LESSON ONE (Chapter 1)  
INTRODUCTION: THE SCIENCE OF HUMAN DEVELOPMENT

I. Development Defined: General definition: 3 critical elements

A. Science- based in facts and predictions

B. Diversity- studies all kinds of people

C. Connections between change and time- things change over time

II. Life-Span Perspective (Four Characteristics of Development)

A. Multidirectionality- change is always occurring, and is not constant

1. Critical and Sensitive Periods

B. Multicontextual

1. Historical context

2. Socioeconomic context – “middle class” occupation, education

C. Multicultural-

D. Plasticity- adapting and changing

III. Developmental Study as a Science

A. Scientific Method: 5 Steps ask a question, hypothesis,test, draw conclusions, make the findings avalible

B. Ways to test hypotheses

1. Observation

2. Experimentation

3. Survey

C. Studying development (change) over the life span

1. Cross-sectional

2. Longitudinal

3. Sequential

D. Solutions & Challenges from Scienced: General definition: 3 critical elements

LESSON TWO (Chapter 1, continued)

THEORIES OF HUMAN DEVELOPMENT: FREUD

I. Developmental Theory Defined- systematic statement describing behavior and development

II. Psychoanalytic Theory: Sigmund Freud-view human behavior and development in terms of

unconscious drives and motivations

A. Historical route to the theory – hypnosis and hysteria, frued came up with free association relation treatment instead

B. Freud's beliefs- EVERYTHING can be explained by unconscious memories

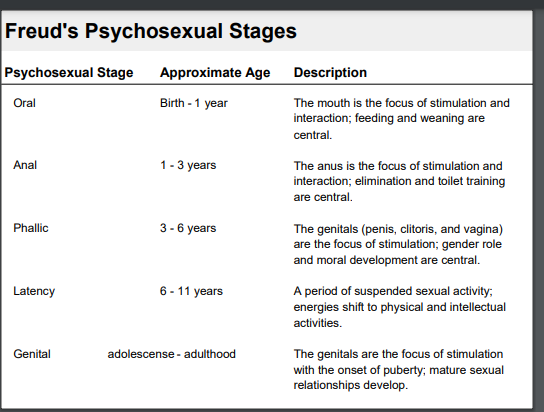
C. Freud's proposals – inborn cravings for physical pleasure drive developmentpleasure

D. Freud's theory

1. psychosexual stages

boys experience the Oedipal

Complex, whereas girls experience the Electra Comple



2. three components of personality

I. ID- entirely unconscious

II. EGO- anal stage balances id and limitations of the world

III. SUPEREGO- aka conscienceLesson 3

I. Psychoanalytic Theories (continued)

B. Erik Erikson- For now, all you need to be aware of concerning Erikson is that he :

1. expanded upon Freud’s theory by adding adulthood stages;

2. addressed psychosocial rather than psychosexual aspects of

development; and

3. identified specific developmental tasks for each of his eight stages

of development

II. Behaviorism (Learning Theories)

A. Laws of conditioning

1. Classical (respondent) conditioning – Pavlovs dogs

2. Operant (instrumental) conditioning – re-enforcement of either positive or negative responses ( added or removed)

B. Social learning theory

1. modeling – patterning behavior after another

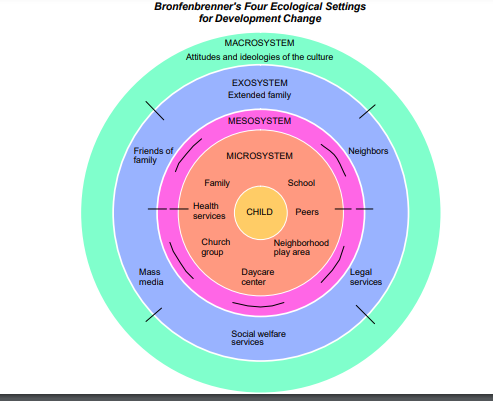
III. Cognitive Theory- development guided by thoughts.

A. Piaget- Organization, Adaptation- assimilation ( calling a cow dog), Accommodation(when cow is called cow), and Equilibrium.

B. Vygotsky - scaffolding (more mature person showing the way “you want your ball?” and the zone of proximal development (self abilities and aided abilities)

IV. Systems Theories

1. Ecological Theory Bronfenbrenner also identified the chronosystem (dimension of time)



I. Genes and Chromosomes

A. Variations among People

B. Genotype and Phenotype-A person’s phenotype is defined as the actual

appearance and manifest behavior of the individuals

C. Shared and Divergent Genes

D. Male and Female

E. Twins

monozygotic twins (commonly referred to as identical

twins). In approximately 1 of every 250 conceptions

dizygotic (commonly referred to as fraternal

twins), which occurs about three times as often as monozygotic twins and thus

account for approximately 3/4 of all twin pairs.

F. Genetic Interaction

Polygenic- effected by more than one gene

Multifactorial- influenced by factors other than genes

Additive- multiple genes add or take away alittle.

II. Genetic Problems

PRENATAL DEVELOPMENT PART I: NORMATIVE DEVELOPMENT

A. Germinal Period- first 14 days, Blastocyst- inner and outer, implants 10 days after conception, placenta develops in the second week, blood does not mix in the placenta

B. Period of the Embryo (3-8 weeks) . Cephalocaudal (head to tail) - from the top of the body downward

2. Proximodistal (spine to extremities) - from the center of the body outward

Thus, growth will be most rapid at the center (proximodistal) of the head

(cephalocaudal)

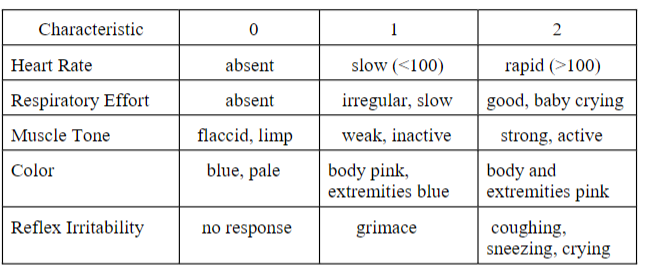
4th Week: head takes shape as eyes, ears, nose and mouth start to form. Also, a

miniscule blood vessels that will become the heart begins to pulsate. After 8th week embryo weighs 1 gram. This is now a fetus

C. Period of the Fetus ( 9 weeks-Birth) after 22 weeks after conception the fetus is at the age of viability and can survive outside the mothers uterus if medical care is available. 28 weeks is more expected

D. Birth (40 weeks)- 1st stage (8-10 hours normally) transition to the second sateg when the head moves through the Vagina. 3rd stage placenta detaches itself and psses the same way the baby did.

E. APGAR Scale >7 good, >4 needs assistance breathing, <4 emergency



Overview

How Things Can Go Wrong (Teratology is the study of birth defects)

Teratogens- substances and pollution that increase prenatal abnormalities

Determining Risk

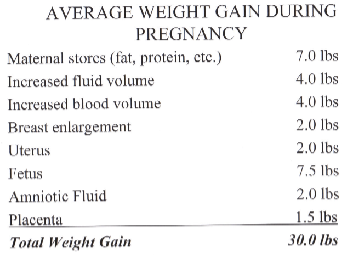
timing

amount of exposure

genetic vulnerability- males are more vulnerable to prenatal defects

protective factors- avoid known teratogens, prenatal care, and social support

\*nutrition



Some Specific Problems

Chromosomal Anomalies

Gene Disorders

Genetic Counseling