

Psychology for Health and Social Care

TERM 3 – TASK 1. ACADEMIC ESSAY

Student name: Arancha Salazar

Student number: 1906511

Module code: BMHP4003

Lecturer name: Diya Ganguly

Index

Introduction	Page 1
Life stage as per interest and professional experience	Page 1
Piaget's Cognitive Developmental Theory	Page 1
The Concrete Operational Stage (Adolescent)	Page 3
The Formal Operational Stage (old age)	Page 3
Erickson's Psychosocial Theory	Page 3
Identity vs. Role Confusion (Adolescence)	Page 4
Intimacy vs. Isolation (Old age)	Page 4
Human cognition, emotions, and behaviour patterns specific to the identified life stage	Page 4
Recent research studies in health and social care	Page 5
Conclusion	Page 6

Introduction

This assessment aims to explain different psychological theories such as Piaget's Cognitive development theory and Erikson's psychological theories. In this first task, the chosen life stage is infancy which includes children age between 3 to 6 years.

Life stage as per interest and professional experience

Developmental psychology can be defined as a study which focuses on how the human body and mind-set specifically gets change throughout life. In other words, developmental psychology stage related to children, infants, adult development, adolescence, old and including the general life span (Tyler, 2020). There are different range of theories that are applied to develop adolescence, as this is the period during a person's life expectancy where most of the alterations take place. Gone with this, many developmental clinicians study has shown that it is must for practitioners to consider a range of factors like social, biological, emotional along with cognitive processes as well because then only developmental psychology can be understood in a detailed manner.

Including this, it has been found that there are three objectives of developmental psychology and these are to describe, clarify, and to develop improvement. To show advancement, it is important to concentrate both on regulating improvement as well as idiographic developments. Although there are regular ways of improvement that people will follow.

Developmental psychology consists of different life stages and mostly these are divided among three different groups (infant, elderly and adolescence). In this particular report, the life stage that has been taken into consideration is infancy where the particular group which has been chosen based on the interest and professional experience in **Early Childhood (Ages 3-6)**. This is said to be the age where young children focus on the recreation of the world and this stage can specifically be described with one particular word and that is playfulness. It has been analyzed to infant belonging to this particular age limit focuses on a particular element and they take what is and join it with the is conceivable to mould occasions that have never been found throughout the entire existence of the world. All things considered, they capture the rule of development and change that causes every innovative demonstration that has happened for progress (Gazzillo and et. al., 2020)

In the present context, the particular life stage is chosen because for a dental nurse it is must understand the psychology of children because then only right decisions can be taken into consideration to resolve the exam-related issues or teething problems can easily be resolved as well as important to know how it is necessary to speak with them to make feel them comfortable and happy in the meeting.

Lifespan psychological theories to the identified life-stage

Piaget's Cognitive Developmental Theory

Jean Piaget was a representative Swiss analyst who viewed young people in the mid-20th century. His concept of an academic or intellectual version of events, unveiled in 1936, is still

used today in some aspects of teaching and brain science. It focuses on children, from birth to immaturity.

Piaget's stage theory reflects the psychological progress of children. Intellectual development involves changes in the circle and psychological skills. According to Piaget's point of view, initial psychological progression includes action-dependent measures and subsequent progress towards changes in mental function.

The theory has been discussed based on infancy life stage (3 - 6 years):

According to Piaget, the age of 3 to 6 years has been considered as The Preoperational Stage.

Major Characteristics and Developmental Changes:

- Children begin to think of a logo and understand how to use words and images to speak to objects.
- Children at this stage are usually self-centred and find it difficult to see things from others' perspectives.
- As they show signs of development with language and thinking, they will consider, however.

The basis of speech enhancement may have been put down at an earlier stage, but speech enhancement is one of the important symptoms at the stage of preoperative progression. At this stage, children learn through playing pictures but struggle with logic and other people's perspectives. They as well constantly strive to understand the potential of consistency.

Comparison to other stages:

The Concrete Operational Stage (Adolescent)

At this stage, more children become less attentive and start thinking about how others think and feel. Children of strong working-age begin to realize that their ideas are new to them and that not everyone else basically shares their thoughts, feelings, and opinions.

The Formal Operational Stage (old age)

The final stage of Piaget's thinking involves an extension of philosophy, the ability to use sensitive thinking and an understanding of conceptual ideas. Now, individuals will be equipped to see different possible answers to problems and consider their situations in general.

Erickson's Psychosocial Theory

Erikson has maintained that character which he creates in predetermined demand through eight stages of psychosocial advancement, from beginner to adult. At each stage, the individual meets a psychosocial crisis that can have a positive or negative effect on character development.

According to the theory, the effective completion of each level proves a strong character and achieves basic excellence. Basic ethics are specific traits that the insider can use to determine the emergencies that arise. The inability to complete a level effectively can lead to a decrease in the ability to complete other levels and consequently a worse character and sense of self. These levels, however, can be effectively resolved soon.

The selected stage is infancy and Erikson considered this stage as Initiative vs. Guilt:

Initiative versus guilt is the third stage of Erik Erikson's theory of psychosocial development. At the level of anti-crime activity, young people defend themselves more often through coordination games and other forms of social cooperation. During this period, the essential part is to involve the child in regular cooperation with other young people at school. At the centre of this period is played, as it allows young people to explore their interpersonal skills through the beginning of the exercises.

Comparison to other stages:

Identity vs. Role Confusion (Adolescence)

During this stage, young people seek a sense of self and individual character through a fascinating exploration of individual qualities, affirmations, and goals. In adolescence, the transition from adolescence to adulthood is usually important. Young people are starting to take a group in the future in terms of calls, contacts, families, accommodation and so on. The individual must have a place with the public and be relevant.

Intimacy vs. Isolation (Old age)

At this stage, the large class focuses on forming a close, accepting connections with others. Staying away from intimacy, boring responsibilities, and connections can encourage disconnection, fantasy, and disrespect here and there. Achieving this level promotes a modesty of respect.

Human cognition, emotions, and behaviour patterns specific to the identified life stage

The life stage on which the whole report is relying on is infant where the group that has been taken into consideration is early childhood from the age group of 3 to 6 years. In the present context, it has been analyzed that a kid's behaviour or emotions directly keep on the link with a situation where they are viewed as unique exchanges that include different feeling related segments (e.g., expressive conduct, physiological designing, activity inclinations, objectives and intentions, social and physical settings, evaluations and experiential inclination) that change after some time as the youngster develops and because of changing natural collaborations. The enthusiastic improvement reflects social experience, including the social setting. On the other hand, if it is talked about human cognition then the life stage from the year of 3 to 6 years is a crucial phase where developmental psychology plays an important role. This is considered to be the phase where emotions are specifically being expressed by infancy children with their expressions and also they try there level best to communicate as well because from the starting age of 2 years are healthy kid starts using a group of words through which their parents can easily understand what exactly they are looking for or and so on.

Including this, if it is talking about the impact of attachment styles on the emotional development of the infant stage, then it can be said that attachment is divided to create in four phases. In the principal stage, purposelessly planning and motioning to children. In the present context, it can be said that child appears "tuned" to certain frequencies of signs from nature. These signs are generally of the human source (for example the sound of voices). During the subsequent stage, most likely first by smell and afterwards by sight, the infant creates inclination for at least one parental figure the period of situating and motioning to one or a few explicit people. Not until the baby can show dynamic connection conduct, for example, effectively looking for vicinity to and following the connection figure, does the new-

born child enters the third stage, the period of connection legitimate remaining close to a particular individual by methods for development. Youngsters enter the fourth period of the objective changed association when they can imagine the parent or guardian's arrangements and recognitions and fit their arrangements and exercises as indicated by these. They also admire others at this stage and tries their level best to copy others, which is the human tendency in this life stage (Begdache and et. al., 2020).

When it comes to handling stranger anxiety, which is specifically being considered as a disease in present health science, many health care professionals stated that approximately 1 out of 50 children has this type of tendency which may result into negative outcomes like depression. It is the responsibility of caregivers like parents and guardians to take full responsibility for handling the overall anxiety that children 3 to 6 years may feel. At the time of fixing teeth with the help of dental braces, it is a must for the parents to support children dealing with dental issues to develop effective relations with the orthodontist. Therefore, it can easily be said that behaviour patterns and human cognition along with emotions of an infant it is important to understand because then only effective outcomes can easily be brought in a much effective and efficient way.

Recent research studies in health and social care

Research Topics

1. Children and young people's mental health

Research Aim:

This report looks at one created by eight associations dedicated to working with young people with psychological wellbeing and passionate issues, to find out how these associations work to ensure that their administrations deliver what young people need, especially different in the list of things available. The report also aims to show, in general terms, what the area can deliberately offer.

Sample size:

Total of 32 young people was interviewed having a duration between 45 to 90 minutes.

The outcome of the research:

Young people said they needed a wide range of care, support, advice, and data to meet their psychological needs and their passionate needs for success. They focused on young people with different needs - as one young man put it, "everyone is special" - and these needs can change over time, so the benefits should be flexible and change to help these developments fully help young people.

2. The dilemma of patient responsibility for lifestyle change: Perceptions among primary care physicians and nurses

Research Aim:

To explore physicians' and nurses about the work of patients and specialists in the management of lifestyle-related diseases and their risk factors.

Sample Size:

Total of 220 Physicians and nurses who working in primary healthcare has been selected as a sample to study on this topic.

The outcome of the research:

A majority agreed that a major obstacle to managing patients' lifestyle choices is changing their desires. Lack of patient information was a less consistent end. Self-care was effectively supported. While the majority of both physicians and treating physicians agreed that providing data, motivating, and supporting patients in lifestyle changes is critical to their actions, it is not only a few more thought they had appropriate handling skills life counselling.

3. Patient and provider perspectives on reducing the risk of harm in primary health care: a qualitative questionnaire study in Sweden

Research Aim:

To examine how the patients who had occurred were critically injured and how essential providers and study leaders understood the explanations behind the injuries and plausible outcomes to reduce the risk of misconduct.

Sample Size:

Total of 22 patients facing preventable harm in primary health care was selected as a sample for this research.

Research outcome:

The three classes identified as important to well-being were the continuity of care, communication, and competence. With these shortcomings, it was believed that the risks would be more significant and consolidating these could reduce the risk. The main problem for the patient was the omission of experience, as it was not adequately studied. The bigger argument was for critical thinking providers and practice leaders with no improvement in care.

Conclusion

In conclusion, Piaget stressed the general intellectual change and Erikson's idea leads us to anticipate the development of an important factor, dependent on the child's social encounter with nature. Piaget's hypothesis emphasized the line of normality, while Erikson supported the line of social development. The intellectual development of a child during adolescence, which includes the ability to construct, for example, anticipation, language, jargon, and mathematics, begins in the second in adolescence. Incorporating both of their ideas into a childhood focus and elementary school is important for the intellectual turn of youth events.

Reference list.

Andrew Maund et al (2017) *Certificate in Higher Education Skills for the Workplace Student Yearbook*. London: SAGE.

Cambridge Dictionary (2020) [Online] Available at <https://dictionary.cambridge.org/es/diccionario/ingles/presentation> (Accessed: 1 September 2020)

Darling-Fisher, C.S., 2019. Application of the modified Erikson psychosocial stage inventory: 25 years in review. *Western Journal of Nursing Research*, 41(3), pp.431-458.

Dunkel, C.S. and Harbke, C., 2017. A review of measures of Erikson's stages of psychosocial development: Evidence for a general factor. *Journal of Adult Development*, 24(1), pp.58-76.

Essential Smith, J.R., and Haslam, S.A. (2012) *Social Psychology*, London: Sage Publications Ltd.

Griggs, R. A. (2012) *Psychology: A Concise Introduction*, Third Edition, Worth Publishers.

Peter Morgan (2017) *The Business Student's Guide to Study and Employability*. London: SAGE.

Social Science (2020) [Online] Available at

[https://socialsci.libretexts.org/Bookshelves/Social_Work/Remix%3A_Human_Behavior_and_the_Social_Environment_I_\(Tyler\)/06%3A_Development_in_Infancy_and_Toddlerhood/6.02%3A_Chapter_11- Cognitive_Development_in_Infancy_and_Toddlerhood](https://socialsci.libretexts.org/Bookshelves/Social_Work/Remix%3A_Human_Behavior_and_the_Social_Environment_I_(Tyler)/06%3A_Development_in_Infancy_and_Toddlerhood/6.02%3A_Chapter_11- Cognitive_Development_in_Infancy_and_Toddlerhood)(Accessed: 28 August

2020)

Psychology for Health and Social Care

TERM 3 – TASK 1. ACADEMIC ESSAY

Student name: Arancha Salazar

Student number: 1906511

Module code: BMHP4003

Lecturer name: Diya Ganguly

INDEX

Introduction	Page 10
Piaget's theory	Page 10
Erikson theory	Page 10
Role as a health care professional	Page 11
Psychological perspectives	Page 11
Relate learning to health and social care practice	Page 12
Conclusion	Page 13
Reference list	Page 14

Introduction

Throughout this task 2; reflection based on the theories of Task 1 has been done with an explanation of roles and responsibilities carried by health care professionals.

Reflection on psychological theories

Piaget's theory

As a dental specialist working with children, I can identify some of how Piaget's psychological advancement can influence (and especially promote) the dental practice, the first of which comes from the testimonial basics between learning and promotion. It is important to remember that individual pieces of intimate learning do not need to be about developing young people. I have seen these ramifications usually bombarded in the dental practice where some children follow the solution and find it from me without understanding logic; they just stick to it as a guide from the dental professional. Either way, it is clear to me that patients have learned in a limited way, but not in a stronger sense.

Piaget's theory not only provides a language for describing such issues in dental nurse learning but also provides tools with which they can maintain a strategic pace from them. What is especially necessary for me depends on the thought of the tooth hole. As a precautionary measure, they were revealed to young people to stay away from the pit in their tooth; patients appear to be listening appropriately. As new specific management meetings emerge, these meetings are either replaced by standard plans or plans are modified to accommodate the experience. A dental expert who is aware of these findings may be able to manage meetings in a way that produces a complex and substantive plan.

Erikson theory

I accept that there are a few things that I have chosen to draw from Erikson's concept of progress and apply to my version of events. For each stage of my progress, I had the choice of finding images between his idea and what happened to me. I think the unique details it provides in these every-level clarifications are far from difficult to identify. I find it is his intense clarification of the core issues and encounters that I must face in turn. Additionally, there are appropriate fights at all levels associated with it. For example, there would be no close links in managing children. It is an extraordinary pattern, at the same time, that it separates the numbers into the best age-related collections. One drawback I see in this view is that social differences and tensions can make it difficult for some people to identify with his hypothesis. Some of these problems may be sexually explicit in many societies. Some societies will have certain standards for what women can and cannot do. According to a Planned Parenthood article, "What are sexual orientation and generalization jobs? "Women in some societies need a lean physique and a generally energetic appearance. This goes against a couple of Erikson's points because it requires a self-examining view. I find it is a question of how the gaps in her thinking are progressing. In the end, I had the choice to draw a relationship with my life from his ideas, but I understand why there would have been some differences.

I think Erikson's theory of development is very useful for developmental psychology. In the article "Erikson's 8 Stages of Psychosocial Development," he reveals that "there is a mental problem that must be effectively solved together for a child to be a strong and balanced adult." I accept this to be true because all of us must face the problems in our life that affect

our turn of events. While similar to what I have outlined above, there are situations where young people do not go against all the infallible issues Erikson refers to, this fills their eyes in a precious rule for children to compare their lives.

In task 1; I have discussed on various research topics which cover a study on people's mental health; patient responsibility for lifestyle change; and perspectives on reducing the risk of harm in primary health care. As it can be seen clearly that besides the difference in these topics; the common thing is these all research topics are the psychology of patient and how young people take the importance of health. The reason behind choosing these topics are my interest in understanding human psychology and as a dental nurse my responsibility is to convey the right message regarding the proper care of tooth; it is important to understand their psychology.

Role as a health care professional in applying the learnt psychological perspectives

Health experts play a fundamental and critical role in improving access and quality human services to the public. They offer basic types of care that promote well-being, prevent disease, and provide a channel of social insurance management to individuals, families, and networks that rely on the essential approach to medical services. Tools to improve the attributes and skills of fitness experts will be critical to achieving the Millennium Development Goals.

Health professionals and health care institutions have important roles to play in thinking about displaced persons, both at the time of the illness. 100 years earlier, countless people were born and brought home; most are currently bred and biting the dust in an emergency clinic. The widespread view of clinics as bureaucratic and incompetent foundations gives individuals the feeling that the psychosocial needs to kick people in medical clinics are not frequent enough, that families do not receive normal support in 'understanding and changing to death, and that the end with respect for sympathy is lost in an unusual world that is in an innovative situation.

Short and long-range care is provided by a large group of health care providers, from specialists and health professionals to individual careers and assistants. Medical service providers can become an integral part of an individual's life and present for most businesses. Social workers spend a lot of time in hospital care paying attention to the needs of waning, while those involved in childbirth assistance accompany women through the work cycle.

Health care providers accept the work of teachers as simple healers. Dentists train patients on the best daily brushing and brushing techniques to remove tooth decay and gum disease. Physical counsellors provide patients with plans and tools that they can use to avoid further injury. Nutritionist's help patients formulate good dietary examples and guide patients for their intensive forest demolition topics.

An entire cadre of health care professionals operates the facilities that offer health care services to the community. They use chairs, cost representatives, receptionists, and leaders to keep activities going for their clinical staff and patients. Medical service providers in the organization ensure that laws and regulations are adhered to and guarantees to pay for understanding are met. They keep important medical records and securely protect patients.

Psychological perspectives

Unlike behaviours, cognitive psychologists assume that your behaviour is governed by your desires and emotions. Psychologist Jean Piaget would argue that you remember things that

depend on what you know. In the same way, you take care of issues that are based on your memory of what happened to you.

With this approach, we move away from individuals as tools of choice and immerse ourselves again in thoughts and feelings. How you engage depends on indoor tours and there is a lot more concern for people. Interestingly, your desires for an upcoming meeting will affect the way you feel and behave while you are there and will overshadow your memory the night after you return.

Humanistic psychologists assume that you fundamentally accept and are motivated to understand your maximum potential. Analysts in this field focus on how you can satisfy yourself by meeting your needs and goals. Renowned humanitarian therapist Carl Rogers called his patients' clients and offered a strong field where clients could build the experience into their emotions.

In contrast to the behavioural approach, the humanistic approach works on individual empowerment. Whether you are right or not, from a broader perspective, you are persuaded to be the best person you can be. All your decisions come from trying to improve your life. That way, in case you are looking to cut down on your daily wine consumption, a humanitarian counsellor would be powerful and long-lasting but won't give you the courage to stop or try to figure out why you're drinking anyway.

Behavioural psychologists accept that external ecological developments affect your behaviour and that you may be willing to engage in a particular way. Porters such as B.F. Skinner. They assume that you learn through the arrangement of fortifications and control.

The behavioural approach is effective successful when you do not care less than one thinks if you get the right behaviour. The influence of these assumptions affects us always and throughout our lives, affecting everything from why we adhere to the principles of the street when we act on how to advertising agencies bring missions together to force us to buy their products.

Relate learning to health and social care practice

I learn about how children react and communicate with changes in their ages and what are their psychological at different life stages. These modules help me in predicting the right treatment-related to tooth decay of child and help me in dealing with children mindset for following my instructions. For example, it helps me to understand the child when he comes to a dental office and knows his anxiety as it is cleared up. Only then can we understand the young person and the parent and can we provide appropriate treatment. To build strong communication with young people and advocates, basic knowledge is needed. Teenagers and especially healthcare professionals should create a proof of our treatment and our dentistry. Educate and introduce them to the importance of essential and protective consideration and the significance of oral well-being. Design a robust treatment.

I would apply this module to nourish my career planning as a dentist while working with children. These theories will also support me in dealing with challenges which have to be faced by me during a meeting with children having different age and psychology. For instance; some children are so mature that they freely share their problems and gently follow the instructions given to them by me; while some of them are shy and scare by watching the equipment used by me to check the health of their teeth. Hence, dealing with such case proper care and

emotional stability is required. Some psychological behavioural understanding skills could also help me out to sort out such cases.

Conclusion

Children's social and mental development from birth to adolescence is represented using Jean Piaget's system of hypotheses on the intellectual transformation of events. This concept suggests that children's understanding of the world continues through four broad stages, each reflecting a modern understanding without regard to ideas and how they can be used. The relevance of this development to children's understanding of oral well-being, disease, and dental observation is being studied.

The successful management of the child dental patient relies on a careful appraisal of the child's understanding of his/her oral health and healthcare, as well as providing sufficient explanation for this understanding. In this article, we want to explore how young people find themselves and their condition, and therefore how children come to understand their body, their well-being and how they can take care of their teeth and their gums. This cycle of learning and understanding the world is the psychological revolution of events. We will examine how this cycle occurs and look at how information about the psychological progress of the dental specialist will help in his decision to take a course of action and treatment.

Reference list.

Andrew Maund et al (2017) *Certificate in Higher Education Skills for the Workplace Student Yearbook*. London: SAGE.

Cambridge Dictionary (2020) [Online] Available at <https://dictionary.cambridge.org/es/diccionario/ingles/presentation> (Accessed: 1 September 2020)

Darling-Fisher, C.S., 2019. Application of the modified Erikson psychosocial stage inventory: 25 years in review. *Western Journal of Nursing Research*, 41(3), pp.431-458.

Dunkel, C.S. and Harbke, C., 2017. A review of measures of Erikson's stages of psychosocial development: Evidence for a general factor. *Journal of Adult Development*, 24(1), pp.58-76.

Essential Smith, J.R., and Haslam, S.A. (2012) *Social Psychology*, London: Sage Publications Ltd.

Griggs, R. A. (2012) *Psychology: A Concise Introduction*, Third Edition, Worth Publishers.

Murray, C.J., Lopez, A.D. and the World Health Organization, 1996. *The global burden of disease: a comprehensive assessment of mortality and disability from diseases, injuries, and risk factors in 1990 and projected to 2020: summary*. World Health Organization.

Peter Morgan (2017) *The Business Student's Guide to Study and Employability*. London: SAGE.

Pilgrim, d. (2017) *key concepts in mental health*. London: sage publications ltd.

Social Science (2020) [Online] Available at [https://socialsci.libretexts.org/Bookshelves/Social_Work/Remix%3A_Human_Behavior_and_the_Social_Environment_I_\(Tyler\)/06%3A_Development_in_Infancy_and_Toddlerhood/6.02%3A_Chapter_11- Cognitive_Development_in_Infancy_and_Toddlerhood](https://socialsci.libretexts.org/Bookshelves/Social_Work/Remix%3A_Human_Behavior_and_the_Social_Environment_I_(Tyler)/06%3A_Development_in_Infancy_and_Toddlerhood/6.02%3A_Chapter_11- Cognitive_Development_in_Infancy_and_Toddlerhood) (Accessed: 28 August 2020)