

Unit 6: Study Guide

Developmental Psychology

The concept that development is a lifelong process is basic to the study of developmental psychology. By development, psychologists mean changes over time in characteristics such as physiology, emotion, perception, cognition, and memory, particularly as the change relates to periods like infancy, childhood, adolescence, and adulthood. Thus, students need to consider from a life-span perspective the major dimensions in which development takes place and the role that gender plays within each dimension. These dimensions are physical, cognitive, social, and moral. The questions of greatest current interest to developmental psychologists are whether development is continuous or discontinuous and to what extent genetics, physiology, culture, and external environment (i.e., nature vs. nurture) influence the course of development. Closely connected to both of these questions are the concepts of critical or sensitive periods and culture.

One successful way to introduce students to the study of developmental psychology is to discuss the major criteria that psychologists use in judging observations of developmental phenomena. Following this introduction, students are ready to consider such techniques of data collection as self-report, naturalistic observation, the experimental method, and clinical methods, as well as the research designs used by developmental psychologists are longitudinal, cross-sectional, or some combination of the two, each of which has its own requirements for data gathering.

As students progress through this section of the course, they learn about the different theories of development, for example, those of Erik Erikson, Carol Gilligan, Lawrence Kohlberg, Elisabeth Kübler-Ross, Jean Piaget, and Lev Vygotsky. As with other areas of psychology the specific changes investigated by developmental psychologists are ultimately understandable in the context of some theory; that is, a broad framework or body of principles that can be used to interpret the changes. Such a theory must relate developmental changes over time to important independent variables.

CR9: The course provides instruction in developmental psychology

CR15: As relevant to each content area, the course provides instruction in empirically-supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments

Text: Chapter 4 (pp. 139 – 194)

Student Resources: Flashcards from text www.worthpublishers.com/myers8e

Discovering Love, Forty Studies, pp. 126 – 133

How moral are you?, Forty Studies, pp. 142 – 149

Timeline: 7 days

An emphasis on:

- Life Span Approach
- Research Methods (e.g. longitudinal, cross-sectional)
- Heredity-Environmental Issues
- Genetics
- Developmental Theories
- Dimensions of Development:
 - Physical
 - Cognitive
 - Social
 - Moral
- Gender roles and sex differences
- (7 – 9 % of multiple choice)

Unit 6: Developmental Psychology

Zygote	Embryo	Fetus
Object Permanence	Egocentrism	Conservation
Reversibility	Centration	Theory of Mind
Autism	Stranger Anxiety	Separation Anxiety
Attachment	Attachment Styles	Avoidant
Secure	Resistant/Ambivalent	Disorganized
Contact Comfort	Transitional Object	Critical Period
Imprinting	Feral Children	Basic Trust
Self-Concept	Self-Esteem	Adolescence
Puberty	Menarche	Identity
Primary Sex Characteristics	Social Clock	Menopause
Secondary Sex Characteristics	Empty Nest Syndrome	Intimacy
Alzheimer's Disease	Cross-Sectional Study*	Longitudinal Study*
Crystallized Intelligence	Fluid Intelligence	Teratogens
Developmental Psychologist	Fetal Alcohol Syndrome	Maturation*
Built-In Reflexes	Sucking Reflex	Grasping Reflex
Rooting Reflex	Stepping Reflex	Moro-Startle Reflex
Assimilation	Accommodation	Sensorimotor Stage
Preoperational Stage	Concrete Operational Stage	
Formal Operational	Parenting Styles	Authoritarian
Authoritative	Permissive	Neglectful
Democratic	Psychosocial Development	
Grief	Denial	
Anger	Bargaining	Depression
Acceptance	Moral Reasoning	Preconventional
Conventional	Postconventional	"The Heinz Dilemma"

Key People

Erik Erikson*	___	Jean Piaget*	___	Lawrence Kohlberg	___
Carol Gilligan	___	Elisabeth Kubler-Ross	___	James Marcia	___
Lev Vygotsky	___	Harry Harlow*	___	Konrad Lorenz*	___
Mary Ainsworth*	___	Diana Baumrind*	___		

- A. Poor little orphan monkey needs a hug
- B. These goslings won't quit following me!
- C. Life is just one crisis after another . . . 8 of them, as a matter of fact
- D. Death and Dying can include five coping stages
- E. Should Heinz be punished for stealing the medicine?
- F. Knowledge and thinking abilities depend on one's age
- G. Foreclosure, Diffusion, Achievement, Moratorium: all to get Identity
- H. Watch kids play – some are *secure* and some are *insecure*
- I. Gals differ from guys in interpreting moral dilemmas
- J. By 2nd Grade, kids are quietly using cognitive skills
- K. There are three primary parenting styles

Concepts and theories

Physical Development
Social Development (Harry Harlow)
Psychosocial Development (Erikson)

Cognitive Development (Piaget)
Moral Development (Kohlberg)
Death and Dying (Elisabeth Kubler-Ross)

Myers' Psychology Text Reading Guide Questions
Unit 6: Development and Personality

Pages 139 – 163

1. What is meant by the “rooting reflex” in newborns?
2. What limits does each stage (up to Formal Operations) of Piaget’s Cognitive Development present?
3. Describe the role of attachment to a child’s self-concept and basic trust.

Page 164 – 193

1. What are some similarities and differences of puberty for males and females?
2. What are the respective roles of peers, parents, and physical development in an adolescent’s identity?
3. How does aging affect one’s memory and intelligence?

Pages 595 – 630

1. Describe Sigmund Freud’s iceberg – personality analogy.
2. What does Freud mean by Fixation?
3. Describe Carl Jung’s Collective Unconscious and Archetype.
4. What does Abraham Maslow mean by Self-Actualization?
5. What are the “Big Five” personality factors?
6. Differentiate Internal from External Locus of Control.
7. What personality perspective is Martin Seligman associated with?

Arts & Literature

Tuesdays with Morrie by Mitch Albom

Catcher in the Rye by J.D. Salinger

Huckleberry Finn by Mark Twain

“On Golden Pond” starring Henry Fonda and Katherin Hepburn

“The Breakfast Club”

“Ordinary People”

Learning Outcomes (from the Myers text – Developing through the Life Span)

1. State the three areas of change that developmental psychologists study, and identify the three major issues in developmental psychology.
 2. Describe the union of sperm and egg at conception.
 3. Define *zygote*, *embryo*, and *fetus*, and explain how teratogens can affect development.
 4. Describe some abilities of the newborn, and explain how researchers use habituation to assess infant sensory and cognitive abilities.
 5. Describe some developmental changes in a child's brain, and explain why maturation accounts for many of our similarities.
 6. Outline four events in the motor development sequence from birth to toddlerhood, and evaluate the effects of maturation and experience on that sequence.
 7. Explain why we have few memories of experiences during our first three years of life.
 8. State Piaget's understanding of how the mind develops, and discuss the importance of assimilation and accommodation in this process.
 9. Outline Piaget's four main stages of cognitive development, and comment on how children's thinking changes during these four stages.
 10. Discuss psychologists' current views on Piaget's theory of cognitive development.
 11. Define *stranger anxiety*.
 12. Discuss the effects of nourishment, body contact, and familiarity on infant social attachment.
 13. Contrast secure and insecure attachment, and discuss the roles of parents and infants in the development of attachment and an infant's feelings of basic trust.
 14. Assess the impact of parental neglect, family disruption, and day care on attachment patterns and development.
 15. Trace the onset and development of children's self-concept.
 16. Describe three parenting styles, and offer three potential explanations for the link between authoritative parenting and social competence.
 17. Define *adolescence*.
 18. Identify the major physical changes during adolescence.
 19. Describe the changes in reasoning abilities that Piaget called formal operations.
 20. Discuss moral development from the perspectives of moral thinking, moral feeling, and moral action.
 21. Identify Erikson's eight stages of psychosocial development and their accompanying issues.
 22. Explain how the search for identity affects us during adolescence, and discuss how forming an identity prepares us for intimacy.
 23. Contrast parental and peer influences during adolescence.
 24. Discuss the characteristics of emerging adulthood.
 25. Identify the major physical changes that occur in middle adulthood.
 26. Compare life expectancy in the mid-20th and early 21st centuries, and discuss changes in sensory abilities and health (including frequency of dementia) in older adults.
 27. Assess the impact of aging on recall and recognition in adulthood.
 28. Summarize the contributions of cross-sectional and longitudinal studies to our understanding of the normal effects of aging on adult intelligence.
 29. Explain why the path of adult development need not be tightly linked to one's age.
 30. Discuss the importance of love, marriage, and children in adulthood, and comment on the contribution of one's work to feelings of self-satisfaction.
 31. Describe trends in people's life satisfaction across the life span.
 32. Describe the range of reactions to the death of a loved one.
 33. Summarize current views on continuity versus stages and stability versus change in lifelong development.
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