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Table of contents

SL No	Contents	Page no
1	Introduction	2
2	Reflections and reflective models	2
3	Development theories of Adolescents	2-3
4	Adolescence	3
5	Stages of development	3-4
6	Changes in adolescents	4
7	Further challenges in adolescents and effects on family and society	5
8	Appropriation of theories in recent time	5-6
9	Poor cognition, mental health and social expenditure	6
10	Practical examples	6-7
11	Conclusion	708
11	References	8-9

Introduction:

The aim of this reflective paper is to describe psychosocial and cognitive development theories developed by the Erik Erikson's (psychosocial development) and Piaget's (Cognitive development) on adolescence.

The reason I have chosen this topic is to know elaborately on the topic in order to understand my 15-year-old daughter as well as the service users of my work place of this age group.

Objectives:

The objective of this reflective essay is to identify the Psychosocial and cognitive theories on Adolescents and the knowledge and understanding of the topic while considering Health and social care. In addition, this essay will explore more:

- ❖ To find out various stages of growth and development of teenagers
- ❖ To recognise the relevance of theories in recent time
- ❖ To determine the role of the society and family
- ❖ To justify the crisis of this age group through analysing Erickson's and Piaget's theories.

During term 3, I have learnt a lot about various lifespan development theories and its practical implications in classroom lectures and peer group discussions. However, for this reflective essay I will be reflecting on 2 influential psychological theories such as Erickson's Psychosocial theories and Piaget's Cognitive development theories while considering the Health and Social Care.

In addition, to illustrate, this essay will explain about reflection and its models briefly to explore term 3 and its analysis with a conclusion.

Reflection and reflective models:

The concept of reflection or reflective practice of learning is an effective way of learning by which people learn through experiences, understanding and appreciations which is related to the past. The investigation and discovering the issue with cognitive, emotional and experiential learning which produces, and streamlines meaning and convert theoretical perception of social, personal, cultural, historical and political

behaviour (White et al. 2006). 'People learn from reflecting on experiences but not from experience itself' (Giada, et al. 2016).

Numerous reflection models are shadowed across the Health and Social care practice for being an operative and successful practitioner through incorporating new information from experiences and interactions. Powerful Reflective model by David Kolb (1984) clarified education as a process where knowledge is specified through renovation of experiences (Calpin et al. 2014). This essay utilises Kolb's cycle (do, observe, think and plan) to redevelop information through reflecting.

Developmental theories of adolescents:

According to Smetana. J. et al. (2006), the developments of teenager's theories are established by famous Theorists while focusing on their assumptions and individual studies. The psychosocial and cognitive changes and experiences of adolescents are considered by various theorists in their own studies. For instance, the biological developments are researched by G. Stanley, Arnold Gesell. The physical and sexual developments are determined James Tanner studied through genes and biology, (Smetana. J. et al. 2006).

Nonetheless, theorists like Sigmund and Anna Freud researched on Psychological aspects of adolescence while emphasized on sexual excitement and anxiety. On the other hand, Eric Erikson studied identity formation through considering positive and negative outcomes (Identity v Confusion)

Adolescents operational thoughts and ability to think logically in certain situations are focused by Jean Piaget in the similar line of social and cognitive learning by Albert Bandura (as per Smetana. J. et al 2006).

Adolescence:

According to McAteer J. et al. (2017), adolescence is treated as transition between childhood and adulthood which is inhibited by certain conditions between "early childhood development, specific biological, psychological and social role changes, and wider social determinants".

Stages of development:

Piaget's cognitive development theory provides 4 key fundamentals of adolescent's intellectual development for instance, sensorimotor, preoperational, concrete operational and formal operational. He considered the development of teenagers as abstract thoughts where insightful reasoning is employed, (Ojose, B. 2008).

Whereas, Erikson's stages provide a sequence of phases with fixed positive and negative outcomes where Identity formation and identity confusion are available in adolescence Cherry, K., (2018).

Erickson first developmental stage on adolescents deals with early adolescence within the age of 10-13 years when the experience radical biological changes, which is called puberty. Whereas, the end of the late adolescence within the age group of 18-20 years, the particular period of the change into adulthood is not known Smetana. J. et al. (2006). However, Social thinkers characterizes this stage within the further education, out setting of the work in the beginning of the career and the establishment of a family life. The intense research of early and mid-adolescence with in the age of 10-13 years and 14-17 years have explained as 'a lack of definition within knowledge' of late adolescence. Therefore, to identify the differences between emerging adulthood and late adolescence demands further research. However, the contemporary thoughts has exposed that the brain does not mature until one steps into the mid-twenties as per Smetana. J. et al. (2006).

As per Peckham et.al (2004), the psychosocial theories of Erickson present some conflicts in all stages which have two opposite outcomes. Research suggests that if the conflict is determined through positivity, the outcome becomes satisfactory with healthy development. On the other hand, if the struggles are resulted by negativity the outcomes are unsatisfactory with personality structure disorder may manifest itself psychopathology.

Changes in adolescents:

(i) Psychosocial changes:

Many parents and families experience the prolonged turmoil with various challenges with adolescents. Their thinking and behaviour influence their world with different physical and mental health issues. Therefore, they are categorised as most vulnerable and risky population of the nation. For better understanding of their characteristics and development they are to be given enough attention at this age. All Adolescents are different in their biological, psychological, social and cognitive development. From physical point of view, they are observed with massive changes with their body therefore they suffer from clumsiness and poor coordination in movement. Changes in their physical size, shape and gender identity are significantly visible in this stage (Bastable & Dart 2014).

(i) This stage of cognitive development is named as formal operations by Piaget. They develop better understanding and reasoning comparing to their early childhood. They generate abstract thinking and complex logical reasoning. Sometimes rationality and thinking lead them towards inductive or deductive sides. Their principles of rationality (cause and effect) and hypothesis (imagine possibilities and comprehension of complex explanation) never been experienced by them (Vanden et al. 2007).

Formal operation thoughts not only empower them to conceptualise undistinguishable processes but also make fortitudes of their behaviours to fit into the society. For instance, they can suffer from egocentrism or imaginary audience with the contemporary trends. Which make adolescents self-conscious about their looks and thoughts (Snowman, 2006).

They understand the status of health (illnesses, causes of illnesses, health promotion and disease prevention). Moreover, they identify health behaviours which force them to discard risk taking behaviours and feeling invincibility (Girod et al., 2005) which is a kind of social thinking as personal fable. This belief makes them to be stronger and irreplaceable to face this world even in the diverse environment.

Further challenges in adolescents and effects on family and society:

Amalgamation of social and cognitive development lead them towards adulthood.

Even though they feel stronger and invaluable their sense of belongings depends on their group, friendship, peer acceptance and peer support. They try to break the authoritarian adult's actions or recommendations by driving them with peers' trends of fashion, models, values and behaviours which in return put them in contradictory position (according to Bastable & Dart 2014).

Subsequently, family struggle with opposite moral understanding, acceptance, categorising or stereotyping and alienation enunciates the relationship between parents/guardians and adolescents. They become desperate to find new trusting relationship outside home and put them in vulnerable position (Santrock, 2006).

They inquire for their 'personal space, control, privacy and confidentiality', as per Bastable & Dart (2014). They can not accept loneliness, illnesses, separation from peers, hospitalisation, change in the body image positively which is dangerous for them and also may lead them towards death or serious mental health injury.

According to Bastable & Dart (2014), Therefore, they demand sincere attention from the parents and guardians as well as require profound coping mechanism skills to accomplish the healthy development of this stage.

Appropriation of theories in recent time:

As adolescents grow, it is not only the physical features that mark development in adolescents but cognitive, emotional, social changes. These social changes occur during the Early adolescence within the group of 10-14 years age, Middle adolescence within 15-16 years of age and Late adolescence within 17-21 years of age roughly (as per Spano. A. 2004). These comprehensive zones can be listed as moving toward independence, future interests and cognitive development, sexuality; physical changes and ethics and self-direction.

Although age did not define Paige's studies, he mentioned that age segregation is not as effective due to the variation of growth between each human being. Individuals are not the same and so cognitive theory is more applicable.

In recent time, it is observed that the developmental changes explained by both Erickson and Piaget have given us the direction to research more on the topic with

some scientific valuation. However, these theories still remain the foundation of the lifespan development theories and its broader application in practical life is still relevant.

Poor cognition, mental health and social expenditure:

Teenagers that have poor cognitive skills could perhaps have them due to their low self esteem and poor behavior. Zilanawala. A. (2017). Early adolescence is the age where many experiments with alcohol and begin to display antisocial behavior as well as poor mental health. Future failures in education, the ability to understand situations and better focus is also related to this age. Academia and other pressures are not the only things related to poor mental health in adolescents: their diet provides to have a big impact. In the future, society can expect a decrease in productivity and increased rates of health expenses.

Practical examples:

As I have been working with people with learning disabilities for 13 years, it has been observed that proper nurturing and guidance lead them to develop effectively while improper treatment by family members and professionals have detrimental effects on them. For instance, due to inappropriate behaviour and bullying one of our learning disable service left school with strain and trauma. On the other hand, Mr X came out from his mental health situation after 2 years of scheduled activities and therapies.

In first scenario increased peer pressure and the desire to fit into society led him to be unfit for the society. In second scenario, an increased rate of person centred therapies and scheduled activities provided the person improved awareness in taking care of himself and his beneficial habits as per McAteer J. et al. (2017).

Conclusion:

The most meaningful experiences of learning I have come across through this course was the concrete idea about psychological theories and its implications which I will be utilise throughout my professional life. After learning about these Psychological theories, I believe I will relate my daughter's behaviours and her developments rationally than ever before. Also, I will reproduce my skills and abilities to understand

my daughter and service users better. This module has widened my scope of further learning. Before learning about these skills, I was unaware about adolescents' period of identity development and self-acceptance (Ozdemir, A. 2016). Identity development proceeds depending on physical, cognitive and social elements (Atak, 2011) as it has been perceived through exploring Erikson's Psychosocial and Piaget's Cognitive theory.

Nevertheless, speculations and assumptions are present in both theories however, these are still applicable today's life not only because practitioners find these theories quite useful to identify but because to assess mental health problems.

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