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**COURSE--- PSYCHOLOGY FOR HEALTH AND SOCIAL
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Task 2: Reflective Essay

Reflect on Psychological theories

In the field of psychology and philosophy, the contribution of nature and nurture to the development of human intelligence is one of

the longest and endless debates. Long-term interaction with oneself and the social environment is the essence of the infant's mental development, and it has a significant impact on the infant's entire mental development. At the same time, genes play the most basic role in the baby's physical and intellectual development. Some characteristics, especially physical characteristics, including cognitive abilities such as color perception, are largely determined by genes, and environmental influences only play a very weak role (Erickson, Gartstein & Dotson 2017).

This controversy led to various developmental psychology theories about innate and acquired effects (Croker 2012). The theory of innateism tends to emphasize that children have inherent knowledge of specific fields, which are the result of the direct influence of mental development genes, and the external environment has little or no influence on this knowledge. In the specific computing stage (stage 3, 7 to 11 years old), children can adopt other people's viewpoints on object representations and perform cognitive transformation operations on specific object abilities (such as liquid conservation problems) (Murray et al., 2016). Finally enter the final

formal computing stage (stage 4, older than 11 years old), in this stage, children acquire abstract thinking ability and the ability to solve complex problems. Piaget's theory and development stage thoughts on abstract knowledge models have been stated.

Another theory, the developmental dynamic system theory of Thelen and Smith (1994), believes that biological and environmental factors contribute simultaneously. This theory takes into account the complex dynamic interactions between various neurological, physical, and environmental factors in the self-organization process of cognitive strategies.

Role of Health care professional in applying Psychological perspective

Some of the main theories of child development are called broad theories, and these theories usually describe the development of children at different stages of life. Other theories are called minitheories. Such theories only focus on one negative aspect of

development, such as cognitive development or social development (Camargos et al., 2016). In order to improve the professional skills and professional level of the majority of maternal and child health care workers, and give full play to the role of psychology in maternal and child health care, to help and guide the majority of pregnant women to establish a positive parent-child attachment relationship with families with 0-3 year old babies. It is common for adults to hug children in daily life, but most people do not understand the effect of hugs. In fact, hugging is an important expression of parent-child attachment between parents and children. Experts such as Marshall Klaus of American psychology have shown through many studies that hugs are a human primitive instinct and hugs are a need for spiritual comfort in young children. Good parent-child hugs help the formation of early attachment and improve the quality of attachment (Nelson 2017). According to Piaget, infants fully cooperate with the environment through reflective exercises. They did not think about what to do, but according to their senses and automatic reactions to get what they needed: food, air and caring. Piaget admits that as children grow and learn about their environment through teachers and staff, they begin to participate in purposeful and objective methods of

coordination. They actually start thinking about what needs to be achieved, how to achieve it and then do it. In addition, when infants create the eternal properties of objects, it is an ability to understand things, after all, whether visible or not. These two achievements are objectively coordinated behaviors and persistence of articles, which are characteristics and important achievements for infants' cognitive development (Landi et al., 2020).

Piaget divides childhood into six sub-phases: With the advent of new inspections and revelations, these sub-phases have been balanced to some extent over the years. These sub-phases include: reflexive action, basic reaction around the island, helpful reaction around the island, coordination of optional plans, third round of response, start or real thoughts. Although these sub-phases may sound confusing and confusing, they will be explained in more detail in the following sections to clarify them and highlight the important parts of each part.

The main phase is the reflexive measure, which lasts from birth to a few months. According to Piaget, even though infants engage in reflex activities, such as sucking while feeding or breastfeeding a jug,

or performing various reflexes before this article, they look for their environment and how to cooperate with them. The child does not consider self-reflection. Therefore, they mainly exhibit these reactions.

The subsequent sub-phase is the significant reaction around the island, which goes over the age of 1 to 4 months. During this time, children consciously resume activities to make them happy and desired results. In this way, they consciously get the job because they feel better or give them what they need. For example, a small child can suck on her clenched hand because it feels good for her and makes her feel relaxed. Analysts believe that infants at this age can also have hope for the environment and the logical outcome environment. The child will begin to see an example related to the opportunity and begin to look forward to the second opportunity after experiencing the main opportunity. For example, children at this age may find that when they see a container, they hope to take care of it soon. Infants' hopes for the structural consistency of the environment established Erickson's view of how young infants calculate how to trust or doubt the environment. If children learn about their needs

(such as appetite or restlessness), and this need continues to be met, they will figure out how they expect their needs to be met and figure out how they can be trusted. Again, if infants are familiar with an example that they have needs, but they do not have these necessities on a daily basis, they will figure out how they can expect their needs to be unmet and find out how to doubt their surroundings.

Learning to health and social care practice

After the baby is born, it can be divided into: infancy, early childhood, childhood, adolescence, and adulthood. Infancy is 0-1 years old, early childhood is 2-6 years old, it is the age of going to nursery school, childhood is 7-11 years old, it is the primary school stage, adolescence is from 12 years old to 23 years old, and various parts of the human body develop After maturity, it enters adulthood, old age, and the final stage of the life process. It is characterized by obvious degenerative changes in various organs and tissues of the body, and corresponding changes in psychology. The phenomenon of aging is gradually obvious. Studies have shown that the stressful emotional factors of the mother during pregnancy have varying

degrees of impact on the baby's psychological development level after birth, and the mother's stress and anxiety and depression levels during pregnancy are not conducive to the offspring's psychological development during infancy . From one perspective, the mother's anxiety or despair before childbirth can cause stress-related hormones, such as cortisol, which are transported to the bloodstream, which will definitely affect the development and transport of the fetus. The psychological anxiety during pregnancy is more significant and negative life. At 3 to 6 months, more occasions and more significant cortisol levels will affect the baby's cognitive development and emotional development. Piaget's cognitive development describes how scientific development continues in the process of describing young people. In fact, many studies have tested them. In general,

Piaget's broad view on cognitive development arrangements is accurate. Whether this is the case or not, the interest of this theory is questioned, especially with regard to the changes in cognitive ability over time (Feldman, 2005). For example, some cognitive abilities could not be improved before Piaget's recommendation. In addition,

the inclusion of all the scenes of the earl has been questioned. More and more evidence shows that in non-Western societies, the improvement of specific cognitive abilities is carried out according to different timetables (Feldman, 2005). In any culture, few people seem to have reached the highest level of cognitive development in Piaget: formal, coherent ideas (McDonald and Stuart-Hamilton, 2003).

In addition, speculation can provide us with a way to understand why individuals have specific goals, or why their relationship affects them in having specific goals, as discussed earlier. Walkers et al. (2007) provide many ways to make psychological theory and research help improve well-being and social consideration behavior. He said that through theory and research, we can recognize the difference between individual understanding and needs, so we can try to ensure that the personalized care provided is both appropriate and ideal. This appears to be quietly focusing on methods (marx.200x), the method aims to consider and respond to the patient's personal preferences, needs and values in care arrangements, and to ensure that the quality of the patient governs the clinical choice of each patient. The reason

for this discovery is that X refuses to accept the consultation of the dentist unless he talks to a former dentist whom he has not seen for a long time to hear the second point of view (Landi et al., 2020).

Conclusion

Current research has explored many factors related to infant psychological development, such as exposure to heavy metals and organics in utero, mothers' anxiety and depression, delivery methods, feeding methods, caregiver behavior, etc., but there are still many vacancies that need to be filled urgently. There is still no consensus on the role of factors such as the way of delivery, the mother's pre- and post-natal depression and the identity of the caregiver. Further research are needed.

In general, the existing research mostly focuses on one or several factors to study the developmental level of infants, and lacks a

comprehensive study of the overall exposure from the fetal period, the conditions of childbirth, and the environmental factors after birth.

Analysis and discussion of research surveys. In addition, most of the results in the current research are aimed at infants and young children aged 4 months and above. The research on the psychological development level and influencing factors of infants between 0 and 3 months has not been mentioned. Therefore, more research is needed on infant psychology. Longitudinal, comprehensive and comprehensive research on the influencing factors of development.

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