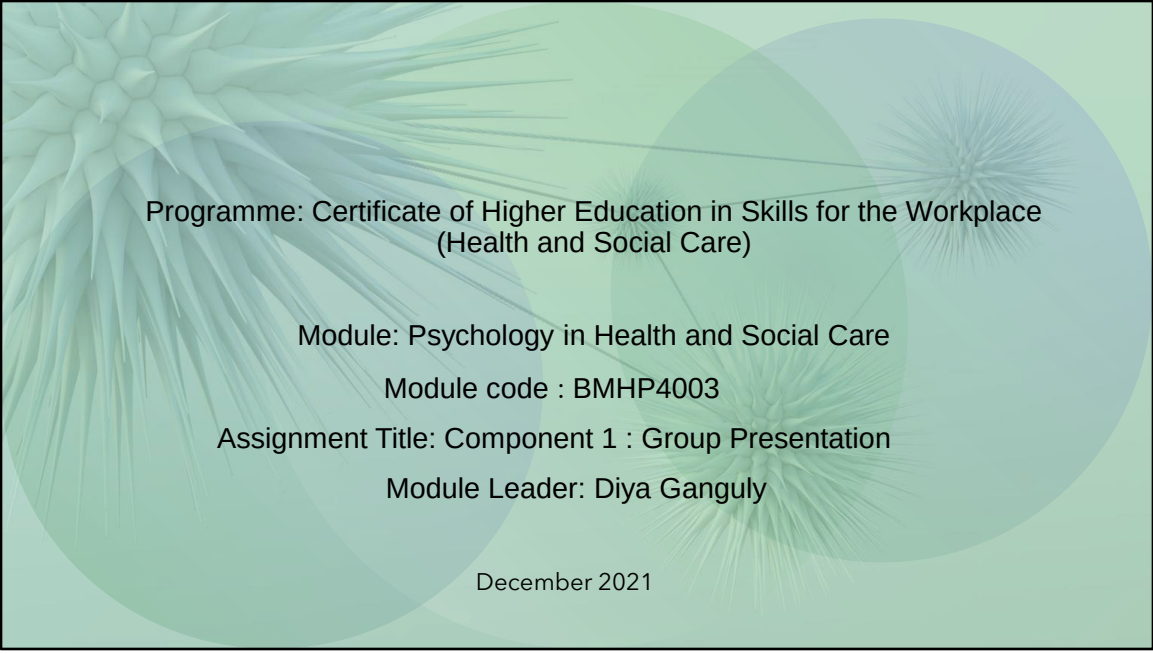




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Group Members

Andreea Niculaies (2020190)

Alessia Bonelli (2022998)

Betsheba Talibah Campbell-Barrington (2021164)

Andreea Niculaies (2020190)

Ali Timoteo do Rosario Monteiro (2021167)

Silviya Kancheva (2021292)

Silviya Kancheva (2021292)

Silviya Kancheva (2021292)

Introduction

"The words psyche (mind, soul, or spirit) and logos (word) are derived from the Greek psyche (mind, soul, or spirit) and logos (word) (knowledge, discourse or study). To put it another way, psychology is study's of the mind. Psychology as a distinct subject began in 1879, when Wilhelm Wundt established the first psychological laboratory at the University of Leipzig. (Gross and Naish,2015)

Developmental psychology investigate how humans evolve biologically, cognitively, socially, and emotionally across time.

One notable shift in the last 30 years or so has been the awareness that development is a lifetime process that extends beyond childhood and adolescence (the lifespan approach): development continues beyond childhood and adolescence into adulthood. (Gross and Naish,2015)

PSYCHOLOGY

Psychology Fields :
Development Psychology
Social Psychology
Personal Psychology
Clinical Psychology et.al. (Gross and Naish,2015)

Human nature dictates that we go through a genetically defined series of psychosocial phases throughout our lives.
Each stage entails a battle between two opposing personality outcomes, one of which is beneficial (or adaptive) and the other bad (or maladaptive). (Gross and Naish,2015)

What is Adolescence ?

"The word 'Adolescence' comes from the Latin 'adolescere' meaning to grow into maturity".

- Transitions from one set of living conditions to another. (Coleman and Roker, 1998). Click to add text
- Relationships with adults in general, and especially with parents, must be renegotiated in order for the adolescent to achieve greater independence. (e.g. equality and closeness) (Gross, 2015)
- Many difficulties and obstacles to overcome (key question about Identity and future). (Coleman and Roker, 1998).



The term "adolescence" is derived from the Latin *adolescere*, which means "to grow into maturity." Adolescence is characterised by changes in behaviour, expectations, and relationships with both parents and peers. (Gross, 2015) In addition to enormous physiological change. Relationships with adults in general, and especially with parents, must be renegotiated in order for the adolescent to achieve greater independence. Adolescence has traditionally been regarded as a period of transition between childhood and adulthood. However, writers today are more likely to describe it as a series of transitions involving education, training, employment, and unemployment, as well as transitions from one set of living conditions to another. Adolescence is both a challenge and a joy. It is a period in life when new skills emerge and a more complex and differentiated social life becomes possible. It is a stage in which family relationships are transformed, and there is opportunity for both greater separation from parents and greater

closeness and equality. It is a stage in which key questions about values and attitudes emerge, and the individual begins to grapple with some of the most difficult questions about identity and the future. (Coleman, 2011)

What does means being an adolescent?

- Age between 13-19 years old ("Teenagers") 
- New skills emerge (idealism and enthusiasm) 
- This stage it is a Challenge and Joy. A challenge for many difficulties and obstacles to face but at the same time is a joy because give the chance to find a new role.
- " Time of enormous physiological change, adolescence is also marked by changes in behaviour, expectations, and relationships with both parents and peers." 
(Gross, 2015)

Adolescence is a delight because adults can derive great pleasure from the idealism and enthusiasm for life evident in this stage of a young person's development. It is, however, a challenge because there are undoubtedly many difficulties and obstacles to overcome if adults and teenagers are to get along well.

What is the definition of adolescence?

What are the limits of adolescence?

Does it begin at puberty and end at the age of 20?

Is this overly simplistic?

This stage of life is perplexing for many people. To begin with, it is unclear when the stage begins and when it concludes. For some, the age of 13 is a good starting point, but what is considered adolescent behaviour can be seen at a younger age, and many people today believe that young adults in their early twenties who still live at home are, for all intents and purposes, adolescents. (Coleman, 2011)

How does Human Cognition affect Adolescences

➤ *What is human cognition?*

"Human cognition is defined by self-control: the ability to engage in complex, goal-oriented behaviours rather than just react to the moment at hand". (B.V., 2021)

➤ *There are several cognitive patterns seen in adolescences*

- ❑ **Logical thinking**
- ❑ **Common reasoning**
- ❑ **Speaking multiple languages**
- ❑ **Moral reasoning**

***Kholberg defined moral reasoning as "* judgements about right and wrong"**

Moral reasoning - Moral reasoning is a cognitive pattern that is very common in the mind of an adolescent as this is the life stage where individuals begin making decisions based on consequences. the mind of an adolescent will naturally begin to consider if the outcome will be good, bad, or if it is for personal such as maybe making a decision(s) to gain popularity e.g. getting praised by their peers.

Cognitive factors

- Cognitive factors which influence the mind of an adolescent are social development, physical development, environmental factors and cognitive development.
- A cognitive factor that we find has the greatest influence on how an adolescence thinks is the environmental factors of an adolescent. This factor is very effective throughout the adolescence stage and is commonly identified throughout both secondary school and college years.
- There is a huge cognitive advancement from the childhood stage to the adolescence stage one. A very visible advancement we can see from children to the teenage years is conscience thinking.
- ❑ **Conscious thinking**
 - "Consciousness refers to your individual awareness of your unique thoughts, memories, feelings, sensations, and environments. Essentially, your consciousness is your awareness of yourself and the world around you". (Cherry, 2021)

What are the cognitive advancements from childhood to adolescent?

There are major visible advancements that we can see from the childhood stage to adolescents one being their conscience thinking.

What does this mean exactly ? in both life stages the brain develops in two completely different ways. You will find that the mind of an adolescent begins to develop to a complex level where they are aware of themselves and their surroundings, you will also find that the way in which the mind of an adolescent has grown and developed they are also able to take those around them into consideration e.g. acknowledge when someone is angry or upset. Unlike children who are not quite as aware of their surroundings due to their minds not being as developed they only acknowledge and think about themselves which is why you find children to be

very self centred where everything is about them e.g. "my toy, my mummy, I want".

One other example where we can see cognitive advancements from childhood to adolescence is the ability to take large amounts of information and memorise it. children are not as capable of memorizing information as well and quickly as adolescents a great example of this is the alphabet and counting to the number ten, this is something so simple yet it's quite difficult and takes years of repeating in order for a child to confidently remember. Whereas Adolescents are able to memorise the tasks which they have to complete for the week, they can memorise more complex math equations, names, cities etc this is a major advancement from childhood.

Subconscious thinking- Unconscious and conscious thinking are two topics scientists always begin to explain when they are touching on the topic of subconscious thinking the reason for this is because unconscious and conscious thinking and the behaviours that come with them all work together at some point in the mind and have an effect on the subconscious mind. The Subconscious part of the brain role control thoughts, synchronize movements and helps us to express our emotions depending on the level of information processing, this is something we cannot control and can happen at whenever. (Bryn Farnsworth, 2021)

Adolescence Emotions Patterns



"Mood Swing" Google.com

➤ Although it is now widely acknowledged that identity creation does not begin or stop during adolescence, the major job of teenage emotional development is to build a genuine and cohesive sense of self . (Erikson, 1968).

➤ However, this is the first time in a person's life when they have the capacity to deliberately sift through who they are and what makes them unique and different (Kroger, 2004).

❑ There are two ideas that make up **identity**:

- **The self-concept** is a set of beliefs about self - knowledge, such as one's physical characteristics (e.g., tall, intellectual), roles and objectives (e.g., intended career), hobbies, values, and beliefs (e.g., religious, political).
- **Self-esteem** is a term used to describe how one feels about one's own self-concept. Again, we must distinguish between "global" self-esteem, which refers to how we feel about ourselves as a whole, and "specific" self-esteem, which refers to how much we enjoy certain aspects of ourselves (e.g., our appearance).(Dumitrescu,2015)

- It is common for adolescents to be moody during their adolescent years, and they may not be able to pinpoint the source of their moodiness.

It's also conceivable that moodiness is influenced by environmental variables rather than hormonal changes.

A rise in unpleasant feelings is connected to changes in pubertal development.

(Dumitrescu,2015)

- Adolescents may suffer from sadness, a lack of energy, insecurity, and unreasonable expectations of themselves.

They frequently have uncertainties about their future, and they frequently intend to be timid, seldom expressing their own opinions on issues.

(Turner,2017)

- Each adolescent approaches their duties differently, and their identity is shaped by their religious views, the career route they wish to follow, and their gender and sexual identity.

Cultural and ethnic identity, psychological traits, and physical bodily alteration are all

things to think about.

(Dumitrescu,2015)

- Their self-esteem is actually their evaluation of their self-concept : (skinny – how other sees me and how I see myself) (Turner,2017)

Emotional Development

- Emotional development must be understood in the context of other changes, and we must always consider the larger context, which includes family, school, friends, and community, as well as gender, race, sexual orientation, disability or chronic illness, and religious beliefs (Gootman, & Eccles, 2002).
- Adolescents are constantly exposed to challenges and unpleasant events, such as dangers, aggression, accidents, and alcohol and drug misuse, making adolescence appear to be a mostly negative stage of life.(Dumitrescu,2015)
- Behind all the protest they may display, adolescents need adults around them and want to receive their teachings, guidance and protection on the journey to adulthood. In this sense, we believe there is a crucial role to be played in the lives of adolescents to support their emotional development and well-being. (Gootman, & Eccles, 2002).
- Teenagers are frequently put under intense stress. In order to adapt to the environment in which they are growing up, most teenagers seek acceptability in their social groups. They alter their conduct in order to blend in and become a part of the group to which they aspire. There may be a variety of pressures in relationships, many of which can cause a great deal of pain.(Dumitrescu,2015)

"Emotions give life vibrancy and establish the tone of our experience .Internal influences can energise, guide and maintain behaviour ."(Rubin and McNeil,1983)

- Emotional development must be understood in the context of other changes, and we must always consider the larger context, which includes family, school, friends, and community, as well as gender, race, sexual orientation, disability or chronic illness, and religious beliefs (Gootman, & Eccles, 2002; Cooper, Shaver, & Collins, 1998).
- Each emotional state has design elements that are built to handle certain issues, and psychological mechanism are configured differently in each state. (Tooby and Cosmide,1990) for example on adolescence stage we find emotional issues on "I don't know who I am and what I want ". (Turner,2017)
- The diversity of our emotions, as well as our ability to experience feelings as well as reason and think things through, distinguishes us as species. (Rubin and McNeil,1983)
- We frequently react emotionally to events and situation that we perceive place demands on us that we are unable to satisfy -either because we lack the appropriate skills or resources, or because they force us to make it through choices and judgments. The unpleasant events/situation are referred to as stressful and our emotional responses to them are referred to as the stress experience. (Gross and Naish,2015)

- A feeling of emotional attachment to a desired thing or aversion to an unsuitable object, reinforced by a particular physical change, is known as an emotion or affect. (Arnold and Gasson, 1954)

❑ How can you promote healthy emotional development?

- Participate in conversations with him or her on a range of subjects, issues, and current events.
- Encourage your youngster to talk to you about his or her ideas and opinions.
- Encourage your teen to think for himself and come up with his own ideas.
- Encourage him or her to consider the future possibilities.
- Compliment and appreciate your adolescent for making well-considered decisions. (Stanford Children's Health, 2021)

Human Behaviour

- "Human Behaviour refers to the full range of physical and emotional behaviours that humans engage in; biologically, socially, intellectually, etc. and are influenced by culture, attitudes, emotions, values, ethics, authority, rapport, persuasion, coercion and/or genetics. This type of behaviour is scientifically viewed as being without specific meaning, unlike social behaviour that is influenced by the expectations of others." (AlleyDog.com, 2021)

Adolescent Behaviour

Adolescence is a unique transitional period in the human lifespan, characterized by rapid gains in physical ability, cognitive skills, and emotional sophistication, but also characterized by escalating vulnerabilities to diverse forms of psychopathology and behavioral problems. (Harden, et al., 2011)

Adolescent behaviour is an important phase where adolescents have critical transformation in the relationships created with other individuals and the world. The behaviour during adolescence is determined by peer circles formed in school, workplaces, or when in a social environment (DiClemente, 2009).

Boundary testing, personal identity, peer relationships are some of the behavioural characteristics that we can find during the period of adolescence (Association, 2017).

Adolescence is a unique transitional period in the human lifespan, characterized by rapid gains in physical ability, cognitive skills, and emotional sophistication, but also characterized by escalating vulnerabilities to diverse forms of psychopathology and behavioral problems. (Harden, et al., 2011)

Behaviour Pattern

Smoking during adolescence is associated with psychosocial and environmental factors. These include peer association self-image, notions about smoking, and an image of their future self (Amos, et al., 1997).

Peer Influence is believed that peer influence is the most important risk factor in adolescence. In the case of addiction usually, peers are the ones to blame due to their influence in the initiation and maintaining the habit (Gross, 2019).

The main reasons that adolescents want to experiment with **alcohol and drugs** are curiosity, the search and the desire for the feeling of pleasure, and a way of dealing with their frustrations (Kpae, 2019).

Media addiction has been proved to be related to **sensation-seeking** during adolescence, this varies between social media platforms, smartphones, and internet search (Wang, et al., 2019) (Nejadfard & Hosseinsabet, 2017).

Teenagers therefore appear to share similar aspirational images. Indeed, it may be part of the collective consciousness of being a teenager to imagine one's ideal self as attractive, successful, popular, and even a bit rebellious (Amos, et al., 1997).

Level of CMD	Stage of CMD
Post-Conventional <i>Shared standards Rights, duties and principles</i>	Stage 6: Guided by moral principle of justice. Stage 5: Social contract rules & laws of social good.
Conventional <i>Assessing personal consequences</i>	Stage 4: Judgments based on the relative rules and laws of society. Stage 3: Decisions based on the approval of others.
Pre-Conventional <i>Values based on external events</i>	Stage 2: Acting to further one's own interest. Stage 1: Acting to avoid punishment.

Image Source: ResearchGate

Kohlberg's Theory of Moral Development: Conventional Level

- Six stages of moral development within three distinctive levels called Preconventional, Conventional and Postconventional
- Moral reasoning is a gradual process that occurs throughout the lifespan (Cherry, 2021)
- **Stage 3.** Good Interpersonal Conformity: The young adolescent behaves in a respectable manner to be accepted as being a good person by the society
- **Stage 4.** Responsibility to the System: The adolescent develops awareness of the laws and principles and use judgement to obey the rules to avoid guilt (McLeod, 2013)
- Adolescents who possess greater ability to view situation from a different perspective are more advanced in moral reasoning. Heinz dilemma (Gross, 2015)

American psychologist and educator Lawrence Kohlberg (1927-1987) developed one of the best-known theories. Kohlberg's brilliant theory explored moral development from infancy to adulthood. It was influenced by the cognitive theorist Jean Piaget's previous work but was largely expanded and focused on how children and adolescents develop moral reasoning. Kohlberg extended Piaget's theory, proposing that moral development is a continual process that occurs throughout the lifespan. His theory summarizes six stages of moral development within three different levels called preconventional, conventional and postconventional (Cherry, 2021).

According to Kohlberg (Gross, 2015), being considerate of moral progress in adolescence stages is crucial as young people make vital decisions and gain huge legal responsibilities. Kohlberg assessed people moral reasoning by introducing the Heinz moral

dilemma. He asserted that moral conflicts would trigger moral reasoning that changes from one stage to the next. Thus, he believed that our reasons for obeying the law change and are influenced by certain situations. Based on the answers to the dilemma exercise, that adolescents from the conventional stages 3 (9yrs to 15yrs) and 4 (15yrs to 20yrs) also carried out, it was determined that moral development happens gradually. Kohlberg theory suggests that adolescents, who possess greater ability to view situation from a different perspective, are more advanced in moral reasoning.

- Stage 3. Good Interpersonal Conformity: The young adolescent behaves in a respectable manner to be accepted as being a good person by the society. Hence, answers provided relate to the approval of others and their own self dignity.
- Stage 4. Responsibility to the System: The adolescent develops awareness of the laws and principles of society, so judgement and conscience aim to support and preserve the laws and rules to avoid guiltiness (McLeod, 2013).

Evaluation and Application of Kohlberg's Theory

Strengths:

- Influential theory that dominated the research field for 30 years and has an important role and powerful impact on moral reasoning nowadays (Cherry, 2021)

Kohlberg's theory is criticised for:

- Not considering cultural and gender moral differences, and non-Western societies
- Assessing only moral reasoning and not considering moral behaviour (Boyd and Bee, 2019)

Application:

- Applicable to education, classroom order and ethics are maintained, intellectual engagement is promoted, school rules are applied, and moral concepts developed (Carmichael *et.al*, 2018)

Strengths

- Influential theory that dominated the research field for 30 years and has an important role and powerful impact on moral reasoning nowadays (Cherry, 2021)

Weaknesses

A main criticism of Kohlberg's theory is that Kohlberg did not consider cultural differences and moral reasoning of men and women. The theory is not applicable to people from non-western countries.

The moral of person in non-western societies can be more reflective of group principles than of the moral of an individual

He assesses only moral reasoning and not consider moral actions.

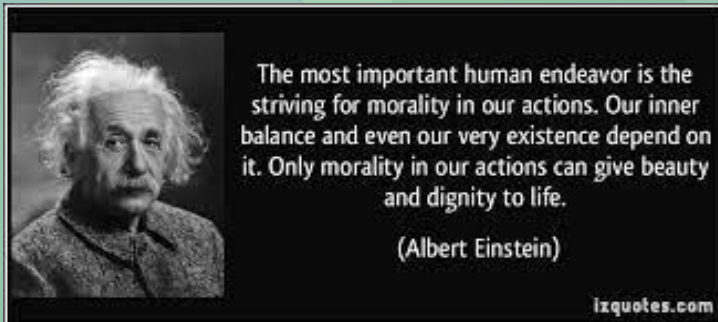
Higher moral reasoning potentially leads to greater probability of moral behaviour. Though, moral reasoning does not necessarily foresee actions (Boyd and Bee, 2019)

Application

Kohlberg's six stage model of moral development is a powerful utensil for consideration of students at different stages of moral reasoning. Teachers, who understand and successfully implement the theory and dilemma, can help their students to build their moral values by directing them to become the greatest they can be. Classroom order is maintained, material engagement is promoted, school rules are applied, and moral concepts developed (Carmichael et.al, 2018)

Conclusion

In conclusion, the more the adolescent grow, the more advanced they become cognitively, emotionally and socially. Their moral perception evolves, and they show ability to apply values and beliefs to align with an appropriate behaviour

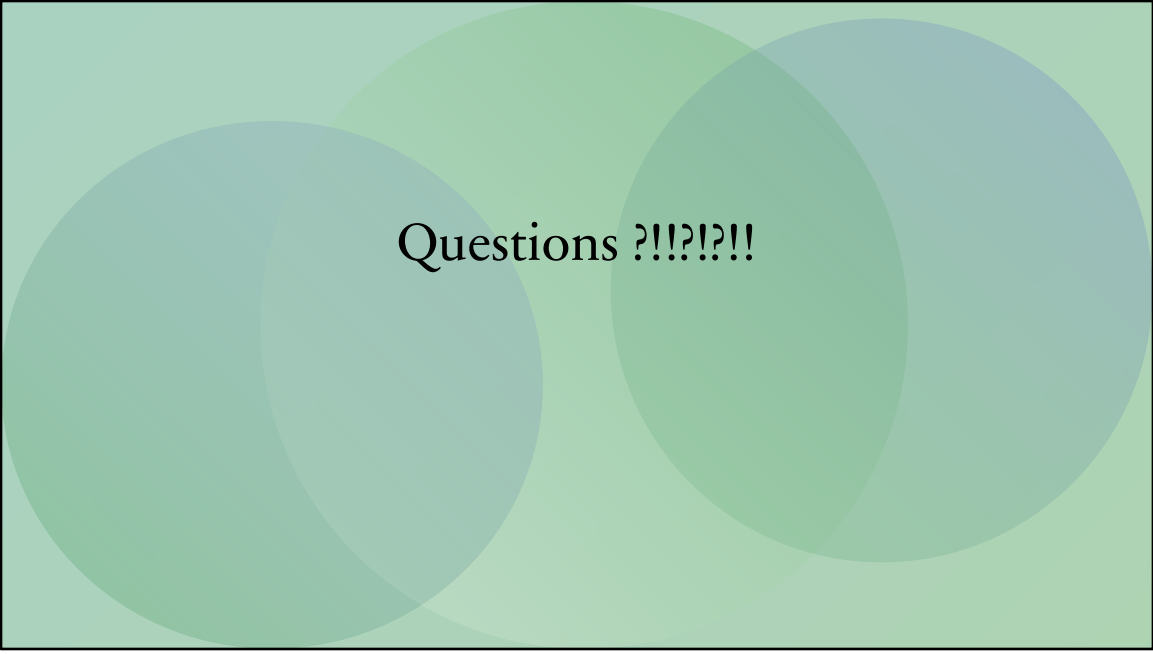


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Questions ?!!?!!?