

A cross-sectional comparison of the relationship between phase of life developmental tasks and characteristics of physicians referred to a psychiatric treatment program

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Purpose

- Often physicians referred to psychiatric treatment programs come because of issues that affect their ability to meet their roles as treatment providers.
 - The diagnosis and treatment is frequently based within the context of the psychiatric, personality, or physical disorder;
 - While the diagnosis of a phase of life disorder is rarely employed as the core diagnosis.

Purpose (continued)

- To provide effective therapy, it is important to understand the goals and motivations of the physician clients and how these goals and motivations relate to the dysfunctional behavior.
- The purpose of this study is to determine if differing core developmental tasks interact in predictable ways with personality characteristics to cause behavioral dysfunction.

A number of well respected theoretical frameworks employ adult developmental stages

		Approximate Age in Years																																																									
		17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70				
Levinson	Novice phase of early adulthood											Culmination of early adulthood										Middle Adulthood										Late Adulthood																											
	Early adult transition	Entering the adult world					Settling down					Midlife transition					Entering middle adulthood					Age-50 transition					Culmination of middle adulthood					Late adult transition					Late adulthood																						
Loevinger	Independence Stage										Autonomous Stage										Integrated Stage																																						
	Gives up hobbies as a primary interest in favor of "more useful" things.		Attends college and lives away from home for the first time.		Becomes involved with a significant other.										Begins to question the professional and social life					Plays the corporate games					Begins to question the professional and social life choices but continues on.										Becomes aware of the thoughts and goals of others.					Corporate games become less important					Takes greater interest in grandchildren.					Becomes interested in hobbies again and learning for sake of learning instead of learning for the job.					Does community service and is quietly amused at any recognition received.				
Erickson	Identity vs. Role Confusion		Intimacy vs. Isolation										Generativity vs. Self Absorption										Integrity vs. Despair																																				
Peck											Value Wisdom, Socializing										Mental Flexibility										Ego Differentiation from Work																												
Gould	Desire to leave parents		Leaving family					Developing Independence					Questioning self; role confusion					Urgency to attain life goals					Acceptance of one's fate					Tolerant acceptance of past																															
Kohlberg	Duty to Society										"Social Contract Orientation"										"Ethical Principles Orientation"																																						
	Focus on authority, fixed rules, and social order. Respect is earned through adherence to duty										Emphasis upon procedural (legal) rules for reaching consensus. Awareness of the relativism of personal values.										Emphasis on decisions of conscience and self-chosen, abstract principles that are logical, comprehensive, universal and consistent.																																						
Interpretation	Identifying self as an Adult										Being an Adult										Resolving and Reflecting on Adulthood																																						

■ These frameworks generally recognize three basic divisions of the adult span:

- Young adulthood;
- Midlife; and,
- Old age.

Young Adulthood

	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Levinson	Novice phase of early adulthood																			
	Early adult transition				Entering the adult world				Entering the adult world				Settling down							
Loevinger	Independence Stage																			
	Gives up hobbies as a primary interest in favor of "more useful" things.		Attends college and lives away from home for the first time.		Becomes involved with a significant other.															
	Gets a job and begins paying own bills.																			
Erickson	Identity vs. Role Confusion				Intimacy vs. Isolation															
Peck																				
Gould	Desire to leave parents				Leaving family				Developing Independence											
Kohlberg	Duty to Society																			
	Focus on authority, fixed rules, and social order. Respect is earned through adherence to duty																Empha			
Interpretation	Identifying self as an Adult																			

- Young adulthood:
 - Self focused;
 - Concerned with differentiation
 - Concerned with establishing identity

Midlife

		Approximate Age in Years																						
		37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59
Levinson	of e	Culmination of early adulthood									Middle Adulthood													
	ee	Settling down			Midlife transition					Entering middle adulthood				Age-50 transition				Culmination of middle adulthood						
Loevinger		Independence Stage			Autonomous Stage																			
		involved with a significant			Begins to question the professional and social life					Begins to question the professional and social life choices but continues on.														
		Gets a job and begins paying own bills.			Plays the corporate games					Becomes aware of the thoughts and goals of others.														
		Corporate games become less important																						
Erickson	vs	Generativity vs. Self Absorption																						
Peck		Value Wisdom, Socializing									Mental Flexibility													
Gould		Questioning self; role confusion									Urgency to attain life goals													
Kohlberg	D	"Social Contract Orientation"																	"Ethical Principles Orientation"					
	ut F o	Emphasis upon procedural (legal) rules for reaching consensus. Awareness of the relativism of personal values.																	Emphasis on decisions of conscience and self-chosen.					
Interpretation	Id e	Being an Adult																						

■ Midlife:

- Concerned with output
- Concerned with family
- Concerned with career and transition

Old Age

		Approximate Age in Years											
		60	61	62	63	64	65	66	67	68	69	70	▶
Levinson	of eAc	Late Adulthood											▶
	eg th	Late adult transition					Late adulthood						▶
Loevinger	den nou	Integrated Stage											▶
	with and	Takes greater interest in grandchildren.					Does community service and is quietly amused at any recognition received.						▶
	G et ou fed	Becomes interested in hobbies again and learning for sake of learning instead of learning for the job.											
Erickson	vs. S	Integrity vs Despair											▶
Peck	Y a e	Ego Differentiation from Work											▶
Gould	U r	Acceptance of one's fate					Tolerant acceptance of past						▶
Kohlberg	D "S ut oc	"Ethical Principles Orientation"											▶
	F E o m	Emphasis on decisions of conscience and self-chosen, abstract principles that are logical, comprehensive, universal and consistent.											▶
Interpretation	Id B e ei	Resolving and Reflecting on Adulthood											▶

■ Old age

- Concerned with acceptance
- Concerned with legacy

Method

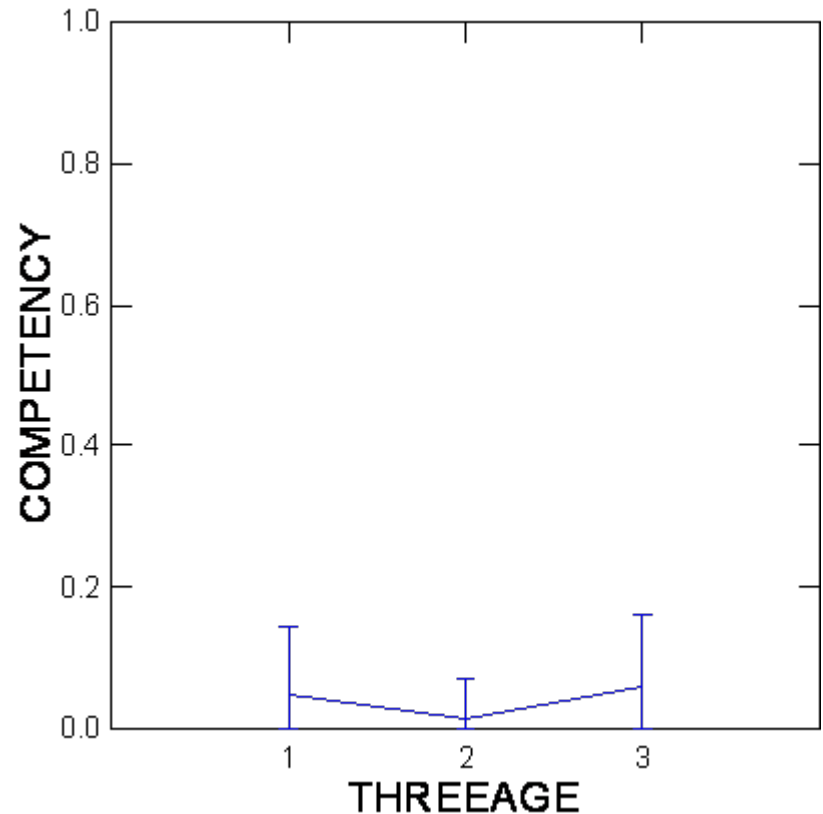
- 10 physicians in each of two age groups were analyzed in the initial part of the study. Based on these results we expanded the groups for statistical analysis.
- Statistical analysis was conducted on 531 professionals referred to the Professional Renewal Center in Lawrence Kansas.
- For most analyses, the data were divided into groups based on age:
 - Group 1 was 20 – 39 years old;
 - Group 2 was 40 – 59 years old; and,
 - Group 3 was 60 years or older.

Methods

- The groups were of disproportionate size, with:
 - Groups 1 and 3 representing approximately 10% of the sample respectively; and,
 - Group 2 representing approximately 80% of the sample.
- Because of these sample characteristics, most of the analyses are best interpreted as descriptive, what inferential statistics are run will be biased by the characteristics of the middle age group.

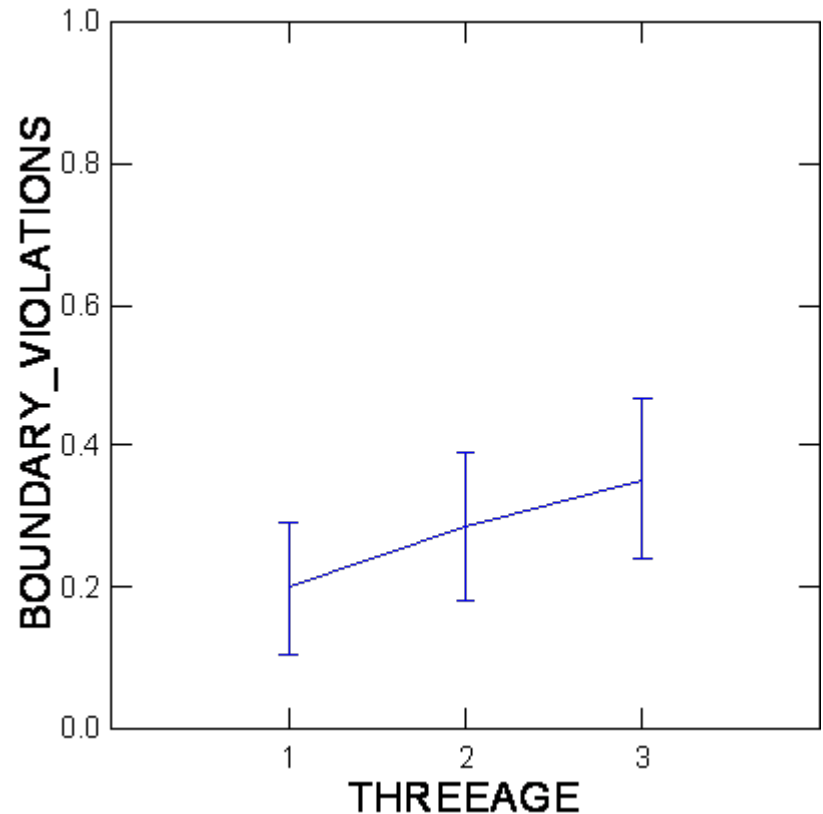
Results

- Probability of a competency referral by age group:
 - Both the early adult and old age groups are more likely to be referred for competency;
- The differences are not statistically significant.



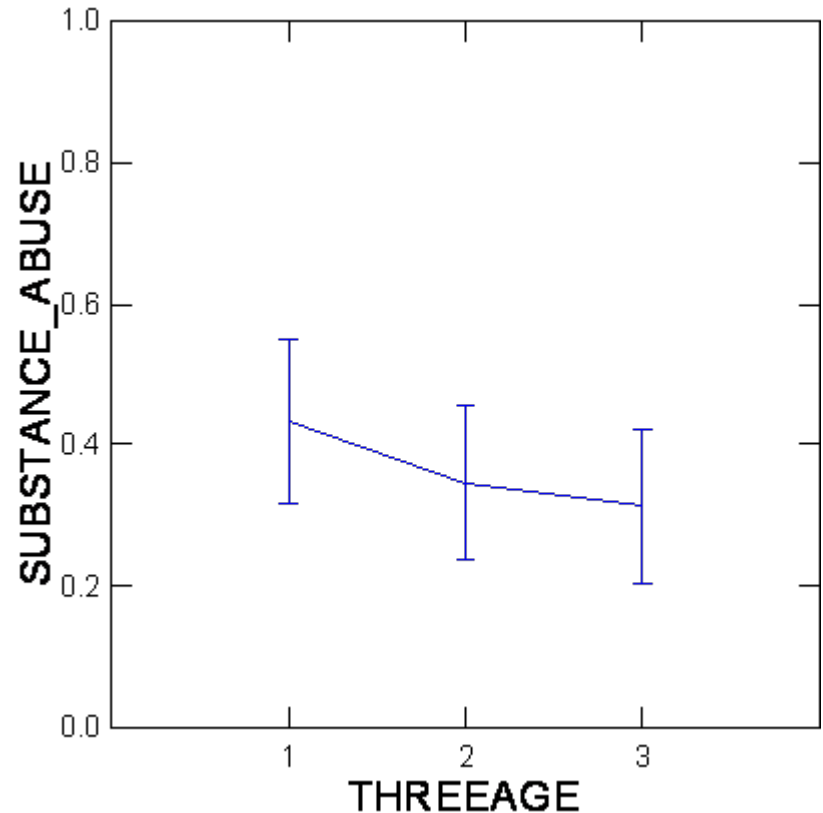
Results

- Probability of a referral for Boundary violations by age
 - The probability of a referral increases with age
- The trend is significant.



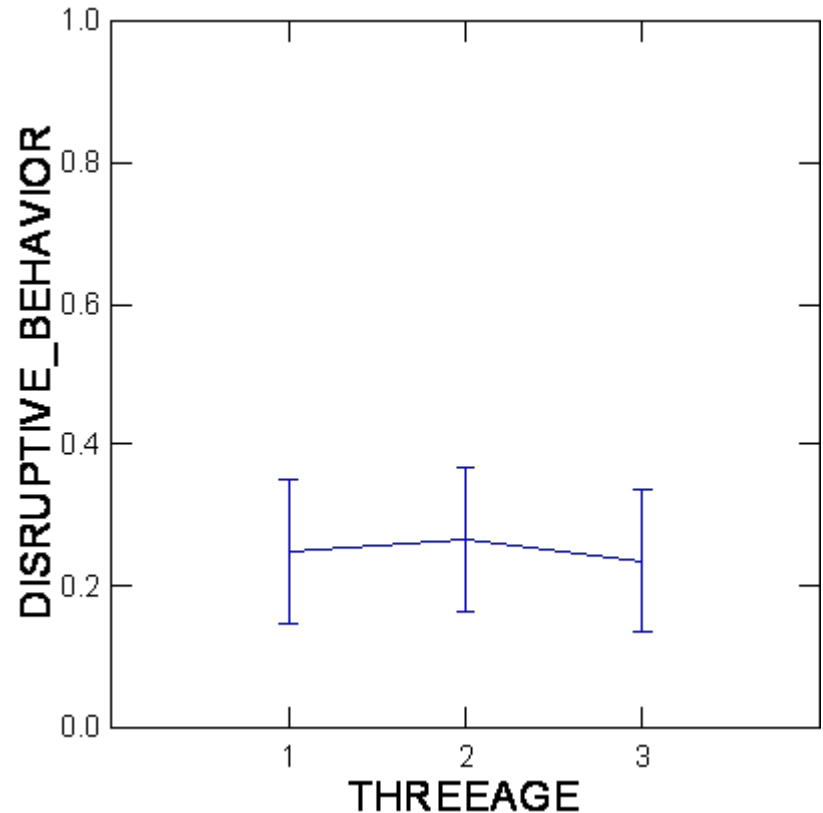
Results

- Probability of referral for Substance Abuse by age:
 - The probability of a referral decreases with age
- The trend is significant as is the comparison of age group 1 to age group 3.



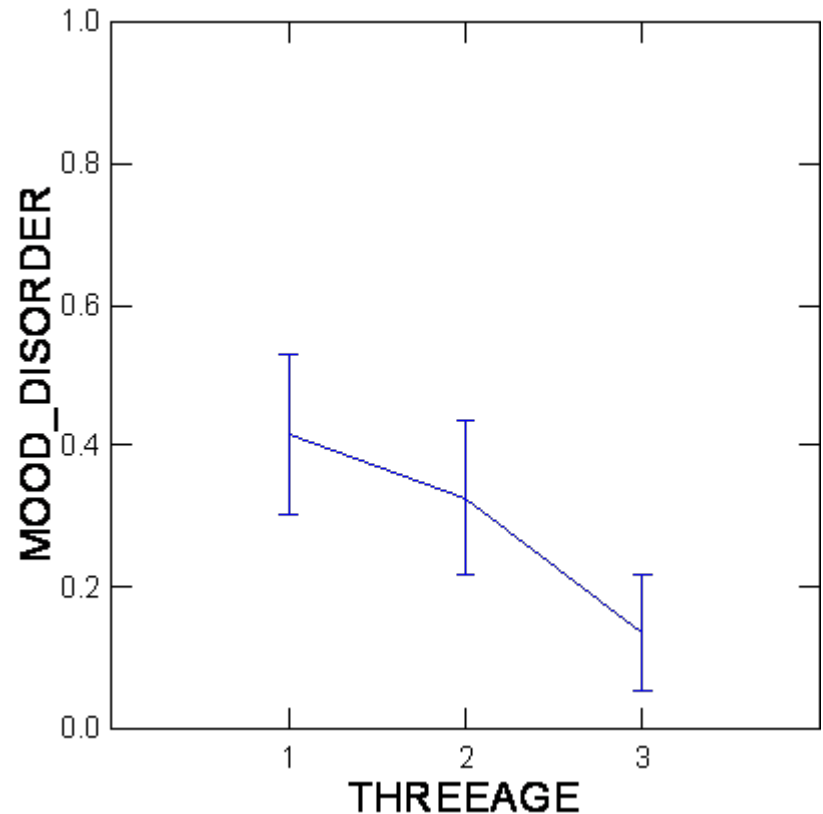
Results

- Probability of referral for Disruptive behavior by age:
 - No differences in the probability of referral are seen across the three age groups.



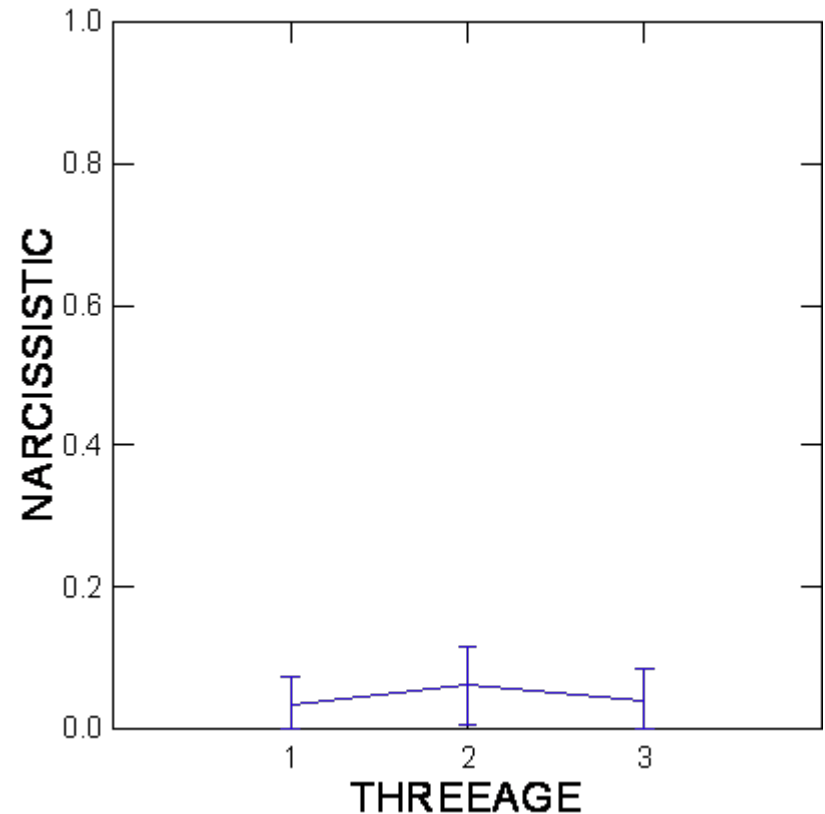
Results

- Probability of referral for Mood Disorder by age:
 - The probability of a referral decreases with age
- The trend is significant as is the comparison of age group 1 to age group 3.



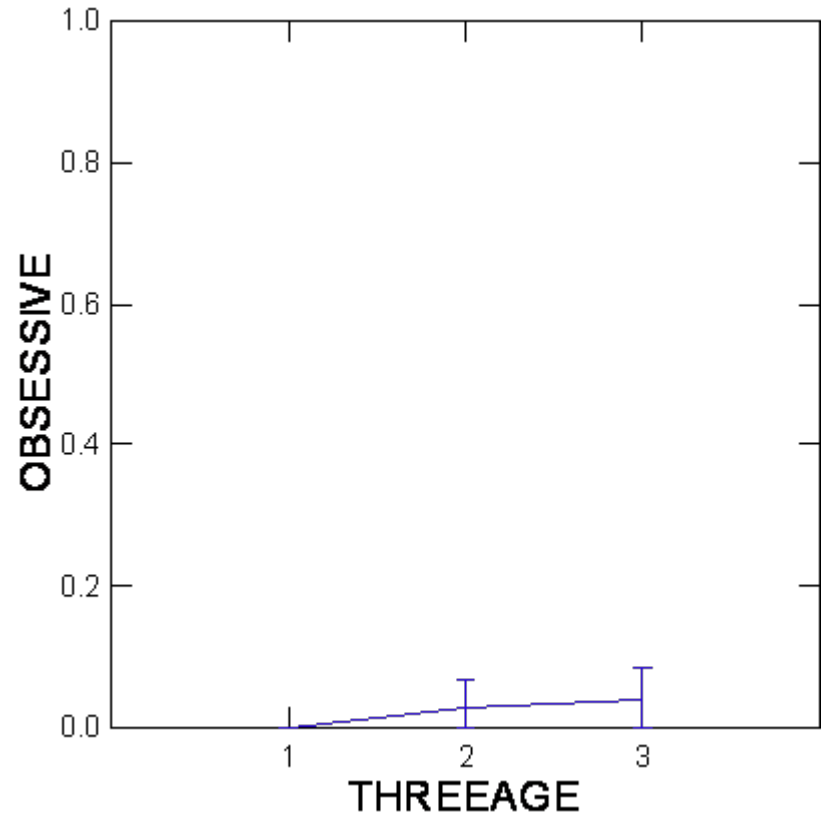
Results

- Probability of a diagnosis of Narcissistic Personality Disorder
 - The probability of a diagnosis does not change across age groups



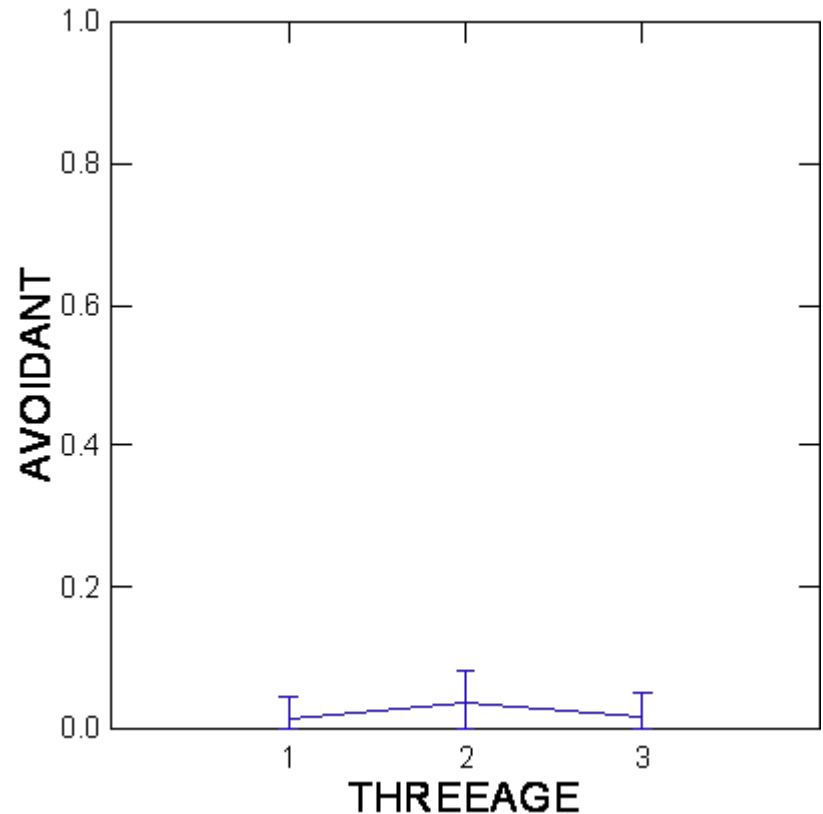
Results

- Probability of a diagnosis of Obsessive Personality Disorder
 - The probability of a diagnosis appears to increase slightly across age groups
- The differences are not statistically significant.



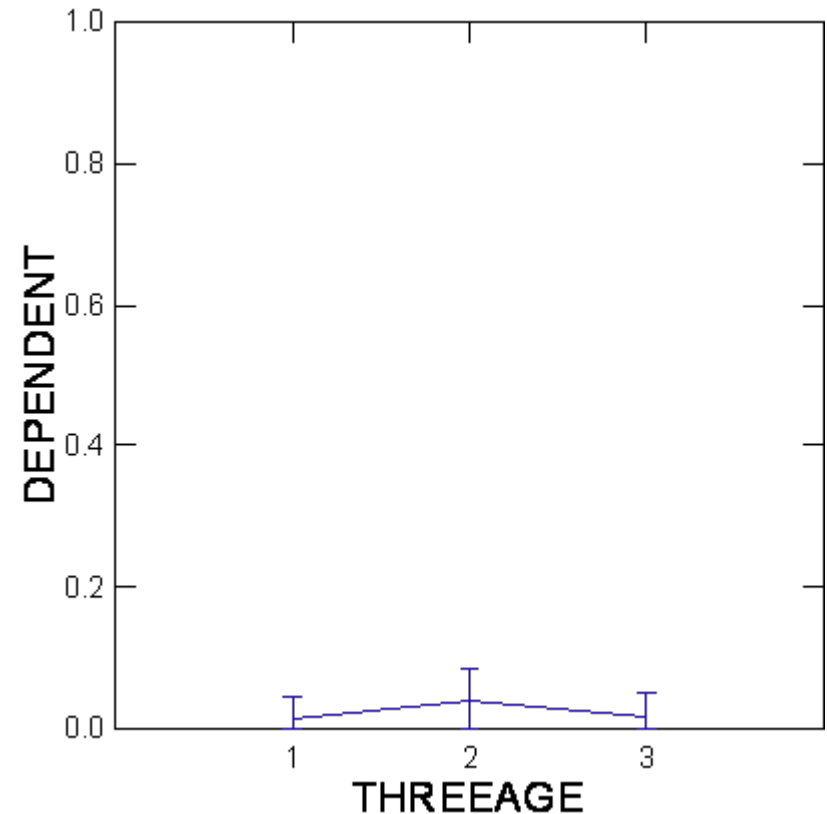
Results

- Probability of a diagnosis of Avoidant Personality Disorder
 - The probability of a diagnosis appears to increase slightly in the middle age group
- The differences are not statistically significant



Results

- Probability of a diagnosis of Dependent Personality Disorder
 - The probability of a diagnosis appears to increase slightly in the middle age group
- The differences are not statistically significant



Results

- Different patterns emerge across the developmental stages for personality patterns as well as referral patterns.
 - Consistent with expectations, issues of productivity and family dominate for the mid life cohort
 - while tension between issues of re-evaluation and liberation dominate in the late mid to early old age cohort.
- These issues were found to interact with the personality characteristics of the subject physicians in different ways in each cohort.



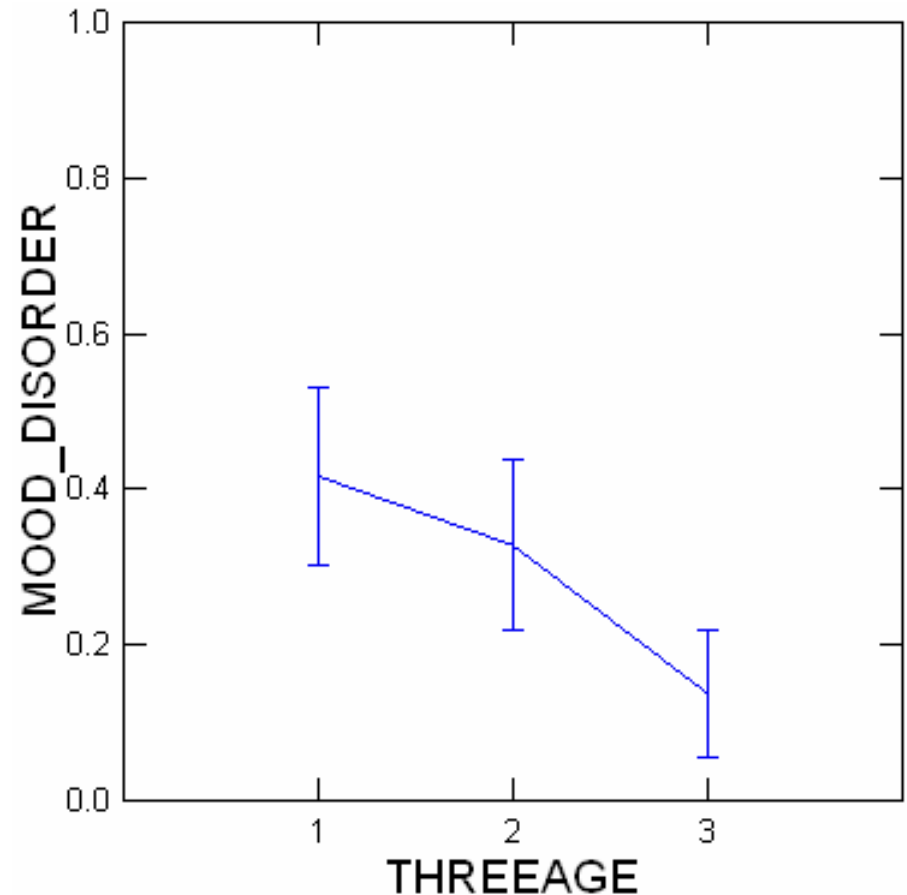
Discussion

- Three examples
 - Mood disorder
 - Boundary violations
 - Disruptive behavior

Mood disorder

■ Themes:

- Early adulthood,
 - Isolation;
 - Adjustment;
- Middle
 - Family
 - Work frustration
- Old age
 - Emptiness
 - Disappointment
 - Transition



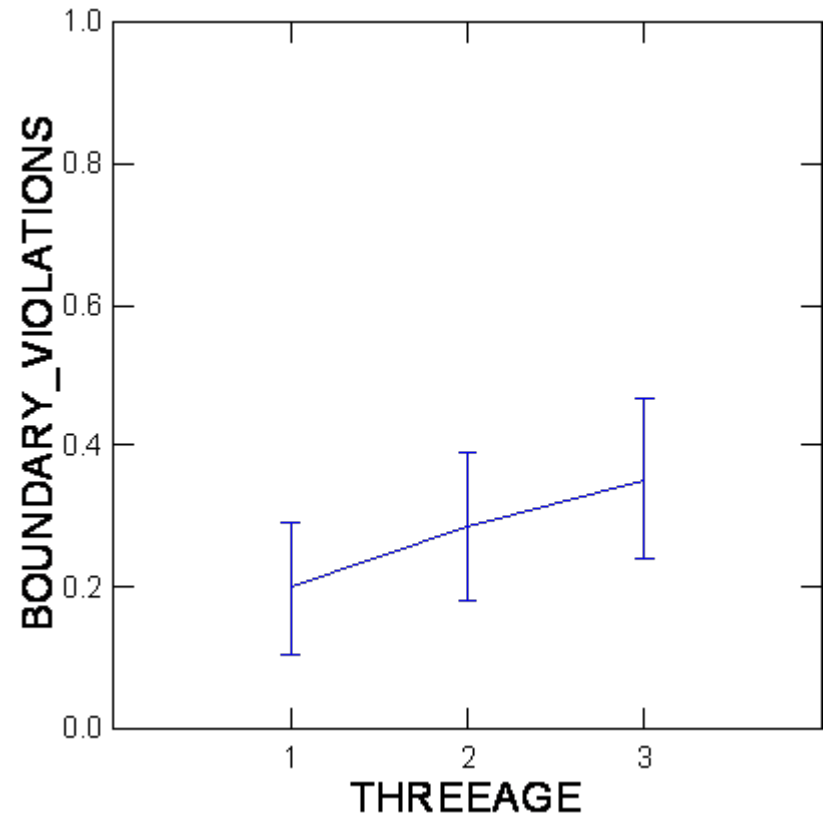
Mood disorder

- Young adulthood – Becoming an Adult
 - Narcissism: “Is that all there is?”
- Middle age – Being an Adult
 - Obsessive: Working, family costs
 - Avoidant: Won’t discuss issues
 - Dependent: High demands without reciprocity
- Old age – Reflecting on Adulthood
 - Obsessive: “What have I achieved?”
 - Obsessive: “What am I leaving?”

Boundary violations

■ Themes:

- Early adulthood,
 - Entitlement;
 - Role confusion;
- Middle
 - Expectation
 - Work frustration
- Old age
 - Emptiness
 - Denial



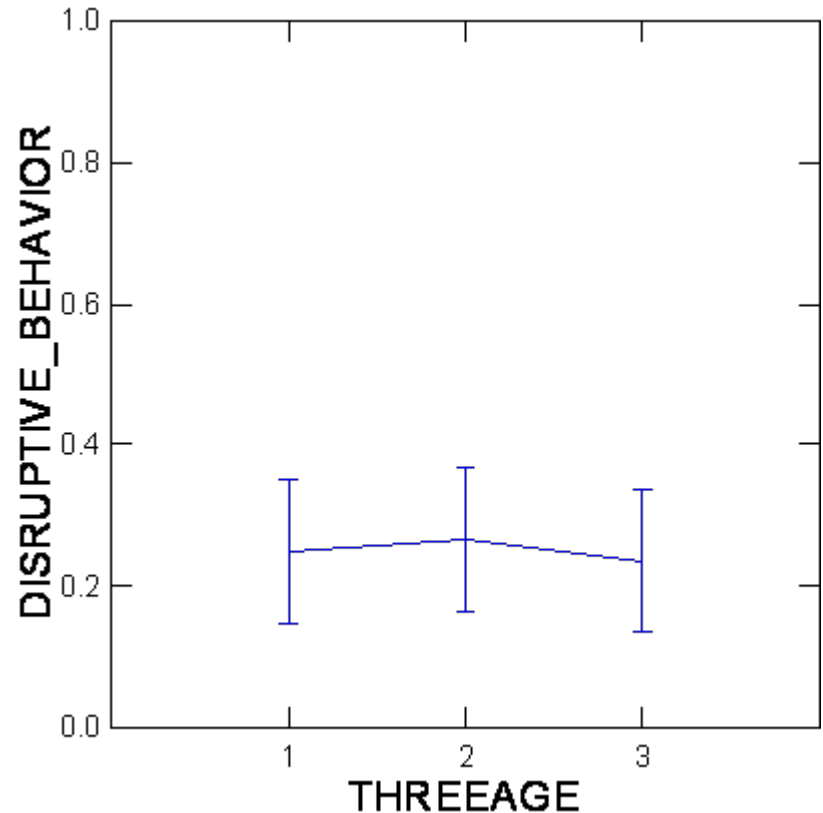
Boundary violations

- Young adulthood – Becoming an Adult
 - Narcissism: Entitlement, FMG
- Middle age – Being an Adult
 - Narcissism – I've earned it, how can they not love me?
 - Avoidant: Won't discuss issues
 - Dependent: High demands without reciprocity
- Old age – Reflecting on Adulthood
 - Obsessive: "What have I achieved?"
 - Narcissism: "He/she's not good enough for me."

Disruptive behavior

■ Themes:

- Early adulthood,
 - Aggression;
 - Superiority
- Middle
 - Striving
 - Work frustration
- Old age
 - Entitlement
 - Fear of displacement



Disruptive Behavior

- Young adulthood – Becoming an Adult
 - Narcissism: “I know it all!”
- Middle age – Being an Adult
 - Obsessive: My way or the highway.
 - Avoidant: Won’t discuss issues
 - Dependent: High demands without reciprocity
- Old age – Reflecting on Adulthood
 - Obsessive: “It’s all me!”
 - Obsessive: “You can’t do it right!”

Conclusion

- As anticipated, the developmental tasks faced by physicians referred to the psychiatric treatment program varied by age cohort, and they interact with reasons for referral, diagnosis, and psychiatric characteristics.
- We would anticipate that treatment approaches sensitive to the motivations and goals of these patients as reflected in the developmental tasks on which they focus would have a greater chance for success.