



CetHE Skills for The Workplace H&Sc.



University of Wales Trinity Saint David in Birmingham

Psychology for Health and Social Care

Annotated Bibliography About Psychology Development

WHY PSYCHOLOGY IMPORTANT WHEN WORKING AS Paediatric Nurse

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I chose Development in Psychology for my area of research and selected a range of readings for Annotated Bibliography. As an example, 6 references, 6 relevant web addresses.

Dewsbury, Donald A. "Charles Darwin and psychology at the bicentennial and sesquicentennial: An introduction." *American Psychologist* 64.2 (2009): 67.

Available at: <https://psycnet.apa.org/record/2009-01602-013?doi=1> [Accessed 17 Feb. 2022]

I choose this article that I used this article because it was written to compare the development process of children, and their development never ends, and is constantly evolving. The author also points out that based on the comparison made between humans and animals, they ended up conducting an investigation between human and child adducts, discovered some things happen during the development process.

Morss, John R. *The biologising of childhood: Developmental psychology and the Darwinian myth*. Routledge, 2017.

Available at: https://scholar.google.com/scholar?lookup=0&q=Morss,+John+R.+The+biologising+of+childhood:+Developmental+psychology+and+the+Darwinian+myth.+Routledge,+2017.&hl=en&as_sdt=0,5 [Accessed 17 Feb. 2022].

In this article, the author allows us to mention that the child acquires adult behaviours and attitudes rooted in the idea of social appropriation. Since there is no internal maturation schedule that is parallel to the physical development schedule.

The research reported in this article was supported by the Vygotsky as him report that with the acquisition of language, someone in any age could accept that the society offer behaviours can use for their development.

However, this article shows us too many comparisons of different kind author between Morss, Vygotsky and JJ Gibson, that's why they say that children, well equipped with a perceptual system, have a flow of energy with various types of learning, where the presence of new things and events encourages this development.

This book uses the analyse of histories for development of psychology to examine the role of certain key biological assumptions in their classic formulations.



Nyikos, Martha, and Reiko Hashimoto. "Constructivist theory applied to collaborative learning in teacher education: In search of ZPD." *The modern language journal* 81.4 (1997): 506-517.

Available at: https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1540-4781.1997.tb05518.x?casa_token=X1Tn0nf3qH0AAAAA:UZslzjWVwjuMjVHhBCASEo_QMP0TIVz12l4Wa0b0U5-5cjDIXB785zkIIISaFj9Kox9EQJZtMdmZgkw [Accessed 16 Feb. 2022].

This article questions the point of view of constructivist theory, particularly the concept of proximal development zone (ZPD) I used this article because it helps us understand the power of language used to help in the development of each child, their learning needs, and the way they relate to others. In this article, the author Paulo reports that thinking critically and thinking creatively, so the same thing as thinking involves language.

That's why both Piaget and Vygotsky both agree that language plays an important role in the development of Vygotsky thought (1978) has added that language and the tool essential to thought.

However, in this book they expose that both signs and words help children to have first social contact with people. Also, same article they sharpen that the cognitive and communicative functions of language become the basis for a new and superior form of activity in the children.

Rana, Devinder, and Dominic Upton. *Psychology for nurses*. Routledge, 2013.
Available at: <https://www.taylorfrancis.com/books/mono/10.4324/9781315847566/psychology-nurses-devinder-rana-dominic-upton> [Accessed 16 Feb. 2022].

Basic, this article I use it because it is useful and relevant and explains in its context the contribution that a nurse must help children in their learning. Making them always learn something new amid other children this because the good person to do this and nurse because they have the skills to help the children in this process.

In this article shows that since the child has accompanied by a nurse they can learn in a faster way because if we look at a child without accompanying nurse this child may have difficulty talking, understand other people and sometimes are closed in his corner in fear. So, it was good to use this article to give a complete in this work.

Rojas-Drummond, Sylvia, and Neil Mercer. "Scaffolding the development of effective collaboration and learning." *International journal of educational research* 39.1-2 (2003): 99-111. Available at: https://www.sciencedirect.com/science/article/pii/S0883035503000752?casa_token=P6VanvF1c4gAAAAA:do8pkGHXFkbl1p78wmwvIpt8L6l5XVtCfkaxUAj-8ezL_9FO0pwF2ogE72VRdqhGkvbhHCEl5g [Accessed 19 Feb. 2022]

This article, based on research done in Mexican and British schools, provides some empirical arguments arguing that, with certain types of interaction strategies, teachers and nurses can enable children to become more capable of managing individual reasoning. and set and classroom learning activities.

This research described are based on a sociocultural conception and analysis of education, which derives from the ways in which children can be introduced to communicative and intellectual activities in their learning phase.

Hence, they say that the relationship between children produces an accelerated development, the use of scaffolding helps in the construction of knowledge, and children speak when they work together in joint activities, this is a practical method to promote collaboration, communication, reasoning, and learning. children effectively.

This test was a success with children between these two from primary schools.

Van Der Stuyf, Rachel R. "Scaffolding as a teaching strategy." Adolescent learning and development 52.3 (2002): 5-18.

Available at:

https://d1wgtxts1xzle7.cloudfront.net/58867028/Scaffolding_as_a_Teaching_Strategy20190411-39375-kajifs-with-cover-page-v2.pdf?Expires=1645360106&Signature=XPJ6SuH~-WvasVai6HmAai2C9JCVwz0oeHHVMtltJkj3OjPWzKA30pduudzznuJTs3O-rFNP7SZOuy6PBhNQ56Fh55MNkH8sbvs4NghSIsFrpcBalx-3mFwdxU2jPZ4~-laWUxNikZHLA9bX58Qsd2spMY9Bpk-xxCaLMlmYJMfAl-3IE3PjJ~purWDA5qLmIJl3k9fefebIU5EwWDUZHwGzgoCIWkd7Z6CXrTzNpyJKieuk2Gijq-ExglQwFNFDxFvIkB~X~avsVjz~pLRm-fM9ZEOJSR5-3EMW6tvd5Oh3AkkWS31AVB6YKjTBalzWA3SIK6fwHIRVNSv2qgthw &Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA [Accessed 17 Feb. 2022].

This article represents different concepts regarding Scaffolding instruction and zone of proximal development (ZPD) as teaching strategy from Vygotsky. Also, this article shows us how children can be learned by Scaffolding strategy. Raymond, (2000) related that teaching children by strategy scaffolding they learned support that can help to develop individual by their self or with helps from Nurse.

The authors argue that scaffolds facilitate a children's ability to build their prior knowledge and gain new learned. Also, Olson and Pratt, (2000) say that with these activities provided in scaffolding the children could do everything alone. The other capacity provided in scaffolding instructions is offer Nurse scaffolding to helps children with their activities to development their learned.

Other reading list:

Bjorklund, David F., and Anthony D. Pellegrini. "Child development and evolutionary psychology." *Child development* 71.6 (2000): 1687-1708.

Available at: https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/1467-8624.00258?casa_token=cOTS98aVm6UAAAAA:voA9NxBwn4I-Fe_alYvJZWTEJTnXG8fPs5B_Q-cEmGo6E9v7Id41G4sfFK-XLE3Z9Q4Y4XmXZBvzNA [Accessed 17 Feb. 2022].

Encyclopaedia Britannica, (2022) Psychological Development Available at: <https://www.britannica.com/science/psychological-development> Accessed [17 Feb. 2022].

Erik, (2015) The Importance of Psychology in the Nursing Profession Available at: <https://dlsii.com/blog/theimportanceofpsychologyinthenursingprofession/#:~:text=Wit%20the%20help%20of%20psychology,such%20as%20gender%20and%20age.&text=Thus%2C%20psychology%20can%20help%20improve,them%20about%20their%20specific%20needs.> [Accessed 18 Feb.2022].

Radford, Julie, et al. "Scaffolding learning for independence: Clarifying teacher and teaching assistant roles for children with special educational needs." *Learning and Instruction* 36 (2015): 1-10.

Available at: https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=scaffolding+learning+children&oq=scaffolding+learning+ch [Accessed 20 Feb. 2022].

Verenikina, Irina. "Understanding scaffolding and the ZPD in educational research." (2003).

Available at: <https://ro.uow.edu.au/edupapers/381/> [Accessed 19 Feb.2022].