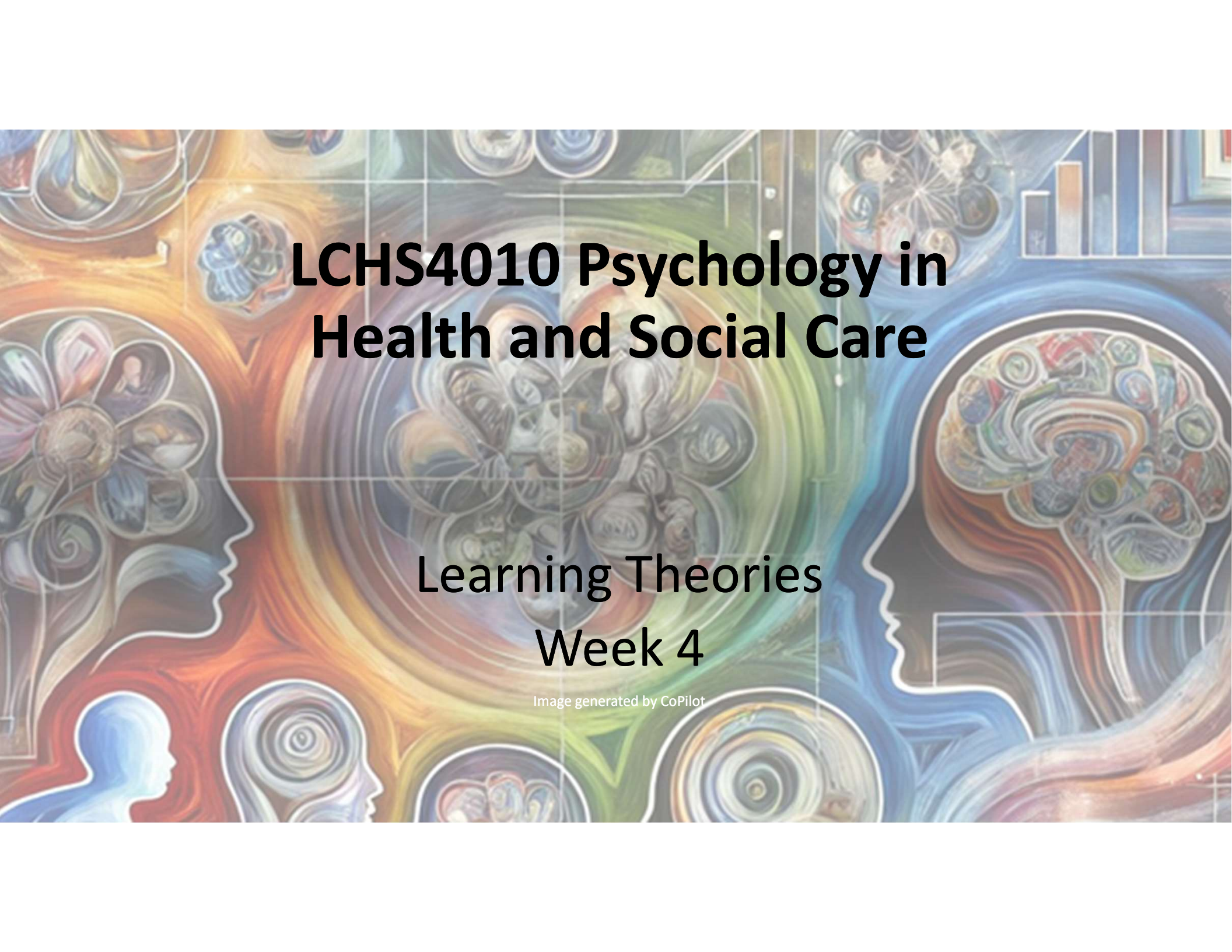




LCHS4010 Psychology in Health and Social Care

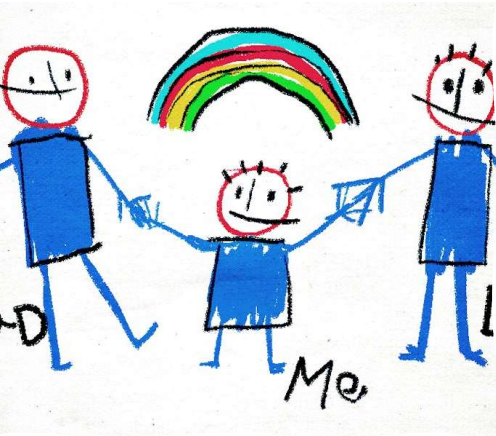
Learning Theories Week 4

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Plan for today

- Cultural Competence
- Behaviourist Theory - Classical and Operant Conditioning
- Social Learning Theory





We live in a diverse society

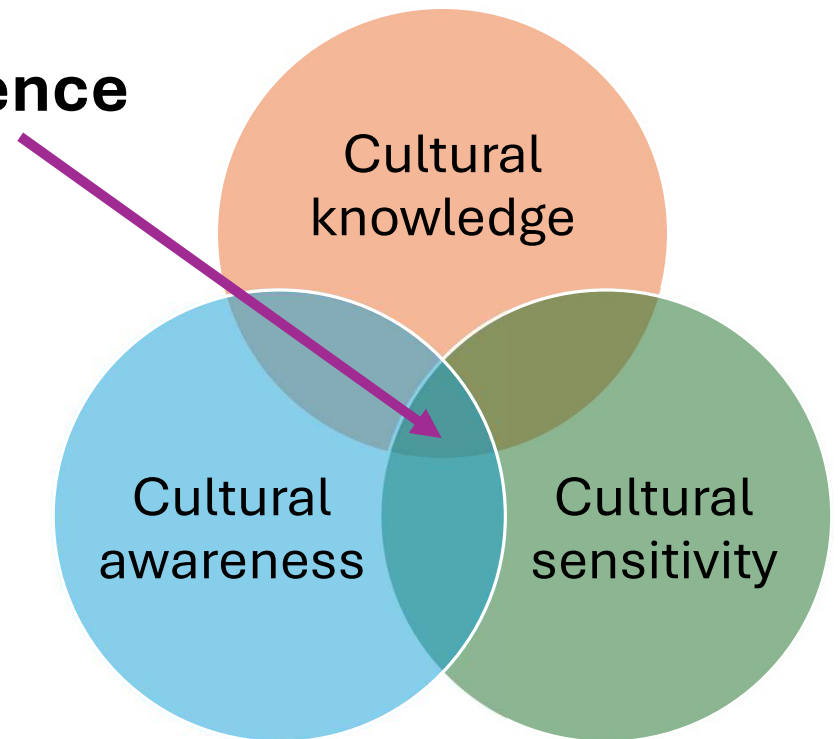
- How people live their life is shaped by their beliefs, values and cultural practices (Cross et al., 1989).
- Culture is “the integrated pattern of human behaviour that includes thoughts, communications, actions, beliefs customs, values, and institutions of **racial, ethnic, religious or social groups**” (Gross et al., 1989)



Cultural Competence model

Cultural competence model is a system of care (Husain, 2023): including both collective (organisational) and individual effort

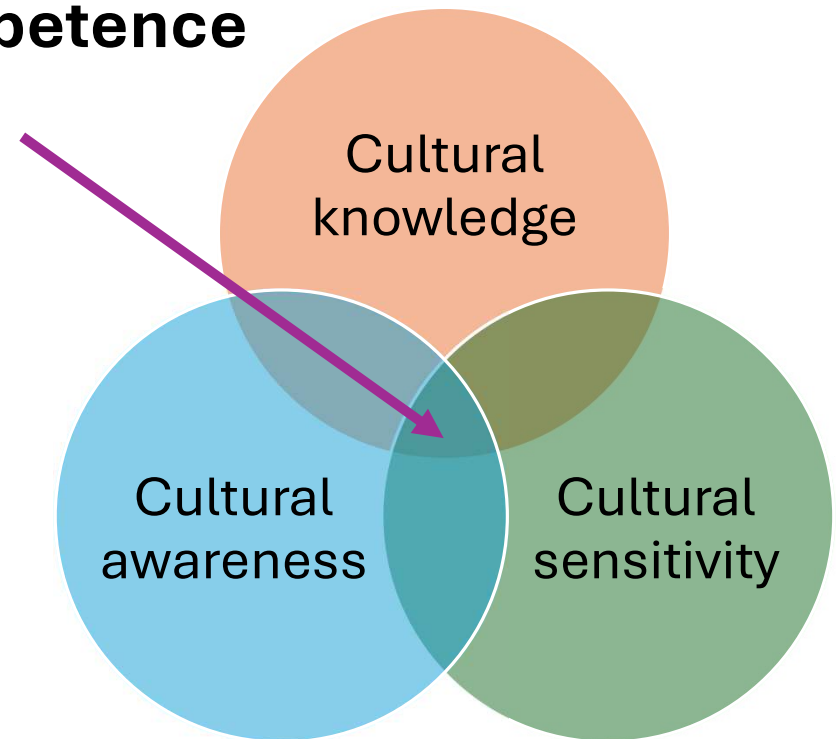
**Cultural
competence**



Cultural knowledge

Organizations and practitioners should collate local cultural, linguistic and demographic profiles. Seeking information about culturally patterned behaviour, values and belief systems

Cultural competence

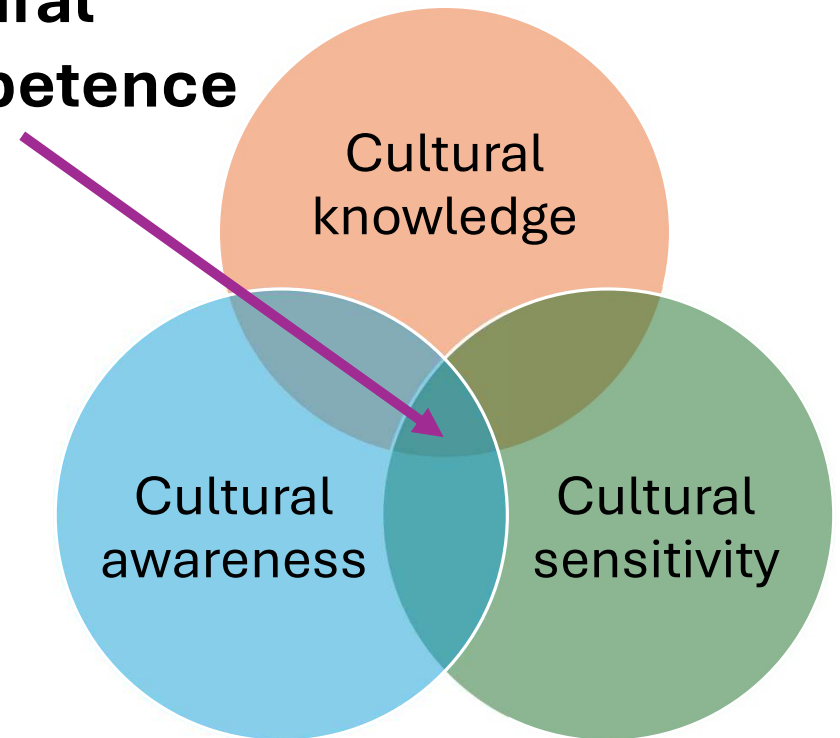


Cultural awareness

Practitioners recognise there is more than one way of doing things and others may believe in different truths and realities (Kholi et al. 2010)

- ! Challenging the notion of static cultures and tendency of using own cultural values as a fixed frame of reference to view/judge others

Cultural competence

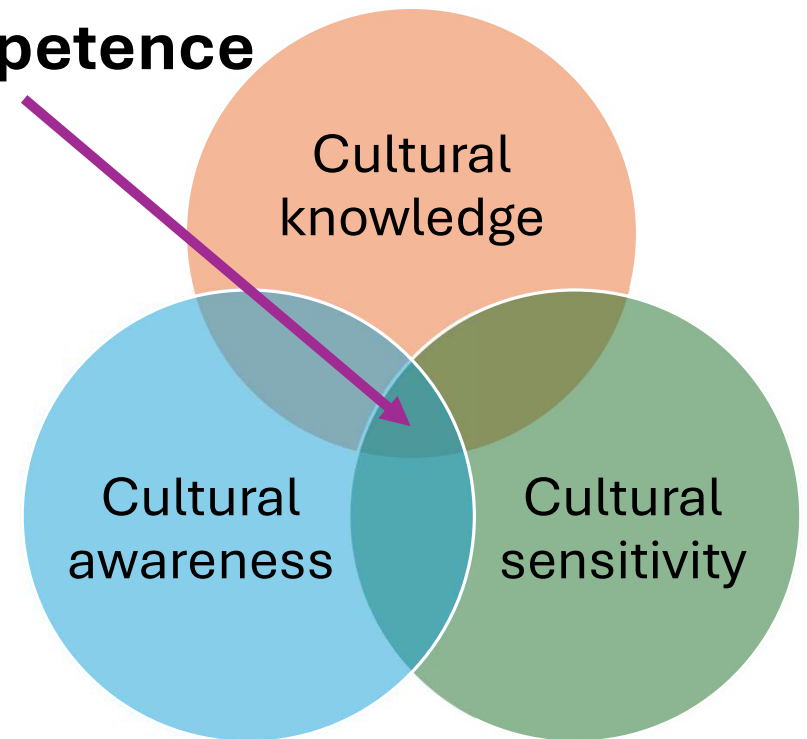


Cultural sensitivity

“the ability to change working practices and develop skills and strategies to work positively with cultural differences” (Husain, 2023, p. 342)

Also about the practitioner’s attitude to each client’s cultural uniqueness and ability to relate to clients in culturally relevant and appropriate ways (Cummins, 2003)

Cultural competence



Cultural competence is more than just walking in someone's shoes

We might gain some cultural knowledge by walking in someone's shoes.

It is an ongoing process. Therefore, continuous reflection and reflexivity to check our blind spot in terms of our cultural awareness and sensitivity is important.

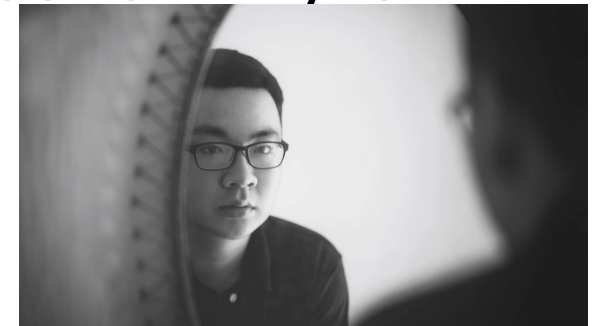
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BE IN SOMEONE'S SHOES

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How good is your cultural competence?

- Download and complete cultural Competence Self-Assessment Checklist (Link in Moodle Week 9 tile)
- How important is cultural competence for a Health and social care professional?
- Reflecting on your results, what can you do to increase your cultural competence?



Concept of 'culture' can be problematic (Husain, 2023)

- Can lead to interpretations of behaviours among groups and individuals as **fixed over time**
 - Therefore ignorant of differences of faith and practice of religious and cultural rituals
 - Deflects from systemic discrimination by de-emphasizing structural biases
 - Encourages discourse and narrative of ***a problematic community***
- However, culturally prescribed practice is situational/dynamic and can be modified by individual's characteristics and contextual social factors (Lynch and Hanson, 2003)

“Cultural competence education is laden with issues of sensitivity, notions of “political correctness” and entrenched in historical contexts around healthcare inequalities and social justice” (Li et al., 2023, p.3).

Important that practitioners are able to reflect on this and strive to continuously develop their skills and competency

Cultural competence is not a state that you reach by following the linear steps as suggested in the graph.

It is more cyclical and dynamic.



What have you learned about cultural humility?

Why is it important to maintain the three principles?

- Lifelong learning and critical self-reflection
- Recognize and change power imbalances
- Institutional accountability

How do the three principles translate to what you do as a HSC professional?



Becoming **culturally competent** and practicing **cultural humility** are ongoing processes that change in response to new situations, experiences and relationships. Cultural competence is a necessary foundation for cultural humility.

CULTURAL HUMILITY

GAINING CULTURAL KNOWLEDGE

What are other cultures like, and what strengths do they have?

DEVELOPING CULTURAL SELF-AWARENESS

What is my culture, and how does it influence the ways I view and interact with others?

HOLDING SYSTEMS ACCOUNTABLE

How can I work on an institutional level to ensure that the systems I'm part of move toward greater inclusion and equity?

UNDERSTANDING AND REDRESSING POWER IMBALANCES

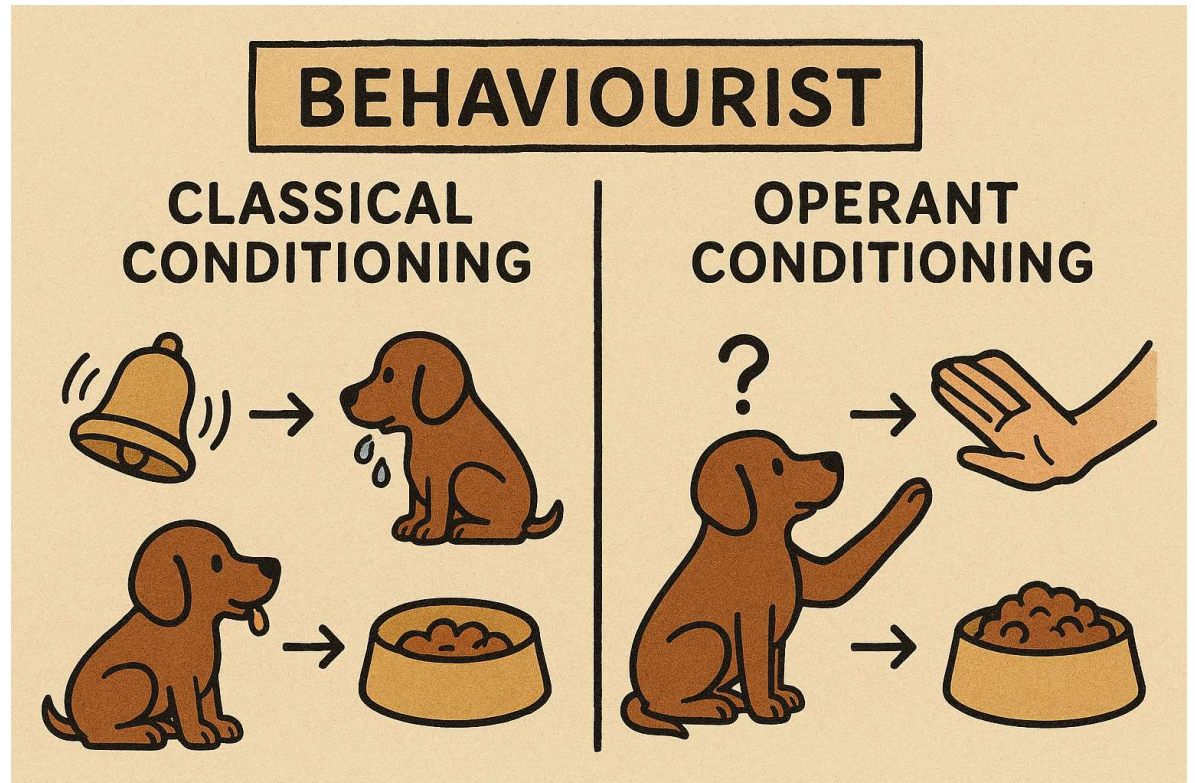
How can I use my understanding of my own and others' cultures to identify and work to disrupt inequitable systems?

CULTURAL COMPETENCE

Project Ready (n.d.)



Behaviourism & Learning Theories



Learning theories in Psychology

- Learning theories in psychology provide valuable frameworks for understanding how people acquire knowledge, skills, and behaviours.
- Cognitive theories focus on internal mental processes.
- Jean Piaget's stages of cognitive development help professionals understand how people think and solve problems. This understanding can make educational interventions more effective.



Learning theories in Psychology

- Lev Vygotsky's theory suggests that learning occurs through social interactions with more knowledgeable others (e.g., teachers).
- Language and other cultural tools are crucial for cognitive development.
- By paying attention to the ZPD health and social care professionals can use scaffolding to provide culturally sensitive learning.



Behavioural Learning Theories

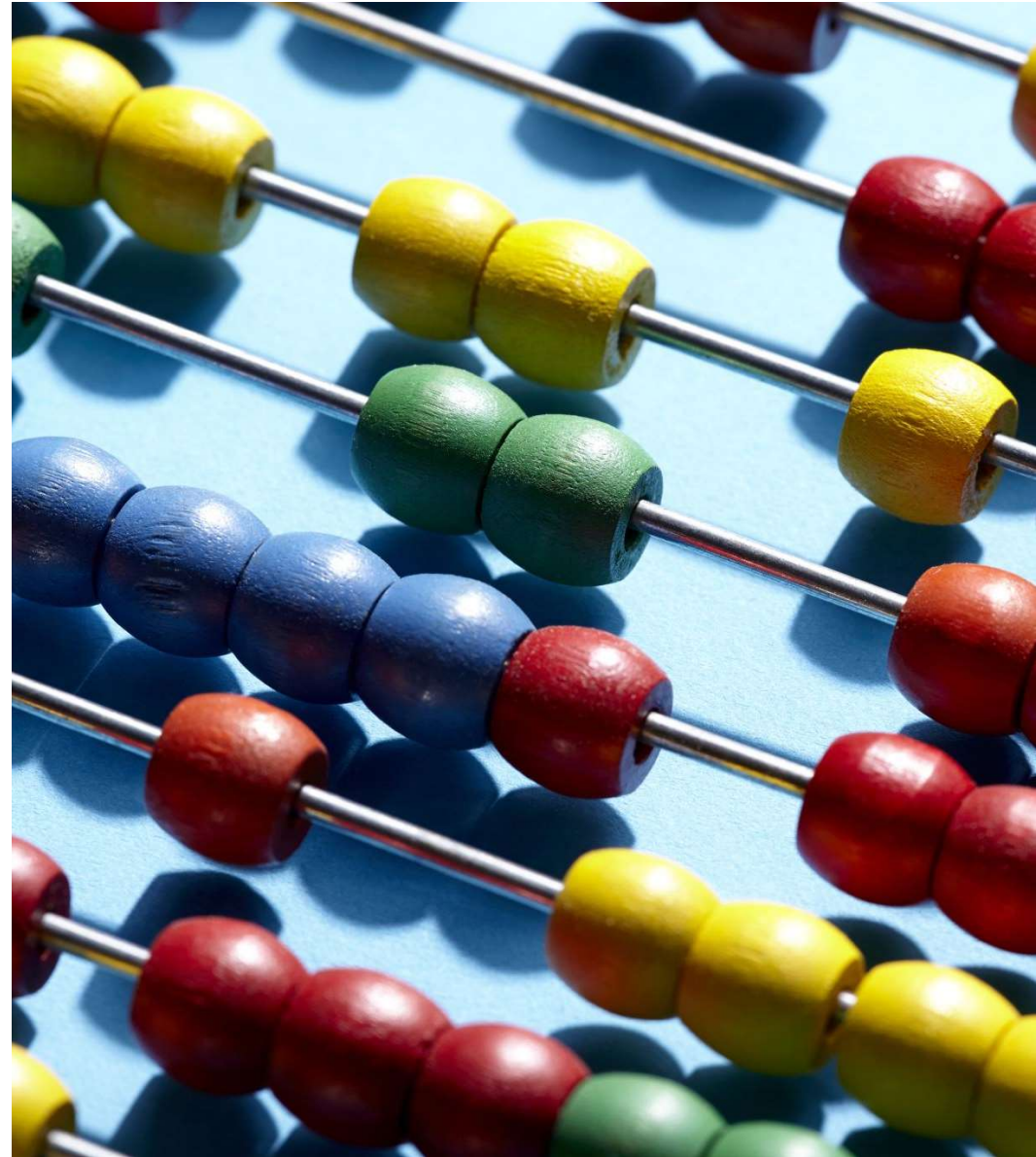
- **Behaviourism** is a psychological approach that focuses on observable behaviours and the ways they are learned through interactions with the environment.
- Behaviourism emerged as a reaction against introspective psychology & internal mental states. It was the dominant approach in psychology during the mid 20th Century.
- focussed on observable behaviour and systematic scientific experimentation.



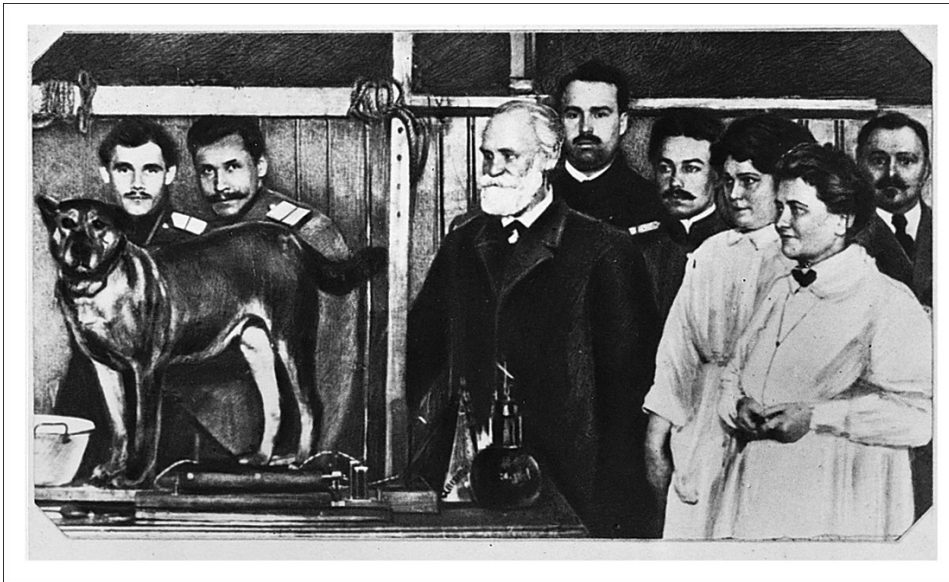
Behavioural Learning

Key points

- **Stimulus-Response:** Behaviourism views humans and animals as stimulus-response agents, meaning behaviours are responses to specific stimuli in the environment.
- **Learning Through Conditioning:** There are two main types of conditioning: Classical and Operant.



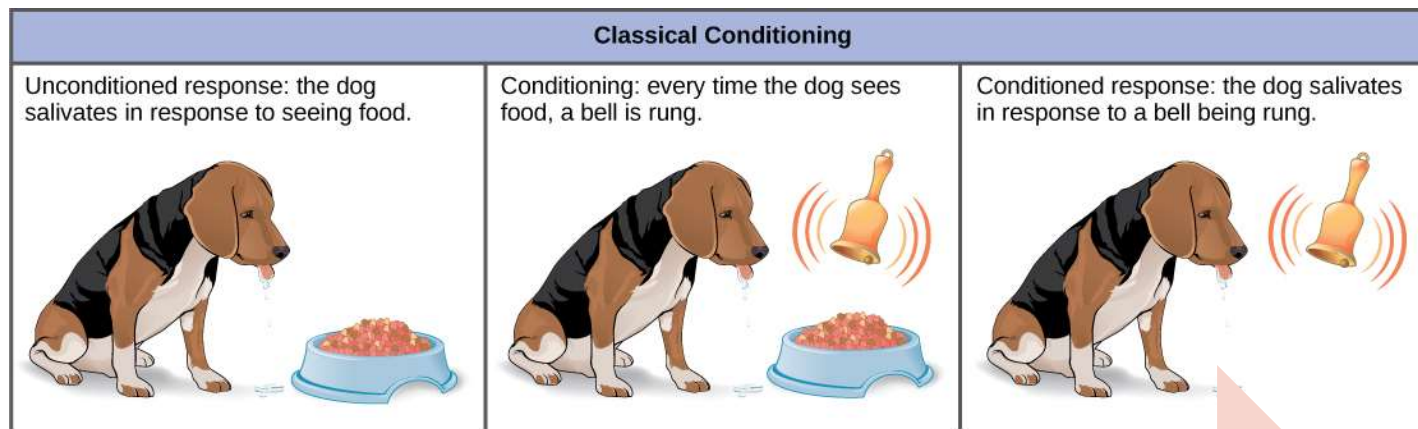
Ivan Pavlov



Ivan Pavlov (1849–1936) in his laboratory with some of his collaborators. His research revealed valuable, though unsought, information about the principles of learning.

Pavlov's experiments on Classic Conditioning demonstrate that you can change behaviour (i.e. learning) by manipulating new associations between previously unrelated events.

Classical conditioning: Teaching a dog to salivate by ringing a bell without food



Unconditional stimulus (UCS): food naturally elicits reflexive behaviour, such as salivation.

Unconditional response (UCR): A reflexive behaviour, salivation because of food (unconditional stimulus).

Present a **neutral stimulus, the bell**, to be used in conditioning: bell with food. The bell then becomes the conditioned stimulus

Conditional response (CR): The behaviour elicited by a conditional stimulus is called a conditional response.

Little Albert: How Watson and Rayner (1920) Conditioned Fear



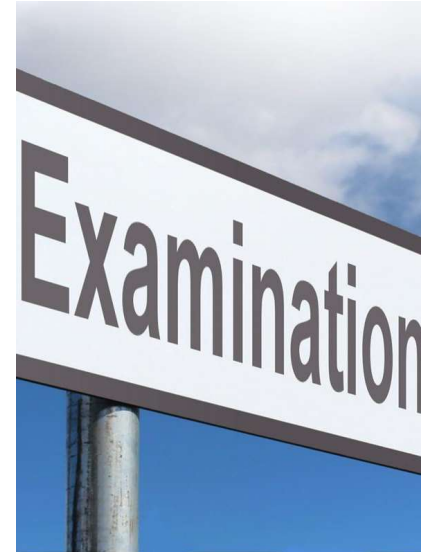
Terminology of classical conditioning worksheet



Download the worksheet in Week 4 folder on Moodle
Complete activities 1-2 in class. You can complete
Activities 3-4 at home after the class discussion and
more reading.



1. The white rat was not paired up with the noise in the study, why was Albert afraid of it afterward?
2. Was Watson and Raynor's study ethical (1920)?



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Examples of classical conditioning

- When a person responds to the conditioned stimulus alone, the behaviourist would say the person has 'learned' the behaviour.
- According to the classical conditioning, these conditioned responses are involuntary or natural reflexes, like salivation to smell of food, flinching from a bursting balloon, feeling happy or excited at the sight of a birthday cake at a party, or feeling nervous when seeing a needle or thinking about an examination.

A behaviour conditioned is a behaviour learned

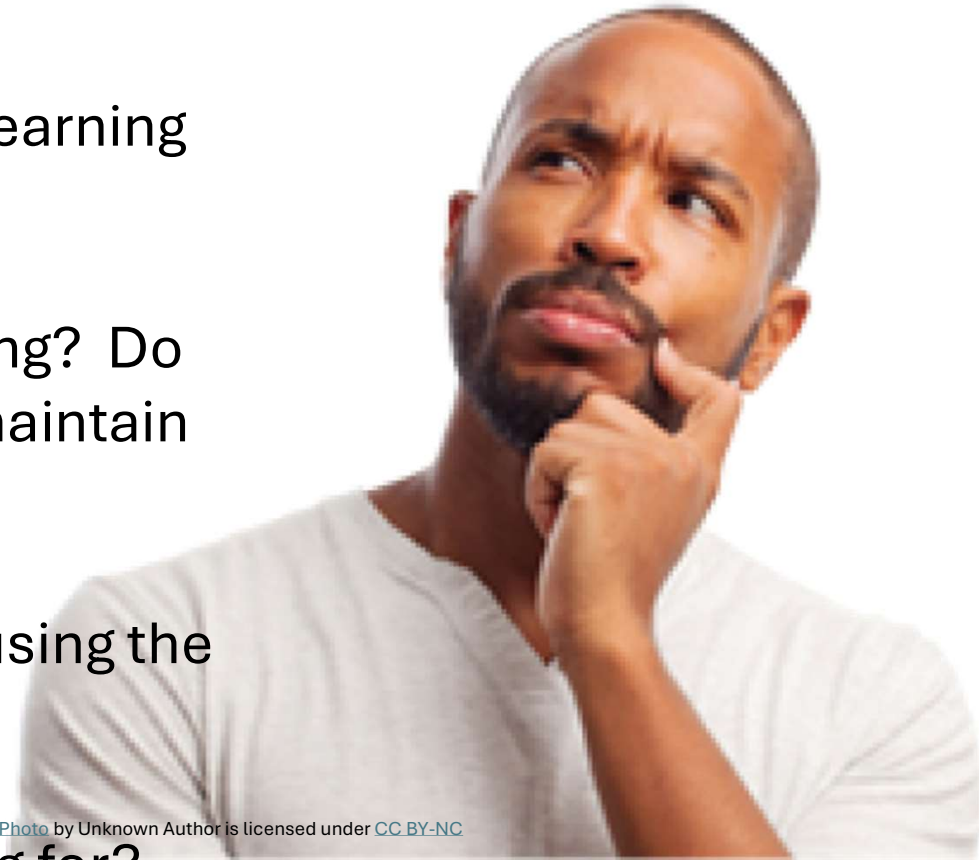
Unless there is a change in behaviour, learning has not occurred.

Will the learned behaviour be long lasting? Do we need to top up the conditioning to maintain the learning?

Can we reverse the learned behaviour using the same technique?

What can you use classical conditioning for?

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Applications of classical conditioning

Powerful technique in changing behaviour

Good at explaining the acquisition of behaviour (e.g. a fear for something) e.g. Dentist Anxiety - If you had a painful experience at the dentist, you might start feeling anxious (conditioned response) just by hearing the sound of a dental drill (conditioned stimulus).

Parents often serve as conditioned stimuli to infants for pleasant feelings (Boyle and Berk, 2019).

To the Behaviourist, the learner's cognition, motivation or personality is not of concern. The focus is on building the stimulus-response association

Therapeutic applications

- Useful for treating phobias: exposure treatments
- **Counter-conditioning** to create new associations to replace the existing phobia
- **Systematic desensitisation** (Wolpe, 1961, 1982), a series of stages gradually expose the client to the thing they fear and eventually reduce their fearful response



Operant
conditioning

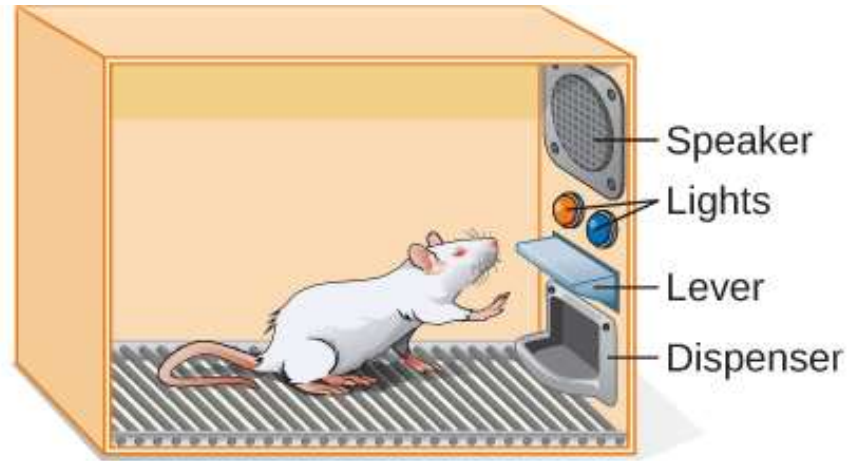
Learning through
consequence

Skinner's Operant Conditioning

“Operant conditioning involves learning to repeat or stop behaviours because of the consequences they bring about” (Boyle and Berk, 2019, p. 44).



(a)



(b)

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How did the trainer motivate the seal to perform?

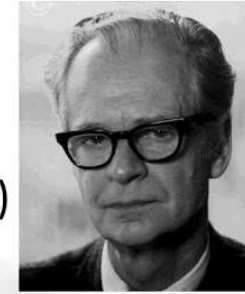


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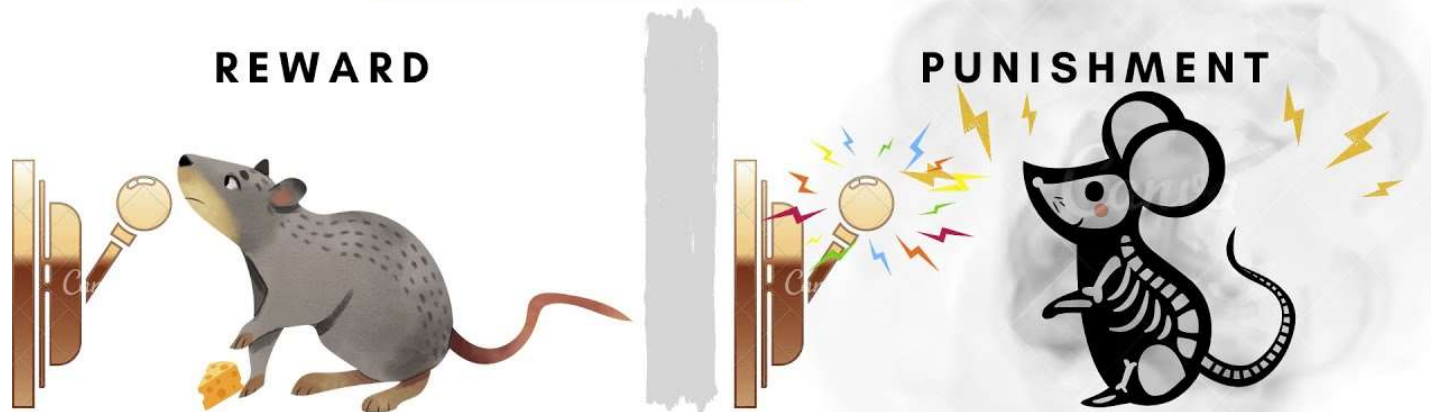
REINFORCEMENT LEARNING

(OPERANT/INSTRUMENTAL CONDITIONING)

Behavioural Learning Theory

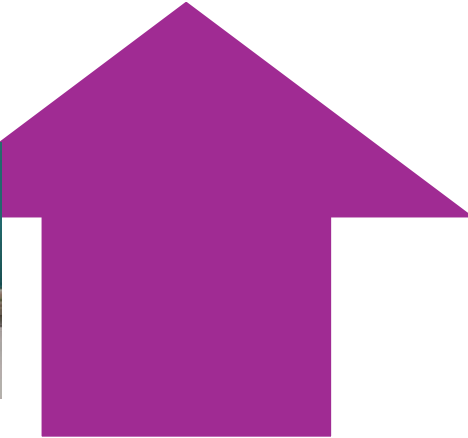


BASIC CONCEPTS



Positive vs. negative.

Note: punishment $\neq$ negative reinforcement



Positive reinforcement

Adding something to encourage behaviour being repeated

E.g. praise or recognition, food, extra time, choice of activity, attention,



Negative reinforcement

Removing something to stop the same behaviour

E.g. withdrawal of attention, reduce time, points being taken off

An example of operant conditioning in action ...

Is this ethical?





Punishment and negative reinforcement

- Punishment is adding something aversive to stop the behaviour
- Use negative reinforcement and sparsely because learner can be too emotional to remember why they are punished
- Negative reinforcement or punishment should be immediate, reasonable and explained to the learner clearly
 - Should focus on the behaviour, not the person



Know your positive from negative reinforcement

Download the worksheet from Week 3 tile on Moodle.
Identify the type of reinforcement for each example.

Practice:

	Consequence of behaviour		
Example	Positive reinforcement	Negative reinforcement	Punishment
A young child wins attention from her parents every time she cries.			
You put on a thick jumper when you are cold.			

Examples of applications of operant conditioning

Parenting

Positive Reinforcement: Praising children for completing homework or chores to encourage these behaviours. **Negative Reinforcement:** Removing an unpleasant task (e.g., chores) once the child finishes their work

Habit Formation and Self-Improvement

Positive Reinforcement: Using rewards to reinforce new habits, such as giving oneself a treat after a workout. **Counting steps.** **Negative Reinforcement:** Removing an aversive stimulus, like stopping an annoying alarm once a task is completed.

Behavioural Therapy Techniques: CBT often incorporates behavioural techniques derived from behaviourism, such as exposure therapy and reinforcement strategies, to modify unhelpful behaviours.

Video Games

Positive Reinforcement: Providing rewards, achievements, or in-game points to encourage continued play and engagement.



Applications of operant conditioning

Powerful tool in shaping behaviour, especially in early years and children with intellectual disabilities.

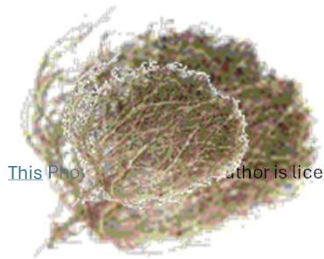
Widely used in health and social care settings: token economy used in schools, prisons and hospitals

Best delivered at an individual level because learners require varying reinforcements and targets.

However, normally delivered on a large scale like a whole classroom.



Using operant conditioning be like.....



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ABC model of behaviour modification



Important to also manage the context (antecedent) in which the target behaviour is to be conditioned

Continuous analysis of behaviour and constant review of the programme

Reinforcement may mean different things to your learner. To some, negative reinforcement is still better than no attention from others.



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What would be the best positive reinforcements for younger children, say 3-4?

Does this technique work equally well for different age groups?

How will you use the two conditioning techniques to 'modify' other's behaviour?

Can learning occur without direct reinforcement?



Evaluation

What are the strengths and limitations of the Behaviourist Conditioning approach to learning?

What about cognitions, emotions, personality, motivations?

Where does Conditioning fit in terms of Nature v Nurture?

Key points of behaviourism in memes



Focuses on observable and measurable. Learning means changes in behaviour. Cognition or personality is not of concern.



Operant conditioning uses reinforcement to change behaviour



Learned behaviour can become extinct if not continuously reinforced



However, behaviourism does not consider what the learner brings to the table: cognition, emotion or motivation



Social Learning Theory



Social Learning Theory (Bandura, 1977)

- Behaviorism does not consider the influence of social context on learning.
- Learning can result from **observing others** and **copying their behaviour**, seeing the consequence of other's behaviour is sufficient without receiving reinforcement themselves.



Bandura's observational learning theory is both **social** and **cognitive** in nature.

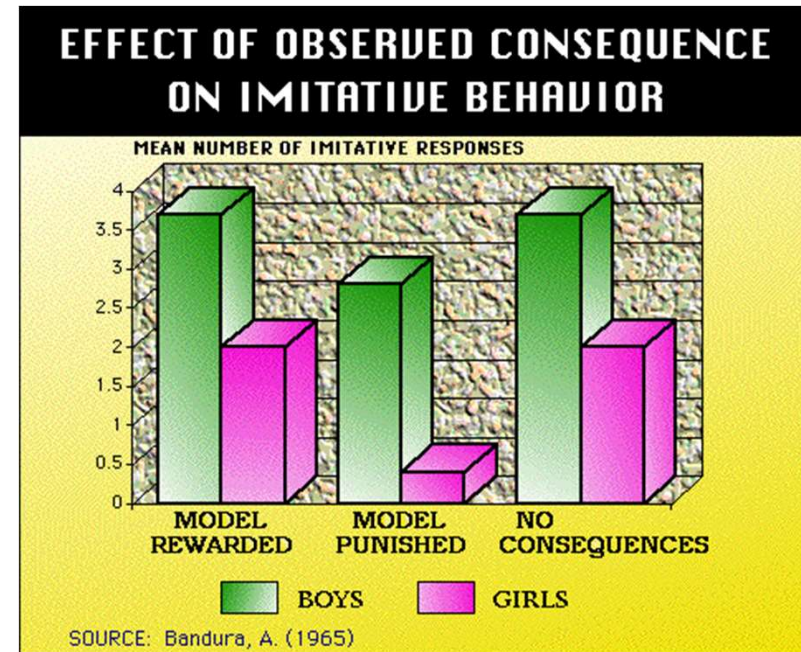


Experiments behind the social learning theory
Bobo Doll (Bandura) - YouTube

Likelihood of children imitating the model's behaviour

The likelihood of children imitating the adult model's behaviour is affected by consequence of the adult's aggression. In this graph (Bandura, 1965), children were less likely to imitate aggressive behaviour in the condition when they saw the adult being punished.

However, there are gender differences across the three conditions. Girls were less likely to copy aggression compared to boys.



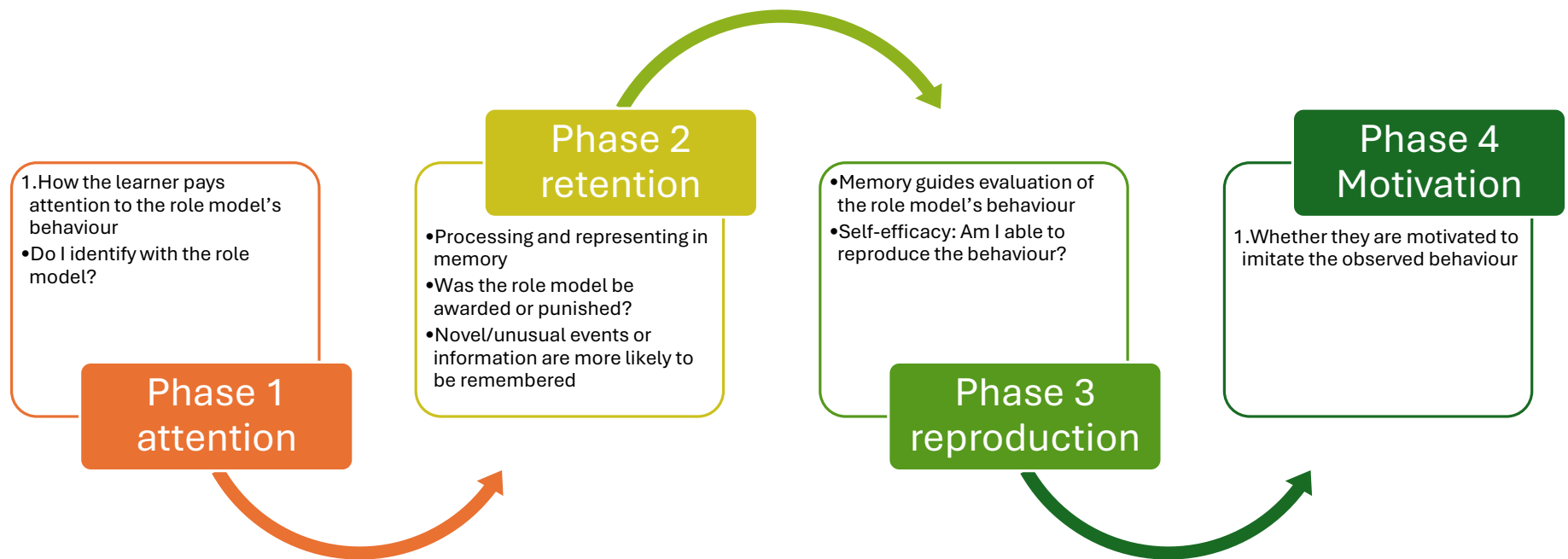
In the neutral condition where no consequences were shown, children were equally likely to aggress towards Bo Bo when they saw aggression being rewarded



This theory acknowledges the complexity of learning by considering the role of social context and cognition. It also recognises **individual differences** in learning e.g. different people will watch the same behaviour but not everybody will imitate it.



Bandura (1977) four phases



Bandura's 4 Elements of Social Learning Theory



1. Attention



2. Retention



3. Reproduction



4. Motivation



Different from the classical and operant condition theories, the social learning theory considers the learner's cognition, self concept and motivation.

The influence of role modelling and their relationship to the learner is also considered

Learning can occur by observing others being awarded or punished.

Vicarious (indirect) reinforcements, especially from a model that we admire can influence our motivation to reproduce the observed behaviour

If we do successfully imitate an observed behaviour, this can then be reinforced

It can be **positively reinforced** e.g. someone praises us for it, getting kudos from peers.

We can also experience **intrinsic reinforcement**, a form of internal reward, such as pride, satisfaction and a sense of accomplishment. This also increases the likelihood that we will perform the behaviour again.

**Can you think of
examples of social
learning you have
experienced or
observed?**

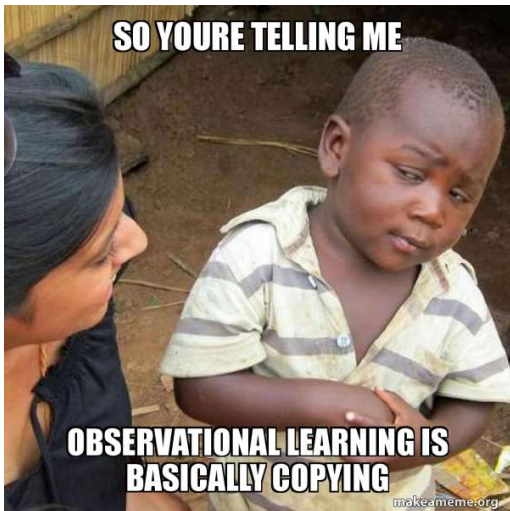


Applications of Social Learning Theory



Significant real-world applications: age-restrictions for violent films and videogames.

Unlike the memes suggests here, social learning theory is more than just copying: it is about the complex interaction between cognition and social context.



Bandura's social learning theory was the most drawn on psychological theory in studies showing parental training programmes led by nurses and other health professionals can successfully change parents' care behaviour (Thompson et al., 2020)

- As the main evidence for this theory comes from laboratory experiments, the results might lack **ecological validity**.
 - Children might copy more because the action and the setting is artificial. Less likely to be empathic to the Bobo doll in the experiment. Therefore, does not tell us about how children learn in the real-world.
- The Bobo doll experiments raise a number of **ethical concerns** (i.e. is it morally right to encourage young children to be verbally and physically aggressive in an experiment?)



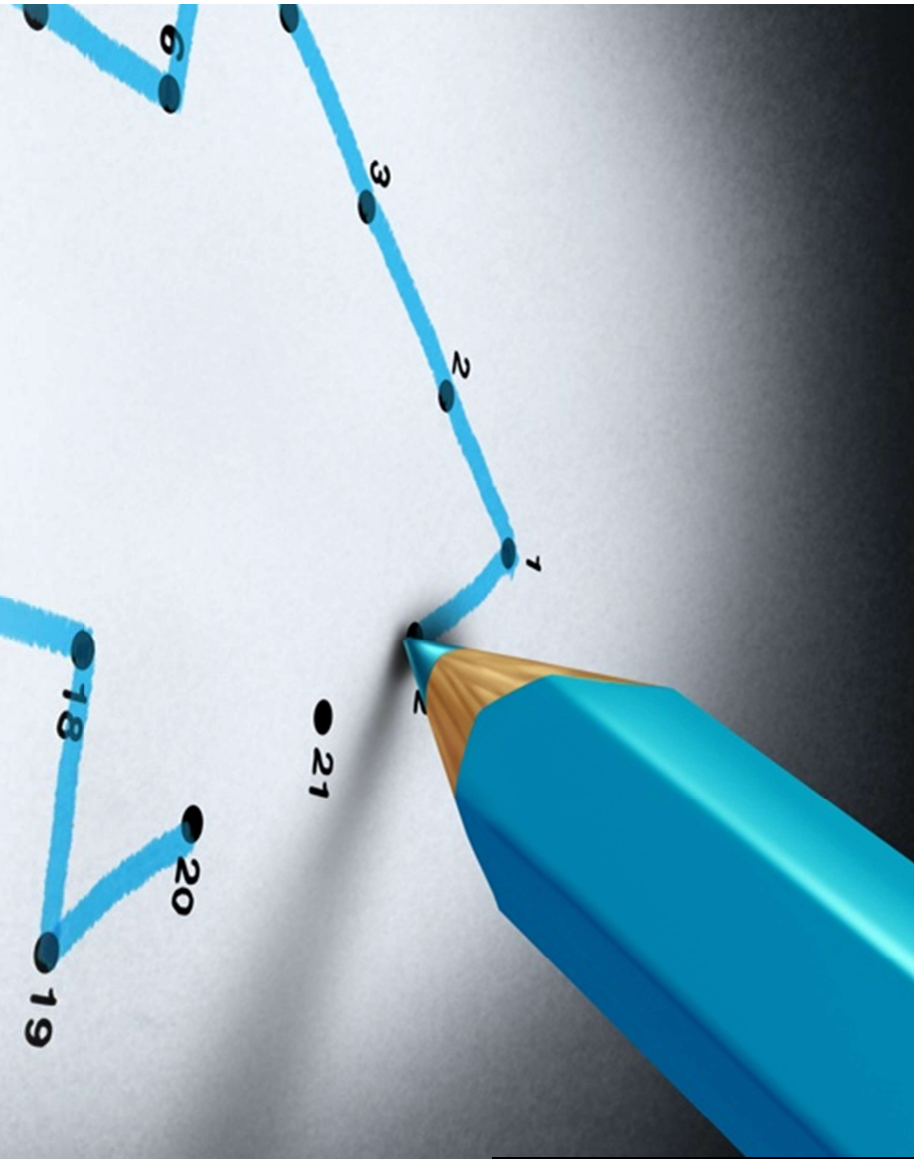
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Evaluating Learning Theories (Boyle & Berk, 2018, p. 46)

Theory	Main Idea	Strengths	Weaknesses
Pavlov's classical conditioning	Learning happens when neutral stimuli become so strongly associated with natural stimuli that they elicit the same response.	Useful in explaining how emotional responses such as phobias are learned.	Explanation of behavior change is too limited to serve as comprehensive theory of human development.
Skinner's operant-conditioning theory	Development involves behavior changes that are shaped by reinforcement and punishment.	Basis of many useful strategies for managing and changing human behavior.	Humans are not as passive as this theorist claimed; the theory ignores hereditary, cognitive, emotional, and social factors in development.
Bandura's social-learning theory	People learn from models; what they learn from a model depends on <i>how they interpret the situation cognitively and emotionally</i> .	Helps explain how models influence behavior; explains more about development than other learning theories do because of addition of cognitive and emotional factors.	Does not provide an overall picture of development.

Connecting the dots

- What are the key features of these three different learning theories?
- How do they compare?
- Which one makes good sense to you?
- How useful are these theories to professionals in Early Years, schools and health and social care settings?



Three learning theories in a nutshell





How would you use the three learning theories in your work as a health and social care professional?

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