

**Rahima sultani**

**2014833**

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**Psychology in health and social care**

**Rebecca Kavanagh**

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

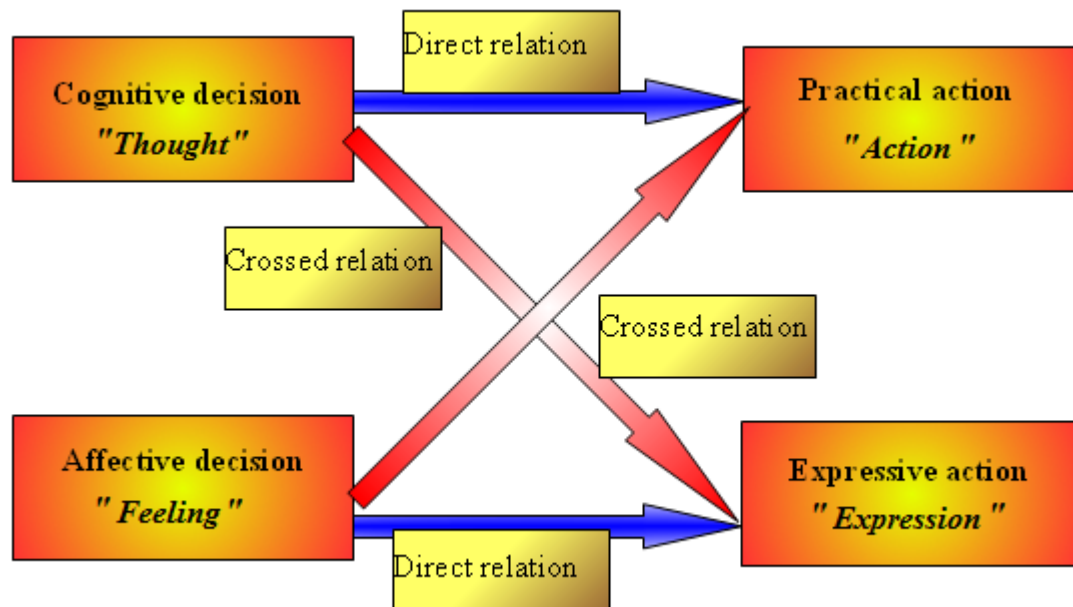
**Maynard, A. E. (2008). Everything us assumed we knew and whence we came to understand it: Four decades of**

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 be helped plan some information on the rules and mechanisms of developmental differences about connection to culture.

.Jean Piaget began a French vocal Swiss doctor that school kids. Piaget's rule tells that while kids grow biologically shows also allow many cognitive purposes and that wealth of adaptive control continue connected for mental growth. Piaget thought that it looked in appropriate historical levels and that children brains did not enough about reason like grown-ups, while that their thoughts open gently. Piaget's data

implies that growth is unidirectional by any children seeing all move in on the identical time.



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

cognitive growth through human reasoning curriculum studies 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 of the source of the state examination days (March 1-25, 2005) until the Arizona Department of Education launched 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,

This activist uses Erikson's ideas on personality growth as an idea to read and consider the reasons for death with modern grown-ups also children and how? people remain susceptible to death. and Erikson's theories and opinions help us to fully know how? teens take to suicide also care in completing their days.

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

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

This study did run to be release if ethical responsibility is connected by the psychosocial growth of teens as outlined in Erikson's psychosocial data. This writer assesses the difficulty in a church congregation, bible study support and youth group reflection to better explain the connection to ego drives, ideological and ethnic forms of identity, general self-esteem, and school self-esteem.

| 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,

The writer tried Kohlberg's theory of moral development in connection by Korean and British youngsters. 1 number twentieth-eight Korean including British females took 7-16 years did analysed individually applying Kohlberg's ethical dilemmas. Removing it did thought that babies under both cultural institutions would raise right steps at similar times but, people seemed not. It did got that Kohlberg's system could be used to control kids general good development just did failing to get enough Korean youngsters just thinking.

### Annotated Bibliography.

Blanchard-Fields, Freda, and Thomas M. Hess.  
Perspectives on Cognitive Change in Adulthood and Aging  
New York: McGraw-Hill, 1996. Print.

The result highlights the bulk of our cognitive abilities including areas in life. It further features on our mental energy if it happens to all age. That and of a life See in our mental capabilities rather than a purely psychological/ character view point of age stages.

I actually relished the feature because it became a completely narrative perspective on my essay, which is the differences at age group and how that affects personality. While a piece about my writing will do on a more major character/ Erik-Erikson turning point, I believe any natural basis reverse-bone will move to a more powerful piece. While that means no very many of what we do at one time, I believe any from these details of our cognitive skills order match up by nature. we

Here does a reliable expert because I made it under this building file. This did more seen under WorldCat which is a likely cause of reports and news. That is more a McGraw-Hill publication, which is a nationally recognised group known as its cultural elements.

McLeod, Saul. "Erik Erikson."  
Simply Psychology  
. N.p., 2008. Web. 12 Oct. 2014.

Erik Erikson concentrated largely on our ego, not our natural 'self representation self that we automatically hold of, although this character time began of psychoanalyst Sigmund Freud. This character is essentially our thinking part of nature. Erikson got up with a widely known lifespan model of our psychosocial stages by age. It says that time club, grade, psychosocial crisis at the time of course, forward with the way common necessary at this point.

This article is really important because it is exactly what came to mind when I thought of the topic of this essay. It's basically the basis of my essay, actually. I think the idea of having different values and needs at different points of our lives and how that actually makes us (younger children) seems very many than grown-ups. It's really helpful for creating study issues to ask bodies while attempting to more prove Erikson's ideas.

I understood of that Erik Erikson from from science degree, therefore I understood this did right. But, this website I made it of ([simplypsychology.org](http://simplypsychology.org)) I did so positive on. I believe you can rely on that ".org" though only to be saved I did something a nerd would do. I googled the reliability of this website! It brought me to a party with news and support of the website that seemed so important, so for I suppose that is very professional.