

## **Explain the value of the social learning approach to health and social care service provision (P2)**

The social learning approach was created by a psychologist Albert Bandura. He analysed and observed the ways in which people will learn and recognised that we can learn from observing from other people and people do not have to be guided, forced or punished to be able to adapt to new behaviours. He saw the person that is being observed by another person learning from them is called the 'model'. And then the imitating behaviour that the individual is learning from the model is also known as modelling. For learning to be able to be practised Bandura believes that there were five steps in order for it to take place effectively. These were:-

Availability

Attention

Retention

Reproduction

Motivation

### **Availability**

The behaviour learnt must be available to the individual. The individual must be able to see the behaviour that is being shown. This could be from a number of sources such as friends and family, television, or computers.

### **Attention.**

If an individual going to learn anything, they have to be paying attention, also anything that puts a damper on attention is going to decrease learning, including observational learning. Likewise, if you are being distracted by competing stimuli. Some of the things that influence attention involve characteristics of the model. If the model is colourful and dynamic, for example, we pay more attention. If the model is attractive, or prestigious, or appears to be particularly competent, you will pay more attention. On the other hand if the model is unattractive and has little status an individual is less likely to pay attention.

### **Retention**

Also a person you must be able to retain, remember what they have paid attention to. This is where imagery and language come in: we store what we have seen the model doing in the form of mental images or verbal descriptions. When stored, later the individual can bring up the image or description, so that they can reproduce it with their own behaviour.

### **Reproduction**

The individual has to now translate the images or descriptions into their own actual behaviour. They will have to have ability to reproduce the behaviour in the first place. For example the individual might observe an Olympic ice skater yet not be able to reproduce their jumps because they do not have the ability or skill to be able to ice skate. On the other hand if the individual can skate then their performance would in fact improve if they watched skaters who are better than they were.

## **Motivation**

With all this learned a person must have the motivation to imitate for example having some reason for doing it.

The types of learning are called latent learning as the things that have been taken place have been stored on the individual memory and will be used when the time is right or appropriate. Bandura's theory on latent learning explains the some behaviour that has been learned without a person realising. He also states that an individual can also learn from observing themselves and that the behaviours that an individual will demonstrate can influence the ways in which others will response to the individual. This is based on a two way interaction which involve consequences in future behaviours and expectations. This is called the self fulfilling prophecy witch is similar the role theory. The role theory looks ate the ways in which people live in society with different cultures and social groups and they ways in witch these have in impact on the behaviour that a parson demonstrates witch also include adapting to certain roles witch they will try to live up to due to influences of their society.

These key principles of observational learning can bring understand to why people may obtain undesirable behaviours. Modelling is an aspect that has and is still used in health and social care areas. For example Melamed et al (1983) discovered that if children in hospital have been shown a model of the procedures that they are going to receive their recovery rate is more quicker and stress is shown to be lower as they have been able to observe about their procedure rather then jus been giving information on them.

Also in public health using desirable people such as celebrities to model desirable behaviours has and can be effective for example. Taking up exercise is a wide area in witch celebrities are involved in so there for can be used to promote this in the wider public. This can be demonstrated through Bandura's theory of availability, attention, retentions, reproduction and motivation. The availability in this case would be through the media such as magazine and television. If the person is a 'fan' of the celebrity promoting the exercise this will be the first initiative for the person to want to pay attention to the model (the celebrity). As celebrities take place in exercise activities are usual seen to be attractive people this will also give the observer reason to pay attention. After this retention will take place when the person has paid attention and has stored what they have learned about exercising and how it leads to a health lifestyle in their memory. So for example if a celebrity is observed in an exercise activity this will then be stored in the observers memory especially if this is a celebrity they see as a positive role model and can use this in later stages in their life when needed such as wanting to loose weight or become healthier. During the reproduction stage the observer will translate what the celebrity's behaviours and use them as their own. As exercise is an activity that most people are able to conduct this is an aspect that can be reproduced and carried out by the individual. the motivation in this case can be the celebrity themselves due to the observer wanting to 'be like' the celebrity so there for imitating the activities the celebrity takes place in. also motivation can come from wanting to lead a healthier life style are wanting to loos weight.

## **Describe the value of the humanistic approach to health and social care service provision. (P4)**

The humanistic approach analyses and describe the understanding of human experiences through an individuals certain position. It focuses on the concept of free will and believes that as individual we are able to make and are capable of making our own choices. Psychologists Carl Rodgers and Abraham Maslow are the two main key thinkers of the humanistic approach.

Maslow who was an American psychologist believed that we aim to seek the best to out ability physically, intellectually, emotionally, socially and even spiritually. He called the self-actualisation. He also developed a theory called hierarchy needs, witch is a theory based on stages that had to be met by an individual in able to reach the nest level. The stages were

Basic physical needs

Safety and security needs

Love and emotional needs

Self-esteem needs

Self actualisation needs

### **Physiological Needs**

These are biological needs. They consist of needs for oxygen, food, water, and a relatively constant body temperature. They are the strongest needs because if a person were disadvantaged of all needs, the physiological ones would come first in the person's search for satisfaction and if these were not met a person will only focus on this and not progress

### **Safety Needs**

When all physiological needs are satisfied and are no longer domineering thoughts and behaviours, the needs for security can become active. Adults have little consciousness of their security needs except in times of emergency or times of disorganization in the social structure Children often display the signs of insecurity and the need to be safe.

### **Needs of Love, Affection and Belongingness**

When the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection and belongingness can emerge. Maslow states that people seek to conquer feelings of loneliness and estrangement. This involves both giving and receiving love, affection and the sense of belonging.

### **Needs for Esteem**

When the first three classes of needs are satisfied, the needs for esteem can be converted into dominant. These involve needs for both self-esteem and for the esteem a person gets from others. Humans have a need for a secure, firmly based, high level of self-respect, and respect from others. When these needs are content, the person feels self-confident and important as a person in the world. When these needs are frustrated, the person feels inferior, weak, vulnerable and worthless.

### **Needs for Self-Actualization**

When all of the above needs are content, then and only then are the needs for self-actualization activated. Maslow describes self-actualization as a person's need to be and do that which the person was "born to do." "A musician must make music, an artist must paint, and a poet must write." These needs make themselves felt in signs of restlessness. The person feels on edge, tense, missing something, in short, restless. If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem, it is very easy to know what the person is agitated about. It is not always clear what a person wants when there is a need for self-actualization.

Carl Rogers was interested in theories of the self on in particular was self-concept which is a way in which an individual perceives themselves which include not just physical and biological factors but also personality traits. Self concept is produced in a person from an early stage in their lives. In young children the way in which they perceive themselves can be influenced by the judgment made by others around them for example if a child is constantly told that they are useless, naughty and will do no good this can be shown in part of the self concept. On the other hand if a child is praised, made to feel valued and respected then this will also reflect in their self-concept and will be positive and see themselves as an able person.

Self esteem is another element in which is important in the self concept. Self esteem comes from how much a person can feel they are valued. If someone has a high self-esteem they will feel like that they are loved and that they are important. Whereas if someone has low self-esteem they will feel like that they are not loved and think they are worthless and useless.

Rogers also said that we also have ideal self which an individual will make references on how they should be or how they feel like they want to be like as a person. When there is a clash between the individual's actual self and the ideal self this can lead to the person feeling unhappy with themselves and feel confused.

Rogers was also responsible for the creation of a certain counselling which focuses on unconditional positive regard from the client to develop a more positive sense of self. Unconditional positive regard brings the therapist to support the experience of the individual validating things they have been involved in, feelings, beliefs and emotions unconditionally. This helps a person to be able to feel comfortable of themselves of how they really are and be able to accept themselves as a person and value themselves. This enables the incongruence between the actual self and the ideal self begins to disappear as the two become linked and less unrealistic to achieve. Another important element of this approach is to be able to help others in demonstrating empathy toward the client this includes valuing the person's views and listening to the other person and respecting them for who they are.

Training staff in understanding the importance of unconditional positive regard is one of the most important core conditions in person-centred counselling. All trained counsellors must therefore be able to demonstrate an understanding of this attribute confidently.

Unconditional positive regard requires that a counsellor suspends any form of personal judgment, and accepts the client, regardless of the content of any disclosure they may have made. A judgment is made in a very short amount of time, and overcoming this instant reaction can be difficult for many people. A counsellor however, has undergone specific counselling skills training and is able to provide this unconditional form of therapeutic support.

There are a number of important aspects that make up unconditional positive regard which includes having respect for the other person being non-judgmental and impartial, valuing a person and accepting them as a unique individual, acceptance of another person, and their views, opinions and beliefs, nurturing and caring for another person, and being conscious of their needs and being compassionate, and understanding a person's personal struggle with issues and problems.

It is important to have these understandings when working with patients as many people feel uncomfortable if they attract another person's disapproval, and during counselling or treatment this feeling can be intensified. For others however, being ignored can feel considerably worse, as the person will feel unvalued and unaccepted. This may explain why some people willingly accept grudgingly given positive regard or display negative behaviour to attract some form of attention.

A counsellor or caring staff therefore must demonstrate unconditional positive regard towards a client throughout the length of their relationship. Without this expression of understanding and acceptance the client or service user's development may be considerably damaged. For some clients however, accepting unconditional positive regard poses a personal challenge. This may be because they have had no previous experience of total, unconditional acceptance. For these individuals, the carer or counsellor will have to pay more attention to their own behaviour and the way in which they demonstrate unconditional positive regard to the individual.

### **Describe the application of biological perspectives in health and social care provision (p6)**

The biological approach focuses on how genetics influences on people's behaviours. A theory which describes the biological unfolding of an individual according to a plan contained within genes was named as the maturational theory and was explained by David R Shaffer who was also involved in the understanding of child development. Arnold Gesell (1880-1961) also developed a theory of maturation which began to explain the process in which happens in development through conception and onwards. For example these stages have fixtures such as from conception in the womb there are fixed stages that will occur which involves the heart being formed along with the nervous system as the first stage and the next stage being the liver lungs and kidney being developed and then following the bones and muscle being formed until the stage of a fully formed human has been created.

As a person begins to develop from birth the genes they have encountered allow them to develop into the person they were meant to be. The environment then plays a part in the person's personality supporting them with skills they might have and influences their interests but however this approach believes that the main part of a person's development is the maturational drive. Genes can influence the ways in which a person can behave in many ways even some disorders can be developed or caused by a dominant gene passed on by their parent. And other can be caused when both of person's parents have passed on a gene from the disorder they have encountered. Disorder can occur regardless to how the environment affects as they are genetically determined through genes which then lead a person to develop a disorder regardless of how the environment has affected them or how they lead their lives for example some heart disease can be genetically passed on from genes and no matter how healthy a person may see themselves they will still develop this condition due to their dominant genes. Disorders that are not genetically determining are far more common

in society then genetic disorders. Ways in which scientists have measured how much genetics plays a role in person behaviour is analysing twins. There are two types of twins which are identical, share 100 percent of genetic material passed from their parents as this was a result in sharing one egg that divided into two. Dizygotic twins which are un-identical share only 50% of genetic material passed from their parents as this was a result of production from two eggs which were fertilised at the same time. If the gene was the only influence then it is suspected that if one of the twins that were a monozygotic twin has a disorder then the other will be expected to have the disorder also. Scientists studied the concordance between twins and found that 22 out of 23 pairs of monozygotic twins with autism were concordant whereas only 4 out of 17 dizygotic twins were concordant. This backs up the references made to a genetic component of autism is the cause of this disorder.

Other bodily functions such as the endocrine and the nervous system can also have an effect on how an individual behaves. The nervous system responds to all stimuli that the body encounters such as temperature and pain. Due to this it is a vital system that governs all body and reactions. The automatic nervous system is responsible for regulating the heart, stomach and intestines and other processes such as the digestion, heart rate, respiratory rate and blood pressure. There are two significant branches to the automatic nervous system which are the sympathetic branch and the parasympathetic branch and only one branch can be dominant at one time.

Physiological arousal is associated with the sympathetic branch and when this part is in control digestion will slow down and heart and breathing rate is increased and sugar is then released and transported in the blood stream to the muscles to enable them to perform faster activities. This is commonly known as the fight or flight response. On the other hand the parasympathetic parts are concentrated on repair and relaxation. When this branch is dominant the heart and breathing rate decrease and digestion is functionally on a steady most effective level.

Hormone can also affect an individual behaviour and these hormones can be-

Melatonin which is a hormone secreted by the pineal gland in the brain. It helps regulate other hormones and maintains the body's circadian rhythm. The circadian rhythm is an internal 24-hour "clock" that plays a critical role in when we fall asleep and when we wake up. When it is dark, your body produces more melatonin; when it is light, the production of melatonin drops

Testosterone- this is released in the testicles which can influence aggressive behaviours.

Oxytocin- this is released in the pituitary gland and stimulates milk production and female organs

The biological approach can also help with understanding of shift work in individuals.

Working particular shift can have negative uncomfortable effects on a person. This is mainly when working night shifts because of the disruption caused to the circadian rhythm. The circadian rhythm is in control of processes which occur in body which can last between 24 and 25 hours. Our core bodily temperature also follows a 24 hour cycle and is linked to the levels of alertness. Over the periods of a day temperature can have peaks and troughs. At peak an individual will be very alert and as the body

begins to lose temperature it will start to feel sleepy and lose concentration. Also the pineal gland is involved with the sleep-wake cycle. As it begins to get dark this triggers melatonin to be released and when light appears melatonin is influenced to decrease. It is important for managers to consider the circadian rhythm when conducting shift work patterns. This is because when we work rotating shifts, we have to adjust our natural sleep-wake cycle to suit whichever shift we are on. However, our other circadian rhythms do not adjust instantaneously, in fact different rhythms change at different rates and typically take a week or more to adjust to the new sleep-wake cycle. Rotating onto night shift causes the greatest disruption to our circadian rhythms as we attempt to remain active and alert during the night when our circadian rhythms are falling to their lowest and try to sleep during the day when our circadian rhythms are rising to their peaks. When this happens we can experience sleep loss and gastrointestinal problems. Loss of sleep leads to, fatigue, irritability and lethargy and a decline in performance such as poorer concentration, alertness and decision making. This in turn increases the risk of making errors which may affect not only our own safety but also that of our colleagues. How quickly our circadian rhythms adjust to a new sleep/wake cycle depends on internal factors such as the age, gender, physical health of the individual, and external factors such as the shift pattern and work load, and family and social circumstances. When conducting shift patterns to colleagues' these are all the patterns that must be considered for the health and safety of the colleagues and also to be able to reach a good standard of performance of work from the colleague.