



PSYCHOLOGY FOR HEALTH AND SOCIAL CARE BMHP4003
ACADEMIC ESSAY-TASK 1

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INTRODUCTION

This is an academic essay on psychology for health and social care. Psychology is the scientific study of behaviour, cognitive and affection (European Health Psychology Society, 1987). Developmental psychology is the analysis of how people develop physically, mentally, socially through their lifetime (Tamnes et al., 2018). This essay is going to discuss the infancy stage of development, Freud's psychosexual stages of development and Piaget's theory of cognitive development, cognitive, emotion and behaviour of the infancy, and three recent research studies in health and social care.

INFANCY STAGE OF DEVELOPMENT

This is a period of life between birth and the possession of language roughly one to two years later, so the role of the parent or caregiver is very crucial. Mostly, an infant depends on reflexes because they are helpless and vulnerable, so they are looking for security, attachment, and they are trying to learn. The experts suggested that during this stage at 4-6 months, the most important milestones include rolling over, laugh, and start to make babble. By the age of 6 months, they are sitting down by themselves. By 12 months they are crawling and sometimes walking, and they can talk easy words and vocabulary, like "mama," and 'no'. By the 24 months, infants have the excellent abilities to pick up and put down little items, to utilize pincer grasp, and tries to write by soft tool (Crowley, 2014).

However, the main struggle starts from this stage because this is the stage as much positive but also a stage of helplessness, where totally depending on the parent primary care. So, the child will learn, adopt, and accommodate based on what they

see from their parent. Psychologically, infant is at stage where their brains are constantly wanting to adopt, learn, and want to be responsible. (Armstrong, 2008).

FREUD'S PSYCHOSEXUAL STAGES OF DEVELOPMENT

According to Austrian neurologist Sigmund Freud every child has full vitality that requires to be directed in the correct way, however the children development differs on the approach to direct this vitality. Hence, on his Oral stage of development, he believed that children sex is active right from childhood but we as adult do not recognized. The child between 0-18 months the sexually active zone is mouth (by sucking, biting, chewing), which is very dominant that is why every child has been born with sucking reflect and that is why children find pleasure to breast feeding because their mouth is the area of their sexual pleasure. Therefore, at this stage children attempting to put everything in their mouth either soil, food, or toys. (Dahl, 2016).

He predicted that if mother or caregiver have sensitive with these oral needs, thus, if a child crying, they are looking to breastfeeding them and the child will understand they get love, they get nurture and their sexual pleasure through their mouth is made, so they are growing towards health self and psychologically fulfilling self. However, if a mother is incompetent in meeting those need, they do not care, they are busy with addiction or life, and they do not want to look after the children, so the child goes on crying and get the point where a mother gets tired and feed them. Freud argued that because they are keeping crying and they do not get any response they start sucking their thumb as an alternative response

to fulfil those need. But that creating a helpless behaviour in the child that having a negative impact in adulthood (Dahl, 2016).

Therefore, if the children are displeased on oral stage, they are described by negativity, hostility and sarcasm, distrust, gullibility verbal aggressive, optimism, and develops into adult who obsessed by chewing the ends of pencil and pens or gum. And a child with an oral passive, behaviour is described by oral sexual desires, smoking, eating, and kissing (Dahl, 2016).

PIAGET'S THEORY OF COGNITIVE DEVELOPMENT

Jean Piaget's theory of cognitive development concentrates both on knowing how children develop knowledge and on identifying the nature of their intelligence. On his sensorimotor stage, Piaget suggested that from birth to 2 years children recognize the world through their senses and motor abilities such as touch, movement, taste, smell, and vision. An infant may have a schema for food like bottle or breast, which responded by rooting, sucking, and startling which can develop new schema, for instance accidentally they can suck their thumb but later after they find pleasure of doing that intentionally they can repeat the action (Wadsworth, 1979).

Also, infants start studying their surrounding environment and habitually mimic the noted actions of others and acknowledge some objects having certain qualities, so child can tremble toys to create noises and this reaction can become coordinated and consistent. Moreover, children begin a period of trial-and-error experimentation, for example, a child may

start performing actions or sounds to gain attention from a caregiver, for instance they may laugh, make speech-like sounds, and use sound to express happiness, unhappiness, or excitement. (Wadsworth, 1979).

Furthermore, the infants at this stage are not be able to understand that if they do not see a thing or person it does not means it gone forever, but it can be hidden, that is why they have stranger anxiety because they are not finding attachment at that time. For instance, if they do not see their mother in the room and see some strangers, they are start crying and they feel that their mothers have gone, and these strangers will take them, or if a parent shows them a toy and take away from them, they do not understand that they are still existing (Wadsworth, 1979).

INFANT COGNITION PATTERN

The infant knows everything they needs to survive (breathe, feed, sleep, and poo), however their intelligent is slowly developing that is why their mind is still not clever enough to cope with physical coordination, thinking, language, memory, and perception to understand their surrounding world. So, infant in few weeks old grasps that they can do something, but they have slowly development capability to remember how to do it, therefore, remembering is rare before six months. After six months they are starting to use actions to communicate by miming and slamming their toys knowing that they do different things. Therefore, most of the infant cognitive development occurs naturally, but parents have playing a big part in helping it along by recognises their smell and voice, studying their face, shifting in time to speech rhythms and coping lip movements (Perszyk et all, 2018).

INFANT EMOTIONS PATTERN

Before infant learn how to speak, their emotions are the only way to communicate their demands to their caregivers. The infants can show a range of positive emotion like smiling, excitement, or laughing and negative emotion like crying, becoming anxious, or feeling sad to their caregiver or parent. Therefore, the infants can show excitement when someone makes a funny noise, also cry, when they are hungry, but they can calm down when they are offered a bottle or when they are picked up. And they will frequently react to a stranger or a strange situation by getting a cue from their caregiver's response. Moreover, the infant identifies themselves in a mirror and babbles happily when tickled. After the infants begins to understand a daily habit and to remember things, they start to show empathy and will try to comfort their caregiver if they think they ought to (White et al, 2019).

INFANT BEHAVIOUR PATTERN

In the first year of child's life, the infant has little motor control, roughly 4 to 6 months the major milestones include rolling over. By 6 months old they can sit down without help, and by 12 months they can crawling or even walking. However, by 18-24 months, children have the good motor skills to pick up and put down little items, use a pincer grasp, and tries to scrawl by a crayon (Barbosa, 2018).

THREE RECENT RESEARCH STUDIES IN HEALTH AND SOCIAL CARE

1. 'Strategies used to cope with stress by emergency and critical care nurses' (Qarima et al, 2019).

This is professional article, which is written by Qarima et al and published online by the British Journal of Nursing on 08 January 2020. This study helps to develop coping strategies to use in stressful situation, thus how stress is damaging nurses' health, how it leads to organizational insufficiency, and diminished career satisfaction and elevated staff turnover (Qarima et al, 2019). Therefore, this is a relevant article that I can go ahead and write and relate on it if I want to know about nursing practice or health workers

This study has done to explore the work-stress coping strategies amongst nurses employed in the critical care unit and emergency department by clarify the connection between the strategies and sociodemographic factors (Qarima et al, 2019).

It is cross-sectional study that has been done on sample which is true representative. The study invited 165 nurses from critical care services and emergency department and 85 nurses partake in the research by filling the questionnaires and based on a 52 percent of responses. (Qarima et al, 2019).

Moreover, this is the first research that observe work-stress amongst nurses and found out the nurses used problem-oriented coping strategies, mostly planful problem solving which provide the idea of controls overstep by step planning. The second one is positive reappraisal or emotional appraisal, so it is more like mindful approach (Qarima et al, 2019).

2. 'Links between the organization of the family home environment and child obesity: a systematic review' (Bates et al, 2018)

This is article, which is written by Bates et al and published by the World Obesity Review on 08 March 2018. This research explored increasing levels of obesity and overweight of the child, by identify risk and protective aspects that useful for prevention and intervention (Bates et al, 2018). This is an appropriate article that can help to understand the parental role on children cognitive development and to know about impact of children obesity and overweight.

This research aimed to study the structures of the family, including routines, household mess, restrict setting, and crowding of the home atmosphere (Bates et al, 2018).

This study involved observation method by weight children ages 2–12. Hence, 84 percent of studies providing evidence for connections between child weight and family home atmosphere which presented undeniable proof that the household structure played an important role on child overweight and obesity (Bates et al, 2018)

3. 'Evolution and effects of COVID-19 outbreaks in care homes: a population analysis in 189 care homes in one geographical region of the UK' (Burton et al, 2020)

This article has written by Burton et al and published by The Lancet Healthy Longevity in 2020. This research studied the limitation of the information of the COVID-19 outbreaks in the residents of care home. The study meant to illustrate the growth of COVID-19 outbreaks in Scotland's care homes (Burton et al, 2020). This is very useful study which can provide the

understanding about the rapid growth of the pandemic and the impact to care home residents and workers and it will make me easier to contrast and compare that impact on different parts of the UK.

This is experimental study which did analysis based on the National Health Service's cases, testing, and deaths in care homes in Lothian health region. Therefore, the analysis show that more than a third of care homes (69 of 189 [37 percent]) had a confirmed COVID-19 outbreak, whereby, 413 COVID-19 death recorded in these care homes (Burton et al, 2020)

CONCLUSION

Therefore, the infancy stage lasts from birth until approximately the age of two. The children learn the world through sensory experience, their motor skills, and fulfilling their sexual needs. In this stage parent played an important role on their cognitive development as Freud's psychosexual stages of development and Piaget's theory of cognitive development argued.

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