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Psychology: Developmental (Life Span) (Quick Study: Academic)

WORLD'S OF ACADEMIC OUTLINE
PSYCHOLOGY
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Developmental

Foundations of development cover human lifespan including physical, cognitive, social and personal development through stages and years

FOUNDATIONS OF DEVELOPMENTAL PSYCHOLOGY THROUGHOUT THE LIFE SPAN

THE THEMATIC COMPONENTS OF DEVELOPMENTAL PSYCHOLOGY

- Cross-sectional and Longitudinal Studies** The same individuals are studied over a prolonged interval (longitudinal) or many different individuals over discrete intervals (cross-sectional).
- Quantitative and Qualitative** Development can be measured and tested in a variety of ways, such as through questionnaires (e.g., puberty or intelligence).
- Genetic and Environmental** The interplay between genetic and environmental factors is a complex one, expressed in different interactive ways for different developmental milestones.
- Culture** Developmental influences can be context-dependent, for instance, family, community, culture and historical events. There is also evolutionary factors that may play a more dominant role in personality development in a particular individual than in a broad population.
- Cumulative Effect** Many developmental influences are best understood as the outcome of cumulative developmental process.
- Maturational Processes** The natural changes in the longevity of populations, better health and better development, the education and stage of developmental thresholds need to be recognized as being a chronic continuum. For instance, contemporary adolescents are maturing sexually much earlier than their grandparents did, and due to increased longevity and better general health, adults in their 70s are far more active and energetic than adults of the same age a century ago.
- Ethical Considerations** The experimental and scientific validity of most theories of development cannot be easily established due to ethical considerations. For instance, it would be generally unethical to compare moderate physical growth of newborn infants to experimentally induced or genetically altered, that lead to a chain of emerging research how such factors especially impact on personality development.

- Psychosexual** Characterized by the view that development is the outcome of biological, psychological and social interaction. **Sigmund Freud** is representative of this school.
- Erikson's** Focus is upon stages of cognitive development, frequently stated as qualitative, discrete processes. **Jean Piaget** is representative of this tradition.
- Information Processing** A newer approach influenced by the models suggested by research in artificial intelligence and cognitive science emphasizes cognitive processes, memory and problem solving at various stages of development. **David Broadbent's** *Search, Attention and Comprehension*, published in 1975, laid the foundation for this theory.
- Systems Theory** Views the individual human system as fully embedded in a system of its relationships that they form with family, community and culture. The operational order of meaning of the system is greater than the sum of its parts. **Urie Bronfenbrenner's** *Ecology of Human Development*, published in 1977, laid the foundation for this theory.
- Neurocognitive** This is an evolutionary approach to the process of human behavioral development, in that behavior can occur as the outcome of the process of neural selection and neurodevelopmental activity to learn complex processes. **John Paul Bennett** and **Edward O. Wilson** are representative of this tradition.
- Cultural Role** Views culture as the primary determinant of personality development. For instance, cultural traditions of the responsibilities and roles of parents and children play a crucial role in defining developmental milestones. **Richard Shweder** is representative of this tradition.
- Social Role** Views the view that the development of personality is best understood in the context of the social roles a person performs in the family, school, peers, community, religious groups, and so on. **Living Carlsson** and **Henrik Rydén** are representative of this tradition.
- Behavioral** This role primarily based upon the issue of operant conditioning theory, but also expanded with aspects of cognitive behaviorism, as the basis for explaining personality development. **John B. Watson** is representative of this tradition.
- Evolutionary** Views that an individual participates in different levels of environmental context, some levels assumed that others, but all affecting the individual's development. **Ken Bollenkiewicz** is representative of this tradition.

THEORIES OF DEVELOPMENT

- Psychoanalytic** Emphasizes the role of subconscious factors in personality development. **Sigmund Freud**, **Carl Jung**, **Sigmund Adler** and **Karen Horney** are representative of this tradition.
- Psychoanalytic** A subset of psychoanalytic approaches, where social and cognitive components are thought to be the main contributors to development. **Sigmund Freud** and **Walter Dill Read** are representative of this tradition.

GENETIC INFLUENCE

The role of genetic factors in determination of physical and personality traits is variable, due to a complex interaction between genetic predisposition and environmental variables. Some traits may be completely genetically predetermined, such as eye color, whereas others are only marginally genetically determined, such as height or weight.

INFANCY & TODDLERHOOD (AGE 0-3 YEARS)

PHYSICAL & COGNITIVE DEVELOPMENT

PHYSICAL DEVELOPMENT

- Sensory, motor and perceptual functions (visual acuity, equilibrium, tactile discrimination, facial recognition, depth perception, discrimination) are linked but develop separately.

COGNITIVE DEVELOPMENT

- Sensorimotor intelligence, reduction of causal inferences, object categorization, object permanence and fixation shift.
- Jean Piaget** was the first to systematically investigate cognitive development and identified several distinct stages.

SOCIAL & PERSONALITY DEVELOPMENT

- Trust vs. Mistrust** If a child's needs are adequately met, a sense of trust is developed; if not, mistrust may develop.
- Attachment** May be secure, avoidant, ambivalent, disorganized/controlled. There is a complex interaction between parental and child attachment styles, and a child's attachment style has long-term consequences extending into adulthood.
- Separation Anxiety** Most pronounced between 18 and 24 months.

THE DEVELOPMENT OF LANGUAGE & COMMUNICATION SKILLS

- Initial development by infants is by means of facial gestures, crying and grunting.
- Development of words begins around 2 months; vocabulary expands rapidly around 18 months.
- The emergence and sophistication of parents linguistic expressions greatly affects the child's language abilities.

COGNITIVE DEVELOPMENT STAGES

Stage	Duration of Age	Major Events	Example
Reflexes	Birth	Reflex responses	Crawling
Early Infancy	2 months	Object reflexion	Stranger anxiety
Cause and Effect	4 months	Object permanence	Stranger anxiety and pull to self
Motor to Words	8 months	Executive use of actions to achieve aim goals	Cover face with blanket to play
Experimental	12 months	Pattern recognition to reach aim goals	Use rattle to bring a block
Self Recognition	18-24 months	Recognition with reflection in mirror	"Mirror test"
Imagery	18 months	Cognitive assimilation	Hide rattle under blanket
Object Permanence*	18 months	Recognition that objects may exist even when no longer perceived	Find rattle hidden, non-visible & still exists

* Object permanence is related to the development of thinking with the caregiver. Some of the studies during the early stages of development may require that the mother or father be present.



Synopsis

Our 3-panel (6-page) guide provides a detailed review of a principal area of mental health care: developmental psychology. A perfect resource for nursing students or those already in the field who want to brush up on their skills, this guide covers the key concepts, skills, theories and their proponents – all essential knowledge for the successful psychology student. Jam-packed text is enhanced by graphic elements and tables are used to provide ease of use.

Book Information

Series: Quick Study: Academic

Cards: 6 pages

Publisher: QuickStudy; Lam Crds edition (May 31, 2010)

Language: English

ISBN-10: 1423214390

ISBN-13: 978-1423214397

Product Dimensions: 8.5 x 11 x 0.1 inches

Shipping Weight: 0.8 ounces (View shipping rates and policies)

Average Customer Review: 4.7 out of 5 stars 15 customer reviews

Best Sellers Rank: #54,212 in Books (See Top 100 in Books) #53 in [Books > Medical Books > Psychology > Developmental Psychology](#) #55 in [Books > Medical Books > Psychology > Adolescent Psychology](#) #56 in [Books > Health, Fitness & Dieting > Psychology & Counseling > Developmental Psychology](#)

Customer Reviews

I ordered these to study for the EPPP because I am a visual learner and I like the way these were organized and color-coded. There is a tremendous amount of material presented in a concise and easy to find away. Surprisingly comprehensive and has been a very useful tool for studying for the EPPP. As I have taken practice test, I am often able to quickly and easily look up answers using these cards.

There are countless attributes, characteristics, aspects, traits, and qualities of human beings. This chart identifies and describes what is now known of human development in one easy to understand chart.

Great guide for a quick reference

Great to have when working in human services

Good

Helps me with school, I am going into nursing and everything helps. so thank you, it came in a timely fashion and in really great condition

This chart is perfect for quick tips and explanations and makes for a perfect reference guide for Developmental Psychology. The laminated pamphlet is perfect for a binder and can be reviewed without removal. I recommend this for anyone who loves Psychology or who is majoring in the course.

Love Psychology: Developmental (Life Span) it's a great quick reference guide.

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