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**Psychology in health and social care;**  
**Annotated Bibliography**

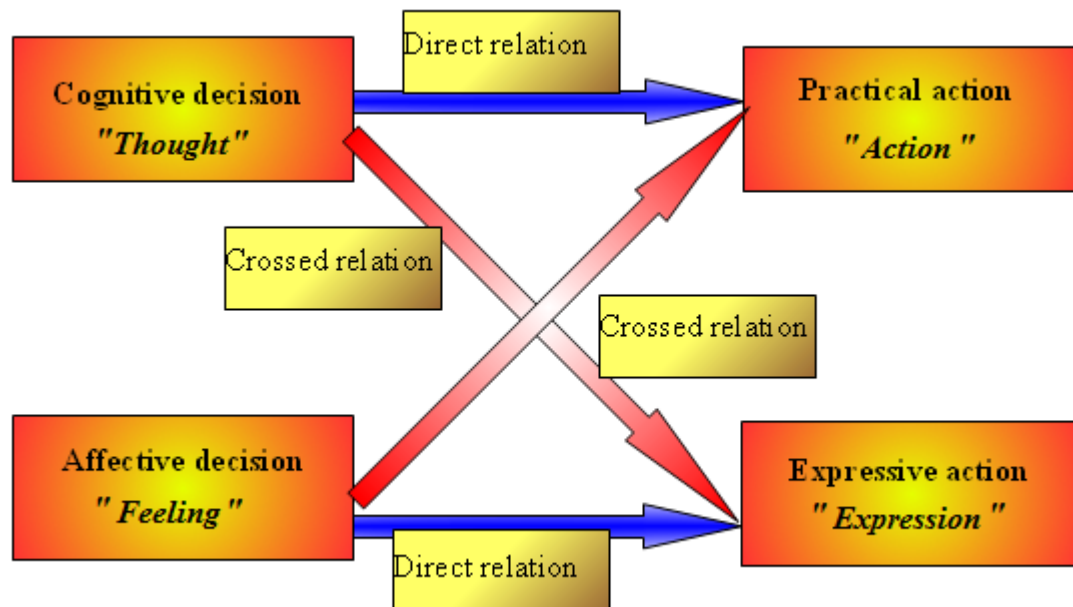
**Maynard, A. E. (2008). Everything us assumed we knew and whence we came to understand it: Four decades of**

critical-educational research from a Piagetian point of view. Human Development, 51(1), 56-65. Retrieved September 8, 2012,

The artist covers the Piagetian theory about adaption and constructionism also whereby people end provided by a crossed-cultural program while considering cognitive majority. The author offers penetration into real knowledge, literature and discourse study also cognitive developmental neuroscience. The writer should helped plan some information on the rules and mechanisms of developmental differences about connection to culture.

.Jean Piaget began a French-speaking Swiss psychologist that show kids. Piaget's government says that as children develop biologically people also face unique cognitive purposes and that improvements from adaptive power remain connected through mental growth. Piaget thought that it appeared in particular historical levels and that children brains did not enough about reason like grown-ups, while that their

minds expand slowly. Piaget's evidence suggests that evolution is unidirectional by any kids read each step in about that identical time.



**Hinde, E. R., & Perry, N. (2007). Elementary teachers' application of Jean Piaget's theories of**

cognitive development during social thoughts curriculum discussions in Arizona. The Elementary School Journal, 108(1), 63. Retrieved September 8, 2012,

The author examines Piaget's ideas concerning cognitive growth to contradict advanced cultural education models in Arizona. Piaget's work is reported on how kids study. The information consists of recorded observations on the figures presented by 50 government critics and examples of design patterns including all aimed and admitted differences from the start of the government study period (March 1-25, 2005) until the Arizona Department of Education introduced the standards to the state board of education for approval. The analysis found that educators generally connected to Piagetian theory and developmentally appropriate practices to refute the new standards.

**Portes, P. R., Sandhu, D. S., & Longwell-Grice, R. (2002). Understanding adolescent suicide: A**

psychosocial understanding of developmental and contextual factors. Youth, 37(148), 805-14. Retrieved September 9, 2012,

The dynamo uses Erikson's ideas on character development as an impression to explain and examine the motives for suicide among young adults and youngsters and why they are sensitive to suicide. and Erikson's theories and opinions help us to completely understand why teenagers react to suicide and interest in ending their lives.

**Markstrom, C. A. (1999). Religious involvement and adolescent psychosocial**

development. Journal of Adolescence, 22(2), 205-221. Retrieved September 9, 2012,

This research was done to figure out if ethical responsibility is connected with the psychosocial development of teenagers as described in Erikson's psychosocial data. The author assesses the difficulty in a church congregation, bible study support and youth group reflection to better explain the connection to ego forces, ideological and ethnic forms of identity, general self-esteem, and school self-esteem.

**The main elements of the theory covered in this explanation are:**

- 1. Erikson system summary - a design and concise summary of the principal points of the model.
- 2. The Freudian stages of psychosexual development, which influenced Erikson's approach to the psychosocial model.
- 3. Erikson's 'psychosocial crises' (or crisis stages) - meanings and interpretations.

'Basic features (basic strengths) - the potential positive results emanating from each of the pressure stages.

.'Maladaptations' and 'Malignancies' - possible adverse outcomes (one or the other) arising from each crisis stage.

Erikson terminology - variations and refinements to names and headings,

Erikson believed that his psychosocial principle is genetically determined in developing human development. It occurs in all people.

He also referred to his theory as 'epigenesis' and the 'epigenetic principle', which meant the concept's relevance to development (past and future) and heredity.

Erikson, like Freud, did mainly involved with how personality and style are influenced after birth - not ere birth - and especially during childhood. In the 'nature v nurture' (genes v reality) debate, Erikson was strongly focused on education and experience.

| Erikson's Stage Theory in its Final Version |                             |                        |                                                                                               |
|---------------------------------------------|-----------------------------|------------------------|-----------------------------------------------------------------------------------------------|
| Age                                         | Conflict                    | Resolution or "Virtue" | Culmination in old age                                                                        |
| Infancy (0-1 year)                          | Basic trust vs. mistrust    | Hope                   | Appreciation of interdependence and relatedness                                               |
| Early childhood (1-3 years)                 | Autonomy vs. shame          | Will                   | Acceptance of the cycle of life, from integration to disintegration                           |
| Play age (3-6 years)                        | Initiative vs. guilt        | Purpose                | Humor; empathy; resilience                                                                    |
| School age (6-12 years)                     | Industry vs. Inferiority    | Competence             | Humility; acceptance of the course of one's life and unfulfilled hopes                        |
| Adolescence (12-19 years)                   | Identity vs. Confusion      | Fidelity               | Sense of complexity of life; merging of sensory, logical and aesthetic perception             |
| Early adulthood (20-25 years)               | Intimacy vs. Isolation      | Love                   | Sense of the complexity of relationships; value of tenderness and loving freely               |
| Adulthood (26-64 years)                     | Generativity vs. stagnation | Care                   | Caritas, caring for others, and agape, empathy and concern                                    |
| Old age (65-death)                          | Integrity vs. Despair       | Wisdom                 | Existential identity; a sense of integrity strong enough to withstand physical disintegration |

**Hye-Jeong Baek. (2002). A comparative study of moral development of Korean and British**

children. Journal of Moral Education,31(4), 373-391. Retrieved September 8, 2012,

This author examined Kohlberg's philosophy of decent development in connection with Korean and British children. One hundred twenty-eight Korean including British children developed 7-16 years were examined separately using Kohlberg's moral quandaries. Opening it was believed that children in both educational groups would increase moral stages at comparable rates however, they did not. It was found that Kohlberg's method could be applied to monitor youngsters general moral degree but was disappointing to understand fully Korean children's moral reasoning.

**Trust vs. Mistrust**

.Trust vs. mistrust is the first stage in Erik Erikson's theory of psychosocial development. This stage begins at birth continues to approximately 18 months of age. During this stage, the infant is uncertain about the world in which they live and looks towards their primary caregiver for stability and consistency of care.

.If the care the infant receives is consistent, predictable and reliable, they will develop a sense of trust which will carry with them to other relationships, and they will be able to feel secure even when threatened.

.If these needs are not consistently met, mistrust, suspicion, and anxiety may develop.

.If the care has been inconsistent, unpredictable and unreliable, then the infant may receive a sense of doubt, doubt, and stress. In this position, the baby will not have trust in the world during them or in their experiences to influence results.

.If the care the infant receives is consistent, predictable and reliable, they will develop a sense of trust which will carry with them to other relationships, and they will be able to feel secure even when threatened.

If these needs are not consistently met, doubt, doubt, and stress may happen.

.If the care has remained inconsistent, unpredictable also unreliable, when every newborn may develop a sense of mistrust, suspicion, and anxiety. In this situation, the infant will not have confidence in the world around them or within their powers to influence events.

A delicate equilibrium is needed from the mother. They need to try not to do everything for their kids.