

Case Study in Development Psychology

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Social and cognitive development theories, in essence, actually relate to the understanding of health and healthcare. By studying these two theories, it helps to understand the various behavioural changes methods that apply to long-term treatment adherence (Glanz K, Rimer BK, Viswanath, 2008). Later stages of child development are likely to be evidenced by cognitive complexities. They can result in reduced anxiety in the child, as a matter of being able to use information about diagnosis, causation and treatment of their illness (Bandura, 1986). The social and cognitive establishment can be influenced by critical diseases, such as Morag's diabetic condition. However, reversibility can help the child to cope with such difficulties in their lives. The paper discusses how Morag's social and cognitive development has been affected by diabetes while emphasizing on factors that are helping and hindering the ability to normalize this condition.

Illness can affect a child's social and intellectual growth through certain limitations. Especially in terms of their interaction with friends, while playing and all along having control over their health condition. Morag's cognitive growth is seen to be impaired by several factors, including her ability to value reciprocal relations. Understanding fully an individual's capabilities can only be attained by considering their perception of the situation. This can foster the quality of their communication and their compliance with health management procedures. Realizing that her mother has feelings and taking into account these feelings or actions can help in returning Morag's situation to normal.

The mental maturity level of children with chronic illness can influence their view of the condition and in turn, dictate those components of disease management that can be left to them

to handle. However, parents need to encourage their children to express their fears. If parents and other individuals reassure these children, it will assist them in dealing with their condition. For Morag's situation, her mother finds it hard to transfer responsibility to her. She feels it is not the right time to forsake her children, with regards to her condition. Parents must weigh the way they support independence and healthy development while maintaining their monitoring duties and administer restrictions relating to disease management (DiClemente, Crosby, Kegler, 2002).

Restriction from playing with friends may result in Morag experiencing developmental complications that would otherwise not have appeared. It slows down her social development. Children must have an opportunity to interact with others, as it promotes their learning skills and practices language (Grol et al., 2007). The ability to share information and develop solutions to problems improves the child's cognitive development. Similarly, a game can help with the execution of essential remedial and therapeutic procedures (Glanz K, Rimer BK, Viswanath, 2008). Morag may have been neglected, as she spent most of her time playing alone. However, it has been observed that the social status of such neglected children might improve after some time and there have been few cases of long-term emotional ailment (McLero, Bibeau, Steckler, Glanz, 1988).

Several various psychosocial theories have been developed to change, explain and predict health behaviours. The social and cognitive models do not deny that behaviour is influenced by multiple factors, which include personality, culture and social structure. However, they also assume that the effects of such distant factors are mostly largely or entirely mediated by the various proximal factors that are specified by the model (Bandura, 1986).

Most public health programs that have proved their performance are exclusively based on an understanding of the numerous health behaviors and how they occur or are likely to occur. Therefore, healthcare-based interventions can be used to improve health behaviors by utilizing relevant theories skillfully. One of such approaches is operational thinking that helps the child to follow complex procedures, particularly therapeutic, such as giving insulin injection independently (Joronen, Rankin, Astedt-Kurki, 2008).

Bandura (1986) articulated the social cognitive theory, which is the cerebral formulation of the social learning theory. He uses a 3-way dynamic and reciprocal model to explain human behavior in which environmental influences, personal factors, and behavior continually interact. The social and cognitive development theories synthesize the processes and concepts from emotional, behavioral, and cognitive methods of behavior change to be used in various interventions on counseling for the sake of managing and preventing diseases.

Various theories can be applied in the understanding of the diverse development implications of Morag's condition for Morag's and even John's development. While behaviorists, for the most part, disregard the interior flow of learning, psychological learning scholars stress the significance of what goes on inside the learner. It can be seen that Morag can comprehend her illness in a more sophisticated way. This will help to normalize her development since she will be able to take more responsibility for her self-management.

Children at the age of eleven, like Morag, tend to give deep consideration to the rules that govern their lives. They understand very well that their actions may have a direct impact on others. At this stage, children also tend to show empathy when associating with others and are capable of moral reasoning (McLero, Bibeau, Steckler, Glanz, 1988). Such traits can be helpful

to normalize Morag's social and cognitive development since she will be able to understand why her mother had to do what she did. Instructors attempting to impact the learning process must perceive the assortment of past encounters, discernments, methods for fusing and pondering data, and different desires that influence any learning circumstance.

A learner's metacognition, then again, comprehension of her method for learning, impacts the procedure too (McGuire, 1983). As the different psychological points of view are quickly summarized here, peruses are urged to consider their potential applications in the medicinal services setting. One of the most seasoned mental hypotheses is the gestalt point of view, which underscores the significance of discernment in learning and sets the basis for other subjective points of view (Kuhn, T. S (1962). A fundamental gestalt standard is that mental association is coordinated toward effortlessness, harmony, and normality.

Attainment of reversibility may also hinder the efforts to normalize Morag's social and cognitive development since she will realize that her condition is permanent. She will be informed of the difference between her present and past ways of operation, and this will call for an explanation of any new procedures. However, children should be allowed to contribute to their own care and also to make decisions regarding their treatment. This will improve their sense of self-control, and they will be in a position to understand information about their illness (Grol et al., 2007).

What people pay attention to and what they disregard is impacted by many factors: past encounters, needs, individual thought processes, states of mind, reference bunches, and the specific structure of the boost or circumstance (Joronen, Rankin, Astedt-Kurki, 2008). Child's

perception about illness centers on internalizing into the body in some manner contaminating agents that were initially not part of the body, such as injections in Morag's case.

In conclusion, despite Mrs. Sommerville acting in good faith, her reluctance to acknowledge the change in Morag's capabilities regarding her disease management, significantly contributed to her daughter's frustrations. Some theories of social and cognitive development can be used to identify John's ability to be able to contribute to Morag's care plan.

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