concept**

- "The psychic representation of an individual, the central core of 'I' around which all perceptions and experiences are organized"
- Subjective sense of the self

- 4 Components
  - Identity
  - Body image
  - Role performance
  - Self-esteem

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**Self-Concept**

- Developmental Tasks
  - 0-1 Year
    - Begins to trust, distinguishes self from environment
  - 1 to 3 Years
    - Has control of some language
    - Begins to be autonomous in thought and actions
    - Likes body
    - Likes self

- 3 to 6 Years
  - Takes initiative
  - Identifies with a gender
  - Self-awareness
  - Language skills

- 6 to 12 Years
  - Is industrious
  - Interacts with peers
  - SE with skill mastery
  - Aware of strengths & limits
Self-Concept
- 12 to 20 Years
  - Accepts changed body
  - Explores future goals
  - Feels about self
  - Interacts with those whom finds sexually attractive
- Mid-20s to Mid-40s
  - Has intimate relationships c. family and SO
  - Has stable, positive feelings about self
- Mid-40s to Mid-60s
  - Can accept changes in appearance and endurance
  - Reassesses life goals
  - Shows contentment c. aging
- Late 60s on
  - Feels about life & its meaning
  - Interested in providing a legacy for the next generation

Identity
- The internal sense of individuality, wholeness, & consistency of a person over time
- Identity implies being distinct, unique & separate from others

Body Image
- Person’s perceptions of the body, both internally & externally
  - Includes feelings & attitudes toward the body
- Developmental changes such as physical growth & aging have more apparent effects on body image than on other aspects of self-concept

Body Failure/Disrupted Self-Image
- Depending on the phase of the trajectory
  - may need counsel on deeply personal matters
- Interventions focus on the meaning of:
  - Body Image
  - Perceived limitations
  - Failures and successes in performance
  - Body’s relation to one’s sense of self

Body Image
- A central concept to human experience
- Ideal body is set by a cultural stereotype
- How we think about our body influences our perception of the world
Chronic Health Problems
- Require incorporating a new image of self
  - External:
    - Wounds
    - Facial disfigurement
    - Burns (strongest negative impact)
  - Internal:
    - Diabetes
    - Hypertension
    - Heart disease
    - Functional limitations
      - Amputation
      - Osteomyelitis
      - COPD
      - Symbolic meaning of body parts

Factors Influencing Integration
(adaptation and acceptance)
- Age
  - Children/adolescents
- Sex
- Coping abilities
- Prior experience
- Reactions of health team
- Reactions of others

Poor Integration
- Poor acceptance
- Psychological symptoms
  - Anger/resentment
  - Depression
  - Anxiety
- Impaired grieving process r/t loss of ideal self → chronic devaluation of self

Goal: Accept and Adapt
- "A successful revision of body image"
- 4 stages
  - Impact: Attention to body parts & disease, coping with disfigurement
  - Retreat: A period of denial and indifference
    - Allows one to regroup
  - Acknowledgement: Losses are faced, discussed & grieved
  - Reconstruction: Assimilate a new image, adaptive devices used, adjustments made

Identity
A client with a sense of hope, direction, purpose, and identity is better able to meet the challenges of life and illness

Reconstructing Identity
- Defining and redefining identity
  - What can I do?
  - What can't I do?
  - How long will I be able to.....?
  - Testing and retesting
  - Establishing new priorities
- Refocusing direction
  - New importance of old intact abilities
  - Shifting importance of body-mind to mind-body
  - Substituting new activities for old
  - Using devices for activities
Self-Esteem

- An individual's sense of self-worth
- Based on both internal and external factors
- Consider the relationship between self-concept and the ideal self
- Self Esteem
  http://www.youtube.com/watch?v=U_GTQw7BeU

A Positive Sense of Self-esteem, is a Basic Human Need

- Priority 1: Life-threatening problems & those interfering with physiologic needs
- Priority 2: Problems interfering with safety & security
- Priority 3: Problems interfering with love & belonging
- Priority 4: Problems interfering with self-esteem
- Priority 5: Problems interfering with the ability to achieve personal goals

Role Performance

- Roles assumed or followed in given situations
- Involve expectations or standards of behavior that have developed in one's society or culture
- Successful: Able to distinguish between ideal role expectations and realistic possibilities
- Most have multiple roles

What are Some of Your Roles?

Stressors Affecting Self-Concept

- Any real or perceived change that threatens identity, body image, self-esteem, or role performance

Common Stressors that Can Influence Self-Concept

-_invalid_language
Relationship of Self-Concept to Stigma

- Social isolation often develops from stigma
- Stigma disqualifies an individual from full acceptance
- Think: stigma and identity
- When you don't fit the stereotype
- When you are not what you 'should' be

Types of Stigma

- Physical deformity
- Character blemishes
- Prejudice (perceived deficit of another group)
- Individual is prevented from interacting in an easy way because of discredited trait

Responses to Stigma

- Stigmatized person:
  - Discouragement
  - Isolation
  - Secondary gain
  - Resistance
  - Covering
  - Reducing impact of difference

- Society:
  - Devaluing (less valuable, less human)
  - Stereotyping
  - Labeling
  - Change the label

Interventions

- Develop own group
- Access peer groups
  - Being with own kind vs. being with normals
- Self-help groups
- Develop supportive others
  - Advocacy
  - Change definitions (criteria for normal)
Nursing Process and Self-Concept

Nursing Priorities
- Reduce anxiety/fear
- Support grieving process
- Facilitate integration of self-concept and body-image changes
- Encourage effective coping skills of client/SO
- Promote safe environment/client well-being

Discharge Goals
- Reports/anxiety/fear manageable
- Progressing through stages of grieving
- Client/family dealing realistically with current situation
- Safe environment maintained
- Plan in place to meet needs after discharge

The Stigma Exercise

Psychosocial Lab: Physical Impairment Simulation Activity

Directions:
- Select 1 of the following activities with your small group.
- Go to the bookstore, library, cafeteria, and bathroom and participate in activities you would normally do in those areas. Conduct a "Psychosocial Assessment" on the person with the special needs. Return to lab in 30min.
- Keep mental notes, recording what you heard, felt, and experienced. Plan to share your experiences with the class.

Activities List
1. Maneuver around using a wheelchair, cane, walker, crutches, \( \mathrm{O}_2 \)...
2. Simulate having a sensory deficit such as a hearing impairment, a visual impairment: blindness, cataracts, patch, peripheral vision blocked...
3. Simulate having a colostomy, a nasogastric tube
4. Simulate incontinence by having a Foley catheter
5. Simulate having an infection, such as an infectious respiratory disorder (mask, skin disorder...)
6. Simulate having an injury, such as a broken nose, broken arm, amputation, neck injury, head injury
Psychosocial System

**Please Note**

- Aim for authenticity and conduct yourself in a manner that is safe and respectful of yourself and others.
- Attempt to engage in those activities that maximize your contact with environmental elements.
- Reflect on your feelings and interior experiences and your observations of the people and elements in your environment.

**Optional Activity:**

1. I also recommend that you participate in a simulated exercise lasting for one twenty-four-hour period. You could choose to be blind for twenty-four hours by wearing sleep shades or hearing-impaired by wearing earplugs and remaining mute or mobility-impaired by using an assistive device.

**We'll Review Your Observations When You Return**

**Study Guide**

- Apply the components of self-concept to various scenarios
- Choose appropriate psychosocial interventions strategies
- Select various psychosocial nursing diagnoses
- Decide on the most therapeutic responses to alterations in self-concept