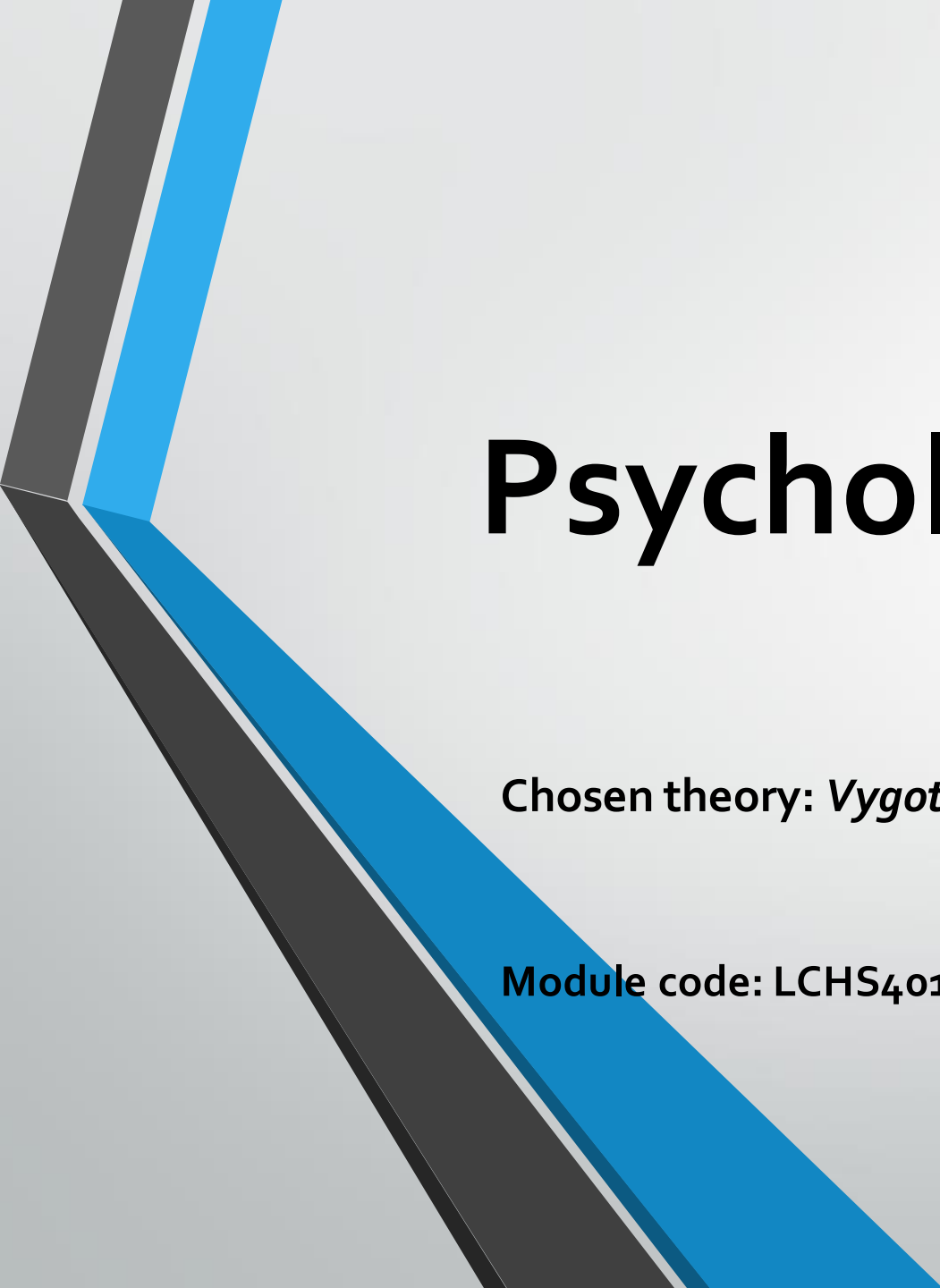




# Psychology in Health and Social Care

Chosen theory: *Vygotsky's Sociocultural Theory*

Module code: LCHS4010

# Case Study Overview

- Jenny is a 16-year-old adolescent and a young carer
- She has cared for her mother for the past 5 years
- Her father died and previously provided care
- Her mother has mobility difficulties
- Her mother experiences memory problems, forgetfulness, and low mood
- Jenny provides both practical and emotional support (Joseph, et.al., 2020).

# DEVELOPMENTAL STAGE: ADOLESCENCE

- It is an emotional and social developmental stage where adolescence is very significant.
- Youths gain independence, self and peer interactions.
- A high level of responsibility at this age can have an impact on well-being.
- Caring roles can interrupt typical adolescent development (Sawyer, et.al., 2018).

# OVERVIEW OF VYGOTSKY'S THEORY

- Vygotsky pointed out social and cultural determinant of development.
- The process of cognitive development takes place in the interaction with other people.
- The process of learning is influenced by more experienced persons.
- Language, culture, and environment are factors that affect development (Rublik, 2017).

# Vygotsky's Sociocultural Theory



# KEY CONCEPTS OF VYGOTSKY

- Social interaction: learning happens through relationships
- Zone of Proximal Development (ZPD): skills learned with support
- Scaffolding: guidance provided to support learning
- Language: a key tool for thinking and emotional regulation (Erbil, 2020).

# APPLYING THE THEORY: JENNY'S PAST 5 YEARS

- Jenny's development has occurred within a high-responsibility environment
- She has taken on adult-like roles at a young age
- Limited access to peer interaction may affect social development
- Emotional stress can decrease the possibilities of assisted learning.

Absence of proper scaffolding can have an effect on well-being (Demircioglu, 2017).



# NATURE AND NURTURE

## **Nature (Biological influences):**

- Adolescent brain still developing
- Increased emotional sensitivity to stress

## **Nurture (Environmental influences):**

- Bereavement and loss of father
- Long-term caring responsibilities
- Reduced time for education and peers
- Development is shaped by the interaction of both factors (Gentner and Leppert, 2019).

# JENNY'S CURRENT DEVELOPMENTAL NEEDS

- Emotional support appropriate to adolescence
- Opportunities for social interaction with peers
- Reduced caring burden to support healthy development
- Consistent adult guidance and reassurance (Dawson, et.al., 2019).

# SUPPORT PLAN (VYGOTSKY-BASED)

- Access to young carer support services
- Practical support for Jenny's mother to reduce reliance on Jenny.
- Emotional support through counselling or mentoring.
- Guiding adults to offer scaffolding and help.
- Encouragement of peer and educational engagement (Salajegheh, et.al., 2024).

# EVALUATION

## Evaluation of Vygotsky's Theory:

- Strength: highlights social context and support needs
- Strength: useful for planning community-based interventions
- Limitation: less focus on individual emotional attachment
- Limitation: does not fully explain emotional impact of bereavement (Barnett, 2019).

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**ANY  
QUESTIONS**

