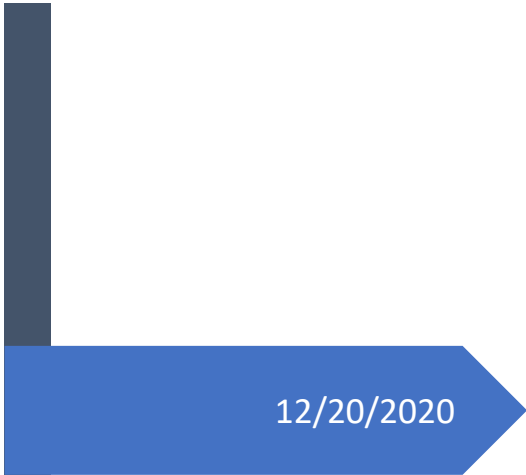


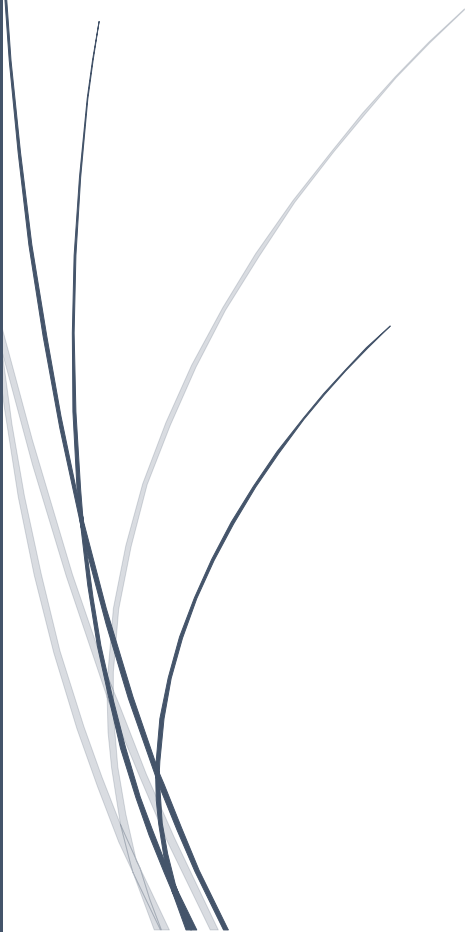
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12/20/2020

PSYCHOLOGY FOR HEALTH AND SOCIAL CARE

BMHP 4003

TASK 1: ACADEMIC ESSAY

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MICHAEL ABAK 1917009

DIYA GANGULY LECTURER

INTRODUCTION

This is a theoretically based academic essay on developmental psychology which aims to explore the role of psychological viewpoints in health and social care. Focus will be on the infancy stage of a child's development, relating relevant theories like Freud's psychosexual theory and Piaget's theory of cognitive development to the stage in question. Furthermore, emphasis will be placed on the interconnectivity and importance of the knowledge of these theories in health and social care. Psychology has been described as the systematic learning of how the human mind and behaviour operates (McCleod, 2019) or the scientific method of studying how human beings and non-humans behave (Martin, 2008), while developmental psychology is an attempt to clarify and understand the changes, the growth and the regularity in the course of time of humans or in human lifespan (McCleod, 2017).

Developmental psychology can also be further defined as the offshoot of psychology that studies the physical, behavioural and mental changes that takes place from conception to adulthood or old age while also analysing the neurobiological, biological, genetic, psychological, cultural, social and the environmental elements that have an impact on development during the human lifespan. (American psychological association, 2020b)

INFANCY LIFE STAGE

Infancy has been described as the period after postnatal life from birth to the first-year and the time period between when a child is born and when they acquire the use of language before they are two years old. The reason a child is described as an infant is varied; the literal meaning of an infant is the person that is not able to speak. Language is important because it acts as a bridge that connects the infant's cognitive social ability to the ability of children to understand the mental state of others (Brooks and Meltzoff, 2019). At this stage of development children are highly dependent on the adult and there are rapid changes in physical growth and an increase in motor skills (Berk, 2011), the way the child interacts and the style of attaching to the main care giver is an important impetus for cognitive, social and emotional, linguistic and general development of behaviour (Guerra et al., 2012) The child's cognitive development takes place during this stage. Also, the child's social and emotional skills evolve also, including the speech and language skills. Research has shown that a new-born has the capacity to be able to see the facial expression of its caregivers at an overall distance of about 30 centimetres (Sciencedaily.com, 2015). The world sees infants as babies who tend to sleep between 16-18 hours. An infant's development passes through cognitive, language, social and physical areas such as motor skills like the way they hold spoons, and how they develop gross motor skills like the way they control their head including learning how to sit and walk. moreover, they also form their first intimate ties (Berk, 2011).

PHYSICAL DEVELOPMENT

From 0 to 2 months the physical growth and changes in the infant starts from the head and travels to other areas of the body, they suck before sitting and before walking. New-borns can turn their heads while on their backs, fist their hands and flex their arms but when pulled to a sitting position their neck is not strong enough to hold their head. They also have primitive reflexes such as the Babinski, palmar grasp and Moro reflex. Infants root and suck and turn their heads searching for the nipple when their cheek is caressed, and they resume sucking the nipples when their lips have contact with the nipple. From 3 to 4 months, they have improved eye muscles, improved control of the motions of the hand and feet, better neck muscles and

the primitive reflexes tend to gradually disappear. At about 5 to 6 months, they try to sit alone, grasp cubes and can roll from their back to their tummy. Around 6 to 9 months the infant can crawl, walk with support and sit in a steadier manner. At about 9 to 12 months the infant attempts to balance while on his or her feet standing alone and take steps.

Sensory development entails the fact that hearing begins before birth and reaches maturity at birth. The infant naturally wants to hear the human voice. The senses of taste, touch and smell including improved vision of up to 30 centimetres in enhanced. Language development improves mainly through crying as a form of communication. Their behaviour pattern can be described as active crying and sleeping, waking up drowsily etc. (MedlinePlus, 2019).

RELATED LIFE SPAN THEORIES

Lifespan relates to the period when human beings are functional which in this case is from birth until death.

PIAGET'S COGNITIVE DEVELOPMENTAL THEORY

This theory was developed by Jean Piaget who was a Swiss psychologist who is recognised for his studies on child development. He tried to describe the manner a child builds a model of the society or world mentally. He stated that development was linked to biological maturity and the environment. He was a pioneer psychologist in the field of cognitive development. Through his stage theory he demonstrated that children in comparison to adults think in a different manner. Due to observations from his studies, he arrived at the conclusion that children's intelligence level was not lesser than adults, but they think in a different way (McLeod, 2018).

STAGES OF INFANT DEVELOPMENT BY PIAGET.

Piaget was responsible for the development of a stage theory relating to intellectual development which comprised of four stages:

Sensorimotor stage

This stage begins from birth until the infant is 2 years old. The infant according to Piaget knows the world by movement and sensations, they learn through actions such as sucking, listening, looking and grasping and they also learn about object permanence. They are aware that the actions they take can cause things to happen. They learn by the manipulation of objects, sensory experiences, reflexes and motor responses. Through object permanence the infant learns that objects are indeed distinct entities, and this assists them to learn to attach some name or word to a particular object. The other stages are the preoperational stage that starts from 2-7 years, then the concrete operational stage from 7-11 years and the formal operational stage from 12 years upwards. Piaget's theory would be a good theory for a professional to apply to help in understanding why infants act the way they do. Comparing this theory to Erikson's theory, we can see that Piaget's focus was from infancy to the end of the teen years.

THE PSYCHOSEXUAL STAGES OF DEVELOPMENT OF SIGMUND FREUD

Sigmund Freud proposed five stages of psychosexual growth or development in childhood which are the oral stage then the anal stage, followed by the phallic, the latency and genital stages. The stages represent the concentration of libido on different areas of the body and as growth occurs certain parts of the body become areas that give pleasure or frustration or

erogenous zones. He believed that existence was centred on pleasure and tension and that tension occurred as a result of libido mounting while pleasure was derived from its release. The infant is said to exist primarily in self-absorption, narcissistic and showing concern for its basic needs (Murphy and Llewelyn, 2010).

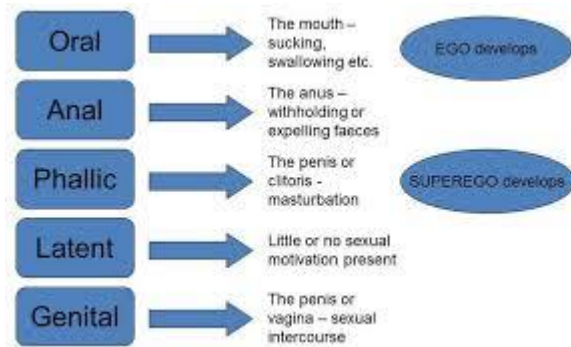


Figure 1: Freud's Psychosexual Stages of Development

(Source: simplypsychology.org, 2019).

Freud spoke of the role of conflict, stating that within each state exists a conflict which must be resolved before the person can move to the next stage successfully.

HUMAN COGNITION, EMOTION AND BEHAVIOUR PATTERN.

COGNITION.

An infant who was fixated at the oral stage might become over dependant on others and (McLeod, 2007) look for oral stimulation through smoking, eating or drinking (Cherry, 2006). The mother and father of the infant should take part in interventions that target the infant's early development related to cognition (Roger Mills-Koonce et al., 2015). Infants form powerful bonds with their primary caregivers, and the importance of the mother infant attachment was noticed by Freud who gave the suggestion that neuroses in adults was as a direct result of aberrant experiences (Sullivan et al., 2011). Between one to four months infants intentionally repeat actions that result in pleasure and desired outcome, an infant might suck their fist because it feels good to them. Infants learn that when they spot a bottle, their expectation is to be fed, this is connected to their expectation from their environment which is related to trust and mistrust of Erickson's theory. From four to eight months infants enjoy games such as peek- a- boo and pat -a -cake, finding objects that are partly hidden, prefer certain meals etc. From eight to 12 months, they smile at images in the mirror, make gestures and communicate by pointing etc.

EMOTION.

Emotion is a complex reactionary pattern that entails behavioural, physiological and experimental elements by which a person tries to deal with an important event (American psychological association, 2014). Crying, fear and the ability to smile are the most well-known emotions of infants. Basically, it is the expression of feelings, like anger, temper

tantrums and stranger anxiety especially for infants between 9 to 11 months. Piaget believed that emotion is the energy of development. The expression of emotion is the first tool that can be utilised by the infant to communicate with people around them. Babies demonstrate their emotions by their posture, facial expressions and voice and this attitude assists their carers to redesign their actions to the emotional state of the infant. They show distress, disgust and joy through their facial expressions from birth. The tears of an infant might be a way of showing distress or wanting his or her primary needs like being fed, diaper changes or to lie down to be met (Université de Genève, 2018). Infants show a preference for what is new and surprising and six-month-old babies can recognize the emotion of happiness (Palama et al, 2018).

BEHAVIOUR.

Behaviour is the way a person acts in response to a situation or stimuli (American psychological association, 2020). The pattern of behaviour of infants is to be with their family and get nurtured, loved, cared for and to get the attention of the caregiver. Piaget believed that new-borns react to their environment via reflexive type of behaviour. They do not think but rather base their actions on instinct mixed with involuntary reactions to be able to get what they need. Through time they begin to take intentional behavioural action to achieve a goal, around this period is when they develop object permanence. This could be described as the ability of the infant to understand that an object still exists even when it is not visible. While interacting with other babies, infants act automatically with their reflexes (Oswalt, 2018). He believed in nature and nurture. Freud believes that oral pleasure was the focal point of the new-born baby, and that the first signs of attachment is to their mother who is the person that satisfies their need for oral gratification and if the needs are not met, the child could grow up to become passive and gullible. During toilet training between 1 - 3 years old if the child is reprimanded or made to feel inadequate this could lead to the child developing anal retentiveness which can lead to a character of obsessive organisation and tidiness. If the result is anal expulsiveness from the child then it could lead to behaving carelessly and lack of a sense of organisation (Lantz and Ray, 2020). Stranger anxiety at this stage could be handled by the care giver by having the new person come in early and doing fun things together, being friendly so the infant gets a hint, not prolonging your leaving and being patient to get the child to adjust.

RESEARCH ARTICLES ON HEALTH AND SOCIAL CARE THE POST NATAL PSYCHIATRIC SYMPTOMS OF MOTHERS, INFANT TEMPERAMENT AND IT'S EFFECT ON PRELIMINARY BONDING BETWEEN THE INFANT AND MOTHER. (Nolvi et al., 2016)

The aim of this research was to examine the relationship that exists between infant temperament and bonding while also considering the influence of the mother's anxiety and depression symptoms. **The sample** in this investigation involved Finnish families, a total of 203 families which included 147 men took part in the research. The six-month questionnaire was returned by 66.7% of mothers while 42.2% was returned by fathers. **The results** demonstrated a connection between an infant's temperament and difficulties in mother-infant

bonding in the first year after childbirth. This **is important for health and social care** because infancy is a crucial time for the development of the brain, and without the initial bonding infants might have difficulties later in life in relation to independence, forming healthy relationships and being resilient.

PROVIDERS AND PATIENTS VIEWS ON THE REDUCTION OF HARM WHILE IN PRIMARY HEALTH CARE: A STUDY CARRIED OUT THROUGH THE USE OF QUESTIONNAIRES IN SWEDEN. (Fernholm et al., 2020).

This research **was about** finding out how patients experience harm while in primary care settings and the extent of understanding of providers and practice management relating to the reasons for harm and the steps to take in the reduction of harm. **A sample** of twenty-two patients took part in the research and the selected patients had experienced harm which was preventable while in primary care. Included in the research were those responsible for primary care and practice members of management, which were fifteen physicians, twenty-four practice managers and 20 nurses. The **principal outcome** was a categorisation and an all-embracing theme that was derived from the qualitative analysis. Some of the conclusions obtained was that patients and care providers should be consulted more as regards safety, patients were aware of the risk of harm as a result of not being examined, the primary care providers had knowledge of the risk of harm that may result from care not being continuous and patients, practice managers and primary care providers agreed that communication, continuity and competence are important factors in risk reduction (Fernholm et al., 2020). It **is important for health and social care** because preventing harm and safeguarding is the core of the field of social care.

HOW THE FEEDING PRACTICES AND EXPERIENCES OF NEW MOTHERS IN THE UK HAVE BEEN IMPACTED BY THE COVID-19 LOCKDOWN: INITIAL DATA OBTAINED FROM THE CORONAVIRUS NEW MUM STUDY.

The purpose of this research was to find out the effects of the COVID-19 lockdown on new mothers and how the lockdown has affected their feeding practices. The research looked at the delivery and the post-natal birth experience of new mothers before the start of lockdown and during the time of lockdown. **A sample** of women who were aged 18 years and above with an infant a year old or less was taken. **Data** was taken relating to the mode of delivery, contact through skin-to-skin and mothers that breastfed their children and the data showed no difference between the groups. A mental health professional was contacted by 9% of the respondents while 11 percent of the respondents said their mental health had been affected by the lockdown. 9 percent suffered distress that their family could not see the baby. **The conclusion** is that lockdown had negatively impacted parental experiences causing distress to several of the respondents (Vazquez-Vazquez et al., 2020). This research **is important** to health and social care because of the adverse effects of distress on the mother and the child. Chronically stressful life situations if left unchecked could lead to depression. Results from increasing research has demonstrated that parents suffering depression represents a significant risk factor for problems and difficulties in the life of a child (Yale Medicine Staff, 2017).

CONCLUSION

This is an essay which covered the stages of infancy and two life span theories were also discussed which are relevant physiological theories for the infant stage. Human cognition, behaviour and emotion were also analysed. Furthermore, three recent research findings were presented in order to lend support.

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