

Unit 6: Developmental Psychology

Topic 6.1 – The Lifespan and Physical Development in Childhood

1. Complete the table.

Term	Description
Zygote	A fertilized egg
Genotype	Genetic characteristic
Phenotype	Physical characteristic

2. What happens with a zygote during the first two weeks after conception? **The zygote goes through rapid cell division. At first the cell produces 100 identical cells, but eventually it starts to differentiate and create cells that will lead to specific structures**
3. What are the first 10 to 14 days after conception known as? **The germinal stage (Least vulnerable to environmental influences)**
4. When and how is the sex of a baby determined? **During the germinal stage. The father is the one who determines the sex of the baby by providing either an X or Y chromosome (XY = Boy/ XX = Girl)**
5. Describe an embryo. **It is the inner cells of a zygote that become a person. The outer cells become the placenta**
6. What stage comes after the germinal stage? **Embryonic stage**
7. What is the function of the placenta? **It allows for the transfer of oxygen and nutrients from the mother to the embryo**
8. Explain how teratogens impact a pregnancy. **Teratogens are harmful substances that can cause birth defects or abnormalities in a developing embryo or fetus**
9. Identify two changes that happen in the embryonic stage. **Answers may vary. Examples: 1) Organs form 2) Heart starts to beat 3) CNS develops**
10. When does the embryo become a fetus? **At 9 weeks, which is also when the fetal stage starts**
11. Identify two changes that happen in the fetal stage. **Answers may vary. Examples: 1) Hearing develops 2) Sex organs develop 3) Brain, bones, & muscles develop**

Topic 6.2- Social Development in Childhood

1. Briefly describe how nature and nurture influence social development. **Answers will vary. Example: The temperament of a child is often determined by genetic factors which can impact their emotional responses to situations (nature). How a child views/interacts with the world around them can depend on their parents and their parenting style (nurture)**

2. Complete the table below.

Individual	Contribution to social development
Albert Bandura	Conducted the Bobo doll experiment and researched the impact of observational learning on children
Diana Baumrind	Sought to understand how different parenting styles impact a child's development. (Identified four different parenting styles)
Konrad Lorenz	Expanded our understanding of how children and animals develop an attachment. Researched imprinting with ducklings
Harry Harlow	Sought to better understand how emotional connections are made. Conducted an experiment with monkeys to look at the connection between a baby monkey and a caring mother and a mother who only provides nourishment

Topic 6.2- Social Development in Childhood (Continued)

2. Complete the table below. (Continued)

Individual	Contribution to social development
Mary Ainsworth	Conducted the strange situation test, where children were put in an unfamiliar environment to see how they would react with and without their mother. (Identified three different types of attachments)
Sigmund Freud	Studied the unconscious mind and identified four psychosexual stages that an individual goes through in childhood

3. Explain how a child with a secure attachment acted in Mary Ainsworth's Strange Situation test. When the mother left the child would become stressed and sad, but when the mother returned they would be comforted and return to a happy state

4. Explain the difference between a child with a resistant attachment and a child with an avoidant attachment in the same test identified in question 3. A child with a resistant attachment becomes stressed and sad when the mother leaves and resists the mother when she returns. The mother is not able to calm the child and is visibly upset. A child with an avoidant attachment will show little to no stress and sadness when the mother leaves and show little to no interest in the mother when she returns

5. Complete the table below.

Parenting Style	Description
Authoritarian	Parents set strict rules and expect their children to follow every rule without explaining their reasoning. Children can't ask questions
Permissive	Parents are loose with the rules and do not demand much from their children. Little to no limits are set for children
Negligent	Parents are completely uninvolved in their children's lives. (Do not play an active role in the child's life)
Authoritative	Parents set expectations for children and do enforce rules, but encourage discussion and dialogue. (Will explain the reason for rules.)

6. Complete the table below on the different psychosexual stages

Stage	Description	Timeframe
Oral	Individuals focus on oral stimulation	Birth-18 months
Anal	Individuals focus on being able to control their bowel movements	18-36 months
Phallic	Individuals explore their body and genitals	3-6 years
Latency	Individuals sexual feelings are hidden (focus is on past fixations)	6 years - puberty
Genital	Individuals get sexual pleasure from sexual behavior	Puberty- on

Topic 6.3- Cognitive Development in Childhood

1. Explain the difference between assimilation and accommodation. Assimilation occurs when a person encounters new information and puts it into an existing schema. Accommodation occurs when an old schema would be adjusted to incorporate new information
2. Provide an example of a person using assimilation. A child has an existing schema for a birthday party. They are told they are going to a pool party and assume that it will be the same as a birthday party
3. Describe what it means when a child is egocentric. This is when an individual can not see other perspectives and points of view
4. What is the theory of the mind? It is a cognitive development that occurs around age 4, which allows children to understand other perspectives
5. Complete the table.

Piaget Stage	Description	Timeframe
Sensorimotor	Child gains access to their hands and begins to move. The child learns to make things happen and starts to develop object permanence	Birth-2 years old
Preoperational	Child learns to use language but will struggle with concepts such as conservation. Here a child starts off as egocentric but will develop the theory of the mind	2- 6 or 7 years old
Concrete operational	Children start to think logically. Children can start to understand conservation and more complex topics, such as mathematics and reversibility	Starts around 7 years
Formal operational	Here an individual can think about hypothetical situations or questions, and apply logic to different situations. Individuals here also have moral reasoning	Starts around 12 years old

6. Explain the difference between conservation and reversibility. Conservation is the idea that properties such as volume and mass remain the same, even if they are transferred into different containers. While reversibility is a mental operation where an individual can reverse a sequence of events
7. Describe Vygotsky's zone of proximal development. The zone of proximal development is what a child can learn with the assistance of another individual. If a concept is outside of the zone of proximal development it will be too difficult for the child to learn, even with assistance
8. Explain how scaffolding can be used to help children develop. Scaffolding is when an individual provides support and guides a child to an understanding of unfamiliar concepts. This is often used in a teaching environment, with the goal being to help expand an individual's knowledge or skills

Topic 6.4- Adolescent Development

1. Describe three changes that an individual goes through during adolescence. Answers will vary. Example: 1) Individuals will go through puberty 2) An individual's thinking becomes self-focused 3) Gain the ability to think abstractly 4) Limbic system and new hormones can make an individual more emotional 5) Frontal lobe is still developing
2. What stage of Piaget's cognitive development is a person in when they are an adolescence? Formal operational stage
3. Explain the difference between the personal fable and imaginary audience. The personal fable is when a person, often adolescence, believes that they are unique and that they will not be impacted by different challenges in life. While the imaginary audience is when an adolescent believes that others are watching and judging them, leading to the individual to have self-conscious behaviors and thoughts

Topic 6.4- Adolescent Development (Continued)

4. Describe what happens during each of the following stages in James Marcia’s identity model.

Foreclosure	An individual has a high degree of commitment to a particular identity, but has not looked at other options
Identity Diffusion	An individual is not committed to a set identity and has not looked at or explored other possibilities
Moratorium	An individual has a low commitment to their identity and are actively exploring other identities
Identity Achievement	An individual has a set identity and has explored a variety of different options, allowing them to come to their own conclusion

5. Connect the statement/quotes in the table below with the correct stage in James Marcia’s identity model.

Statement/Quote	Stage
“I do not have a set identity or idea but I am thinking about what I should do and exploring different options.”	Moratorium
“I do not have a set identity and have little interest to find one”	Identity Diffusion
“After looking at a variety of different ideas and identity I am now confident in who I am”	Identity achievement
“I have a set identity but I have not looked at any other ideas or options”	Foreclosure

6. What order do people move through James Marcia’s identity stages? **There is no set order in which people progress through the stages of identity**

Topic 6.5- Adulthood and Aging

1. What can an individual do to maintain neural connections when they get older? **Answers may vary. Example: 1) Exercise 2) Healthy eating 3) Remaining active**
2. What is each stage in Erik Erikson’s stages of development centered around? **Each stage is centered around a conflict that an individual goes through, each stage also builds off the previous stage**
3. Describe each of the 8 stages of Erik Erikson’s stages of development.

Stage	Description/ Important Events	Timeframe/Stage of Life
Trust v. Mistrust	Feeding, affection, and security are the important life events. If the child has all of those things they will form secure attachments, if they do not they may develop insecure attachments	Infancy
Autonomy v. Shame/Doubt	Child starts to separate items in the environment, understands what is theirs and what is someone else's. Important life events include potty training. Positive reinforcement is key, this allows the child to develop confidence and autonomy	Early childhood
Initiative vs. Guilt	Child becomes social and will ask lots of questions. Children need to have some control over different aspects of their life, independent activities are key. If a child is not allowed independence it could cause the child to question their ability	Preschool years

Topic 6.5- Adulthood and Aging (Continued)

3. Describe each of the 8 stages of Erik Erikson's stages of development. (Continued)

Stage	Description/ Important Events	Timeframe/Stage of Life
Industry vs. Inferiority	School becomes one of the most important events in the child's life. Children start to make their own decisions, and grapple with the concept of good and bad. Children also start identify with different social factors such as wealth	School years
Identity vs. Role Confusion	Peer groups become extremely important, individuals seek friendships and will conform to those friendships. Individuals start to solidify their role in society and seek to understand their own identity. If an individual can not understand their place in the world it can cause an individual to feel lost	High school years- Early college
Intimacy vs. Isolation	Individuals look for a career and a partner to be intimate with. Significant life events may include advancing in a career, starting a business, getting married, or starting a family. (Focus here is on love and commitment)	College years and a person's twenties
Generativity vs. Stagnation	Individuals seek to guide the next generation, parenting becomes an important event in this stage of life. Individuals will focus on giving back to their family and community, or pursuing work/ hobbies that contribute to the greater good	40-65 years old
Integrity vs. Despair	Individuals will reflect on their life and think about their accomplishments. If an individual has little to no regrets they are more likely to accept death, if they have regrets they may feel like they have not done enough and struggle accepting death	65 years on

Topic 6.6- Moral Development

1. Complete the table below on Kohlberg's moral stages.

Level	Stage	Description
Punishment-obedience orientation	Preconventional morality	Morality is defined as what you can get away with
Instrumental-exchange orientation	Preconventional morality	Child focuses on following the rules and is driven by external rewards
Good-child orientation	Conventional morality	Child focuses on following the rules and seeks to gain social approval from others. Morality is defined by social approval
Law-and order orientation	Conventional morality	Morality is set by what is legal. Rules must be enforced to keep social order
Social-contract orientation	Postconventional morality	Moral reasoning is focused on rules and laws, but there is an acknowledgement that sometimes morals can differ from legal law
Universal ethics orientation	Postconventional morality	Individuals realize that not all laws are good, and that morality is complex. Each situation is unique and requires thought to determine good or bad

Topic 6.6- Moral Development (Continued)

- 2. Explain why individuals, such as Carol Gilligan, criticized Kohlberg's theory. Kohlberg based his theory on a longitudinal study where the population was all men
- 3. Describe what Carol Gilligan discovered in her morality study. She found that Kohlberg's original results did not apply strongly to women. She found that boys traditionally tend to opt for justice when looking at morality, while women focused on interpersonal relationships

Topic 6.7- Gender and Sexual Orientation

- 1. What is the difference between gender and sex? Sex refers to the biological differences between males and females. While gender refers to the social, physical, and behavioral traits that are considered normal for men or women
- 2. What is gender schema theory? The ability for children to create mental categories for masculinity and femininity
- 3. Describe the following sexual orientations.

Sexual orientation	Description
Homosexual	A person is attracted to the same sex
Heterosexual	A person is attracted to the other sex
Bisexual	A person is attracted to both sexes

- 4. How can gender roles become established? Through interaction with a person's family, peer groups, school, and media
- 5. Describe two ways in which socialization may impact a person's gender roles. Answers will vary. Examples: 1) Families may treat children differently based on their sex 2) Different sexes have societal standards placed upon them