

UNIT 9: DEVELOPMENT

Heredity = the transmission of genetic info from parent to child

Chromosomes: thread-like bodies in the nucleus of each cell. Made up of DNA. Sperm and egg contain 23 chromosomes each.

DNA: deoxyribonucleic acid. Contains the genetic material

Genes: small areas of the DNA which make you unique.

Genotypes: the pair of genes on a given chromosomes which are inherited

Phenotype: the expression of the genotype - the observable result

Gregor Mendel. Studied pea plants.

Dominant Traits versus **Recessive** Traits

PRENATAL PERIOD

Germinal stage (1 day - 2 weeks) Zygote implants to the uterus

Embryonic stage (2nd - 8th week) Embryo dxs CNS and organs

Fetal stage (8th week until 38th week) Fetus dxs to point of being able to sustain life on its own

Human Growth Sequence: Universal pattern of physical dx from conception to death

Temperament: Core of px that is present at birth (easy, difficult, slow-to-warm-up babies)

Critical Periods:

PRENATAL INFLUENCES

Genetic Disorders - problems caused by defects in genes inherited from parent

Congenital Problems - problems or defects that originate during the prenatal period

Teratogens - any substance that alters the fetal dx causing birth defects

Fetal Alcohol Syndrome: Low birth weight, small head size, facial malformations, mental handicaps, etc...

Deprivation - lack of normal stimulation, nutrition, love, comfort. Lower IQ

Psychosocial dwarfism

Enrichment - a deliberately more complex, novel, and stimulating envt. "rat wonderland"

CAPABILITIES OF A NEONATE

Vision - Nearsighted, Best vision is ~19cm, Prefer complex patterns, curves, and high contrasting colors

Hearing - Takes a few days to drain the amniotic fluid

Reflexes (rooting, grasping, sucking...)

Maturation - The term for the physical dx of the body and NS

EMOTIONAL DX

Differentiation Theory: We are born with a single generalized state of emotion. This dxs into the basic emotions

Discrete-Emotions Theory: We are predisposed for all the emotions (innate). We must be given the appropriate situation for it to dx

Learning Theory

We learn to feel emotions with a particular situation through the learning techniques

Social Dx

1-3 mon = mimic faces, social smile, social referencing

8-12 mon = separation anxiety, attachment

15 mon = self awareness, seeing themselves on TV

Imprinting - Konrad Lorenz and the goslings = attachment in humans

Attachment: Emotional bond

Mary Ainsworth (1971) = toddler in a strange situation (Secure Attachment, Insecure-Avoidant Attachment, Insecure-Ambivalent Attachment)

Harlow and Harlow (1965) Motherless Monkeys

Genie

Parenting

Maternal influences ("super mother" "zoo-keeper mother")

Optimal Caregiving

Parenting Styles Diana Baumrind (1991) (Authoritarian, Permissive, Authoritative)

PIAGET'S COGNITIVE THEORY

Equilibration (aka Adaptation)

process of cog. Dx where children seek to have a balance in what they know and what they experience

Assimilation - forcing new information into existing schema

Accommodation - change schema to fit new information

Sensorimotor (0-2)

Motor and reflex actions. Object permanence (9 months) knowing and object exists when out of view.

Preoperational (2-7)

Use symbols to represent objects. (Representational thought) Egocentric - can't see others' view

Concrete Operational (7-11)

Conservation of liquids and matter. Mental manipulations of tangible. Reversibility of thought

Formal Operational (11 and up)

Abstract principles. Seeing from other perspectives. Mental manipulations of abstract

Vygotsky's Sociocultural Theory

Zone of Proximal Development

Static Testing vs Dynamic Testing. Scaffolding

Language Dx

1. In Utero
2. Cooing
3. Babbling
4. Holophrases
5. Telegraphic Speech
6. Basic Adult-Like Syntax

Critical Period - Chomsky

Erikson's Stages of Social Development

Trust vs. Mistrust

Autonomy vs. Shame/Doubt

Initiative vs. Guilt

Industry vs. Inferiority

Identity vs. Role Confusion

Intimacy vs. Isolation

Generativity vs. Stagnation

Integrity vs. Despair

Kohlberg's Moral Development

Preconventional Level (punishment, rewards, favors)

Conventional Level (please others, or follow rewards)

Postconventional Level (self-accepted moral principles)

Gilligan's Moral Development

Problems with Childhood and Abuse

Successful aging

Disengagement theory

Activity Theory

Kubler-Ross's Theory (terminally ill)

1. Denial and Isolation
2. Anger
3. Bargaining
4. Depression
5. Acceptance

Bereavement and Grief

Bereavement – the loss

Grief – intense sorrow or distress

1. Shock
2. Pangs of Grief
3. Apathy, Dejection, Depression
4. Resolution

SEX AND GENDER

Sex: biological assignment of boy or girl

Gender: psychological and social traits associated with being male or female

Primary sex characteristics: sexual and reproductive organs

Secondary sex characteristics: superficial features that appear during puberty

Dimensions of sex

Genetic sex: XX, XY (Androgen insensitivity, Androgenital, Klinefelters, Supermales....)

Gonadal sex: sex glands. Ovaries or testes.

Hormonal sex: estrogen or androgen. Produced from ovaries and testes. Adrenal glands also release sex hormones.

Genital sex: clitoris/vagina or penis/scrotum

Gender identity: subjective sense of gender.

Gender role socialization – factors: culture, biology, sociology

Factors of socialization: Culture, tv, friends, toys, teachers.....

Androgyny: presence of both masculine and feminine traits

Sandra Bem's Sex Role Inventory

Sexual Orientation – myths vs science

Homophobia: Prejudice, fear, dislike of homosexuals

Heterosexism: belief that heterosexuality is more natural or “better”