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Psychology for Health and Social Care

BMHP4003

**Lectures:
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LIFESPAN PSYCHOLOGICAL
THEORY: JEAN
PIAGET'S COGNITIVE
DEVELOPMENTAL THEORY

INFANCY, THE SENSORIMOTOR
STAGE 0-2 YEARS.

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(Verywell Mind, 2019).

Introduction

- Psychology is *"the study of mind and behavior. A discipline that embraces all aspects of human experience"* - Behavior, Thoughts, Feelings (Lally, 2020).
- Psychology was a topic that interested scientists and it has been growing to this day (Cherry, 2020).
- Lifespan: Theoretical explanations produce testable hypotheses which advance the knowledge of how humans develop, from birth to adulthood. Logic and memory are two examples of the mental components of developmental that the cognitive theories emphasize (Boyd, 2019, pp 46-49).
- Goals of psychology, what is expected to be achieved, and how psychology is applied to address problems in the actual world: To describe, to explain, to predict, to control/change (Cherry, 2019).
- Thus, this presentation aims to explore Jean Piaget's Cognitive Developmental Theory, focusing on Infancy – The Sensorimotor Stage, 0-2 years.

The definition of psychology per the American Psychological Association is *"the study of mind and behavior"*, a field of study that encompasses all facets of the human experience, from brain processes to national policies, from child development to elderly care. It focuses on how a person thinks, feels, behaves, and responds to situations as well as the intricacies of the mind. Additionally, these human behaviors could be stimulated by intelligence, memory, perception, cognition, attention, motivation, and even biological processes. (Lally, 2020).

BEHAVIOR: Psychology is the study of how our thoughts and actions are related. It frequently questions why we act in various ways and whether any patterns can be identified.

MIND: Psychology seeks to understand how specific behaviors are thought of by individuals. It concerns a person's memory, perception, and attention.

The genes that we inherited from our parents or relatives may also have an impact on **BIOLOGICAL** psychology. They witness the impact of heredity on an individual's behavior.

HUMANISTIC: psychology is also interested in an individual's life experiences. It demonstrates how an individual's actions has some bearing on their inner feelings and how they regard themselves as individuals.

SOCIOCULTURAL: There are many different cultures in a diverse nation, and these

cultures influence how people behave in various settings. This demonstrates how the two are intertwined and how one influences the other. (Lally, 2020).

Psychology as a field of study dates all the way back to Ancient Greece. It was regarded as a branch of philosophy for a long time, but thanks to the efforts of several scientists, psychology made a breakthrough. German researchers were able to measure a person's sensation and perception using scientific techniques in the middle of the nineteenth century. Wilhelm Wundt, a German, was the first to build a formal psychology laboratory at the University of Leipzig in Germany in the 1880s. Numerous tests focused on watching people's reactions were conducted at his lab. The most well-known of these is the reaction time, in which a person or subject is sequestered in a space where researchers gradually introduce various stimuli. Wundt was the first person to be called a "Psychologist" as a result of his research. From that point forward, psychology was a topic that interested scientists. It has since changed and grown into what it is today (Cherry, 2020).

Lifespan: Theoretical explanations produce testable hypotheses or verifiable responses, to "why" inquiries concerning behaviors, such as why boys and girls appear to develop in different ways, which advance our knowledge of how human development, from birth to adulthood. Psychoanalytic theory (examples: Freud's Psychosexual Theory and Erikson's Theory of Psychosocial Theory), Learning theory, and Cognitive-developmental theory (Piaget's Cognitive developmental theory, and others) are the three largest groups of theories.

Developmentalism's knowledge of age-related changes goes beyond the explanations to include theories that address the biological underpinnings of development and interactions between these and the environment. Therefore, the most complete accounts of developmental processes frequently incorporate concepts from the psychoanalytic, learning, and cognitive perspectives in addition to those drawn from biological and environmental theories. Logic and memory are two examples of the mental components of development that the cognitive theories emphasize (Boyd, 2019, pp.46-49).

Goals of Psychology, the main objectives of psychology, what psychologists hope to achieve, and how psychology is applied to address problems in the actual world. Describe: Simply describing behavior is one of psychology's primary objectives. Being able to comprehend it and acquire a better perspective on what is deemed normal and abnormal by explaining the behavior of humans and other animals. Explain: Numerous theories have developed during the course of psychology's development to assist explain various facets of human behavior. Predict: Psychologists can also speculate on human behavior through prediction without necessarily comprehending the underlying mechanisms. Control/change: Psychology aims to alter, sway, or regulate behavior in order to affect

positive, long-lasting improvements in people's lives (Cherry, 2019).

Introduction to Jean Piaget

Born in Switzerland in 1896 and lived until 1980.

Start his career as a researcher early, around the age of 11 when wrote on a short paper article.

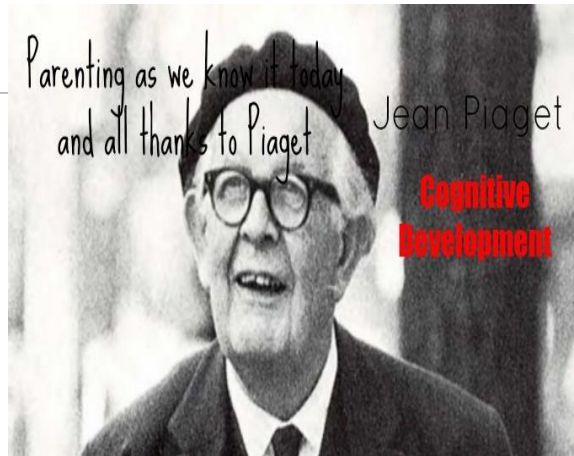
In 1918 receives his doctorate in zoology at the University of Neuchâtel.

In 1920-s he went into work as a psychologist

Got married in 1923 to Valentine Châtenay and had three children

Was inspired by his own children and observing them helped many of his studies

(The Editors of Encyclopædia Britannica)



(Motherhoodinpointofact.com. 2022)

Violeta

Jean Piaget is known as "the father of development psychology".

His theory of cognitive development was published in 1936 and used even now days in branches of education and psychology.

Piaget believes that "learning was experience based" and also consider children "little scientists".

According to Piaget "only education is capable of saving our societies from possible collapse, whether violent or gradual".

Understanding Jean Piaget's Theory

Piaget's theory is about cognitive development. According to Piaget's theory "children intelligence expands as they grow"

Piaget believes that "to be able to understand children, you must think like a child"

Piaget believes that "children are active and they learn as they grow, they are not passive learners"

According to Jean Piaget "Children see the world different than adults. They think and see things according to their age".

Violeta

5

Note: In his four stages of development, Piaget has got some important concepts. He suggested few strong factors that can influence children's development

- Schemas - types of knowledge that helps humans to interpret and understand the world
- Assimilation- the process through which children take in new information and add them to the already new ones
- Accommodation- the ability to change
- Equilibration – helps explain how children can move from one stage to another

He showed in his theory that every child is unique and goes through different stages and that they are not "mini-adults".

According to his theory the "new concepts or theory's should be introduced to children when they reach the correct cognitive development stage".

Stages of cognitive development

According to Jean Piaget there are four stages of development

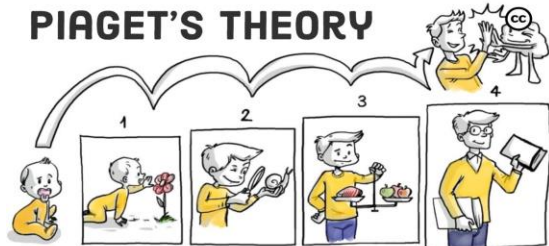
Sensorimotor stage - Birth to 2 years

Preoperational stage – age 2 years to 7 years

Concrete operational stage – age 7 to 11 years

Formal operational stage age 12 years and up

PIAGET'S THEORY



(Yting.com, 2020).

Violeta

After all his researches, Piaget has come to the following conclusion :

Birth to 2 years – During this stage, baby's and toddlers will learn through sensory experience and will try and grab objects.

The learning builds through – reflexes

- senses
- motor response

Age 2 to 7 years - Children will continue developing their vocabulary, and they will also learn through pretend play. At this stage they still struggle with logics and the idea of constancy

Age 7 to 11 years – They become better at thinking during this stage, a lot makes sense, and they will use logic more

- children will begin to think about how people around might think and feel

- They struggle at this stage with abstract and hypothetical concepts

Age 12 and up – At this last stage of Piaget, adolescents and young adults will think more scientifically, increase logic, see multiple solution to a problem.

Importance of Jean Piaget's Theory

His studies are mainly highlighting Logic, Reasoning, Judgement and Constructionism

It shows the cognitive process during childhood

Used a lot by teachers from the early stages "to be able to develop a better understanding of their students thinking"

(Blake, et al 2008).

According to Piaget "every child is unique". He strongly believes that children develop differently and they learn in their own way.

Violeta

Cognitive development is "the ability to learn, think, communicate and remember".

Jean Piaget's theory of child development is used by the teachers in schools to incorporate constructivist-based strategies

According to Piaget's theory "in the classroom, learning should be student-centered and accomplished through active discovery learning "

Sensorimotor Stage 0-2 years

Sensorimotor stage is the very first stage in Jean Piaget's theory of cognitive development, this stage describes infants from birth to two years of age. During this stage the infant learns about the world through their senses to interact with their environment.

Developmental changes happen during this stage examples of these are:

- Infants learn about their world through basic movements
- They learn about the world through movements and sensations
- Infants discover that things exist even when the object is out of sight
- Infants discover that they are different from people and objects around them
- Can understand that their actions can cause an impact by their actions (Cherry, K, 2022).

Infants gain knowledge through their senses and motor movements.
(Cherry, K, 2022).



The sensorimotor stage is the first stage of Jean Piaget's Theory. According to (pgpedia.com. 2019) Piaget believed that infants are dependent on their senses and physical abilities to understand the world around them. Furthermore, infants at this stage are naturally born with the ability to;

- Hear
- Taste
- smell

At this age they continually explore and learn through trial and error. This may entail shaking a rattle or by putting objects in their mouth.

Babies go through a rapid growth and their learning continues as the infant finds new discoveries about the world around them. Infants cognitive development improves as they grow more mobile furthermore, language development at this stage has started. Throughout this stage object permanence develops usually around 7-9 months of age, indicating that memory is forming.

infants can recognise that an object exists even though it is no longer visible. (Wood et al. 2012). Once this has been mastered infants then move onto the next stage.

Piaget's six substages of sensorimotor

Stage One

Simple reflexes Birth to 1 month old

- Infants sensations and actions are often through reflexive behaviours

Stage Two

First habits and primary circular reactions 1 to 4 months old

- Infants develop coordination of sensation

Stage Three

Secondary circular reactions 4 to 8 months old

- Child becomes more focused on the world
- Infants repeat actions to bring pleasure results

Jean Piaget divided the sensorimotor stage in six substages.

Simple Reflexes

The first stage of the sensorimotor stage is reflexive stage which happens at birth to around 1 month of age. They are considered to be new-borns at this age.

New-borns have natural reflexive movements which they are born with. During this period babies tend to respond to a touch of a hand stroking their face or other stimulations. These movements can include;

- Sucking such as, breast or bottle feeding
- Orienting for example turning their head to a touch of their mothers hand
- And smiling

As schemas progress these actions will become intentional not just reflexive movements. (ePainAssist,T , 2020).

First habits Primary Circular reactions:

Infants between 1-4 months of age begin to repeat reflexive behaviours that are related to their bodies that they find pleasurable. An example of this is bringing their hand to suck on thumb . These are also called habits.

Furthermore, babies at this stage start to combine schemas such as moving their hands and sucking.

Secondary circular reactions:

At 4-8 months old infants continue to repeat their reflexive behaviours that they find pleasurable however, these circular reactions are becoming deliberately and more repeatedly. (lally, et al 2021) stated infants at this stage becomes more active engaged in their world.

.....Continued

Stage Four

Coordination of secondary circular reactions 8-12 months old

- Coordination of vision and touch
- Infants start to show intentional actions
- Recognize certain objects

Stage Five

Tertiary circular reaction, Novelty, and curiosity 12-18 months old

- Infants begin to understand how objects work
- They also learn some objects can be used to move another object

Stage Six

Internalized of schemes 18-24 months old

- Infants develop the use of primitive symbols
- The infants use these symbols to think about the world and interpret in their own way



(Bing.com. 2022).

Coordination of secondary circular reactions:

At around 8-12 months of age a infant can combine their reflexives with coordination to accomplish a particular task. The infant can now engage with other people by actions and behaviours. Furthermore, the infant is now coordinating both internal and external activities to their planned goal. (lally, et al 2021).

Tertiary circular reaction:

As the infant turns into a toddler this happens at 12-18 months old according to (lally, et al 2021). Piaget considered this stage as “little scientists”. Infants are now beginning to explore the world around them. However, this stage is trial and error as the toddler is using both motor skills and planned abilities for instance, the child might throw a toy to see what reaction they will get. Their experimentation helps them about their environment. (lally, et al 2021).

THE ROLE OF LIFESPAN PSYCHOLOGY IN HEALTHCARE PRACTITIONERS.

Knowledge and practise are constantly changing , practitioners must be accountable for depending on their own expertise and understanding of their patients .

They have a proffesional responsibility ,they should be conscientious of both their own and other people's safety. (Cech,2022)



Psychology in healthcare practitioners.

1. Best practices and knowledge are always evolving. Changes in research techniques, professional practices, or medical treatment are made when fresh research and experience deepen our understanding.

As more as they can improve everyday, they research, practice , knowledge , methods they became more professional and easier adaptative experiences.

2.Occupational therapists strive to enhance a person's capacity for everyday living and to carry out occupational activities that can serve as indicators of a person's capacity for participation in or functioning within our society and environment.

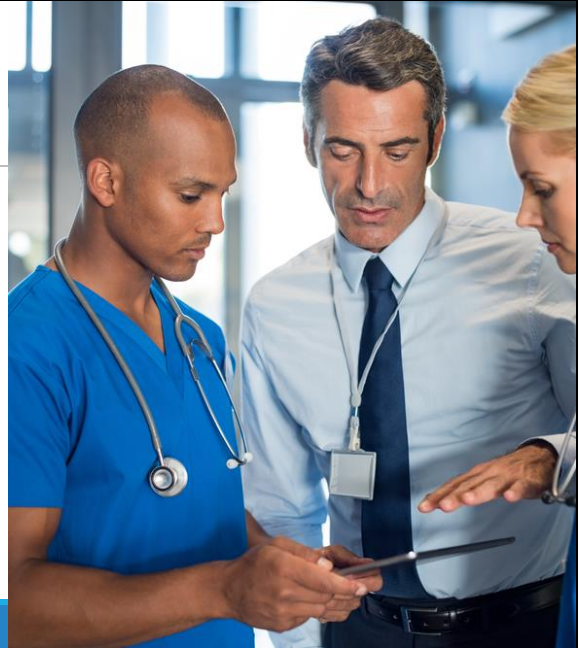
FUNTIONAL MOVEMENT ACROOS THE LIFE SPAN, full available in References

WHY THIS LIFESPLAN IS IMPORTANT IN OUR EVERYDAY LIVES.

Play is an educational experience and an essential part of a child's development. (David Cohen,2018)

It reflects the typical traits of lifestyle choices and works to promote a healthy way of life.(Kathryn Thirlaway,2008)

The focus of life will be on how lifespan affects health and how psychology influences and develops style.



In addition to supporting children who are living in difficult circumstances, therapy is essential for adults as well.

Best practices are more likely to develop as a result of theory-based interventions, which in turn advance theory and clarify the work of health professionals. The cornerstone of evidence-based practice is good theory (NICE 2006b) (Katheryn Thirlaway,2008)

Numerous lifestyle variables have been acknowledged as being crucial in favorably changing medical and mental disorders, as well as the morbidity and mortality that go along with them. These include consuming nutritious foods, getting more exercise, quitting smoking, and avoiding alcohol and illegal drugs.

Having a secure and tranquil environment, getting enough sleep, engaging in fun hobbies that reduce stress, having supportive social relationships, and engaging in healthy mental activities are other lifestyle elements for good health. In order to address medical and mental illnesses, doctors have advised adopting good lifestyle practices like food and exercise since the early 20th century(Psychiatria Danubina, 2019; Vol. 31, Suppl. 3, pp 217-220 Conference paper © Medicinska naklada - Zagreb, Croatia)



Critical evaluation of Piaget's Cognitive Developmental Theory

Strengths:

- Demonstrates how children think differently from adults;
- Shows the ways children think and act at different ages, providing four key stages of cognitive development;
- Explains the idea that children experience various stages of intellectual growth (schemes, assimilation, accommodation, equilibration); (Boyd, 2019, pp. 46-49)
- Opened a wide range of new ways for research into the nature of child development, in the 20th and 21st centuries (The Psychology Book, 2012, p.269).

According to Boyd (2019), The Piaget model, which focuses on how children develop their capacity for thought, offers both advantages and disadvantages. From birth to puberty, there are four universal stages of reasoning development, during which the child creates a new type of scheme.

As the strengths, Piaget illustrates the four major phases of cognitive development and uses essential terminology to support his claim that children don't think like adults until they reach a particular age.

*The Sensorimotor Stage: Infants employ their sensory and motor plans to act on the world around them throughout the sensorimotor period, the infant learns about the world through her perceptions and her motor activities.

*The Preoperational Stage: Children gain symbolic systems, such as language

and fantasy, during the preoperational stage, which lasts from roughly 18 months to age 6, which they utilize for thinking and communicating. By the time he reaches age 2, a youngster is able to think and communicate using symbols. He also gains the capacity to consider the perspectives of others, categorise items, and apply basic logic.

*The Concrete Operational Stage: The next stage is the concrete operational stage, when children aged 6 to 12 start to think logically and can understand ideas like conservation—the knowledge that a change in appearance doesn't always indicate a change in quantity—and other concepts. The child's logic advances significantly during this period, but his thinking is still constrained by the familiar. He will be able to answer straightforward "what-if" inquiries by the end of the time.

*The Formal Operational stage: Adolescents learn to think logically about speculative circumstances and abstract concepts during the formal operational stage, which is the final phase. By the time she reaches maturity, the teen is able to handle a wide range of "what-if" scenarios with ease. She also starts to manipulate concepts as well as physical items and significantly develops her mental ability to arrange thoughts and objects.

Explains the idea that children experience various stages of intellectual growth (or schemas, as he referred to them as)

*Schemes: The concept of a scheme—an internal cognitive structure that gives a person instructions on how to behave in a particular situation—is essential to Piaget's theory. You employ your picking-up strategy, for instance, when you pick up a ball. According to Piaget, each of us is born with a limited set of sensory and motor abilities, including the ability to gaze, taste, touch, hear, and reach. Each strategy improves with use; in other words, it functions better as the world changes. Mental systems help us employ symbols and

think logically during our formative years. To describe how children progress from pre-existing mental models, such as gazing and touching, to the complex ones utilized in childhood, adolescence, and adulthood, Piaget postulated three phases.

*Assimilation and Accommodation: Using systems to interpret experiences is the process of assimilation. A baby that grasps a toy is assimilating it to his grabbing scheme, according to Piaget. The complementary process of accommodation entails modifying the plan in response to fresh knowledge assimilated through assimilation. When a baby initially grasps a square object, he will adjust his gripping technique; the next time he reaches for a square object, his hand will be bent more naturally to grasp it. So, the key to developmental change is the accommodation process. Through accommodation, we develop new talents and rearrange our thought processes.

*Equilibration: To construct plans that work in the environment, equilibration is the process of balancing assimilation and accommodation. Consider how infants like to put items in their mouths as an example. They assimilate items to their mouthing scheme, to use Piaget's terminology. The mouthing pattern varies as they mouth each one to incorporate the directives "Do mouth this" or "Don't mouth this." Based on mouthing experiences, the accommodation has been made. A dead bug has a terrible texture, whereas a pacifier is comfortable to hold in the mouth. In the end, the mouthing scheme concludes that while putting a pacifier in a baby's mouth is acceptable, doing the same with a dead insect is not. In this approach, an infant's mouthing strategy

becomes more realistic.
(Boyd, 2019, pp. 46-49).

There is no doubt that Piaget's work opened up a wide range of new ways for research into the nature of child development. He substantially altered the structure of education in the Western world and provided the environment in which a great amount of study developed in the 20th and 21st centuries (The Psychology Book, 2012, p. 269).

Critical evaluation of Piaget's Cognitive Developmental Theory

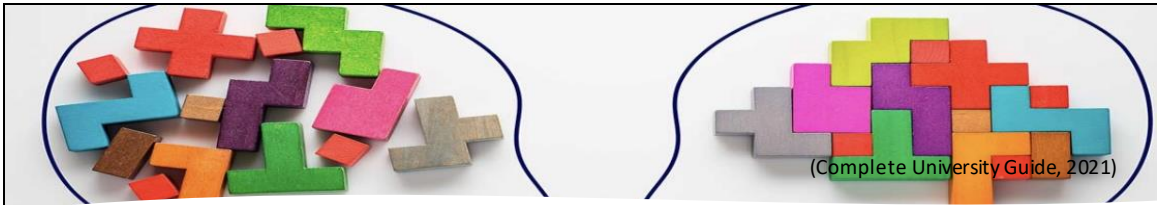
Weaknesses:

Does not consider development to adulthood, adults may underestimate children's thinking skills due to the concept of stages (Boyd, 2019, p.49).

Does not take into account that children can develop higher level cognitive skills with adult support (The Psychology Book, 2012, p. 269).

Despite its many benefits, Piaget's theory does not take into account crucial aspects, such as adults may underestimate children's thinking skills due to the concept of stages; there may be extra phases as adults (Boyd, 2019, p.49).

Whether the child has a learning handicap or fact that adult support can aid in and advance the child's development. Some individuals objected to Piaget's characterization of children as largely independent and autonomous in their production of knowledge and comprehension of the physical world since it seemed to disregard the significance of other people's contributions to a child's cognitive development. (The Psychology Book, 2012, p. 269).



Practical applications of Piaget`s theory:

Application in Education, in the classroom: Teachers must adjust to Piaget's theory that children learn best via active engagement rather than through passive observation (The Psychology Book, 2012, p.267).

Teachers, psychologists, and also parents can support learning:

- * By presenting opportunities for experimentation;
- * To provide children with examples of various ideas and concepts;
- * Applying concrete examples;
- * Presenting issues that demand analytical or logical thought, (Marcin, 2018).

By giving children alternative opportunities or means to explore and experiment with their settings, teachers and parents can support learning. Children may acquire a practical understanding of several subjects through these experiences.

Examples:

- *Presenting opportunities for experimentation. Put more emphasis on the learning process than the finished product;
- *Using models and other props, such as visual aids, to provide youngsters with examples of various ideas and concepts;
- *Using concrete examples, such as math word puzzles, to illustrate difficult concepts
- *Allowing for the classification or grouping of information. Children can develop new ideas from prior information by using outlining and hierarchies, which are ideal examples.
- *Presenting issues that demand analytical or logical thought Brain teasers may be useful in this situation. (Marcin, 2018).

According to The Psychology Book (2012, pp. 267-269), in the 1970s and 1980s, Piaget's work transformed the educational systems of Europe and the US, resulting in a more child-centered approach to teaching, both in theory and in practice. Teachers

were urged to see their employment as an opportunity to support children in original and unique forms of thought rather than trying to teach them to think and behave like adults. Piaget thought that education should encourage people to create, develop, and innovate rather than aggressively discouraging them from doing so at the price of their creativity.

Understanding the concept of readiness, which entails limiting learning based on the child's developmental stage, is another crucial component of child-centered education. One of Piaget's most important contributions to education, particularly in the areas of math and science, is the recognition that teachers must be mindful of and respect each student's ability to handle a novel experience or absorb new knowledge. The assignments that a teacher assigns should be tailored as closely as possible to the cognitive level and talents of each individual student.

Teachers must adjust to Piaget's theory that children learn best via active engagement rather than through passive observation. Being able to teach something to someone else is among the best ways to ensure knowledge, so reciprocity between students is crucial in the classroom. It follows that if students are allowed to actively discuss subjects among themselves, they are probable to intensify and solidify their current knowledge The Psychology Book (2012, pp. 267-269).

Conclusion

Jean Piaget's work on cognitive developmental theory not only helps parents understand and raise their children, but furthermore, it has also transformed the way teachers and others who interact with children understand them and help them with their behaviour. Piaget developed his theories by concentrating on children's intellect and growth, as well as how they adapt to their age and the environment.

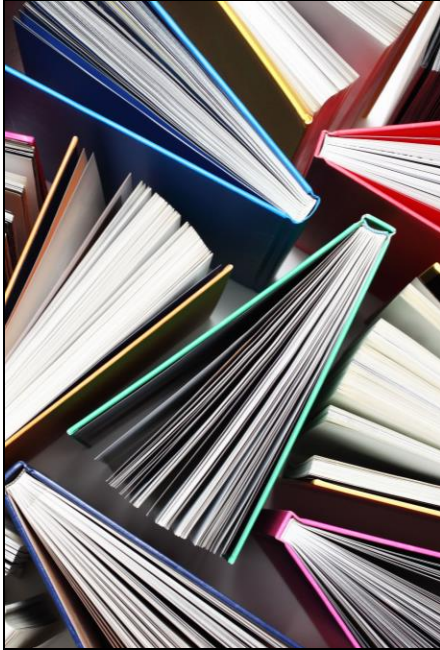


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Iva Emilova Yakimova

Thank you for listening!



WUJIAN
BUTTER

Any Questions?

(Bing.com. 2022).