

# INTEGRATIVE COURSE PSYCHOLOGY 2025

## DEVELOPMENTAL PSYCHOLOGY

### LECTURE 1: HUMAN DEVELOPMENT AND RESEARCH

#### METHODOLOGY

##### HUMAN DEVELOPMENT

###### A. Early concepts

Nativism claim that most abilities are inborn.

- **Augustine of Hippo** was credited for the Christian doctrine of original sin, he taught that all humans are born with a selfish nature
- from this perspective, developmental outcomes, both good and bad, result from each individual's struggle to overcome an inborn tendency to act immorally

- **Jean-Jacques Rousseau** believed that there is an innate goodness view proposed by 18th-century Swiss philosopher. He claimed that all human beings are naturally good and seek out experiences that help them grow

**Empiricism** is the view that humans possess no innate tendencies and that all differences among humans are attributable to experience.

- **John Locke (17th-century English philosopher)** head started the philosophical approach known as empiricism when he claimed that the mind of a child is a blank slate

###### B. PRESENT TIME DEFINITIONS

1. **Developmental psychology** is the branch of psychology devoted to identifying and explaining the continuities and changes that individuals display over time
2. **Life-span development (womb to tomb)** is the concept of human development as a lifelong process, which can be studied scientifically
3. **Human development** is the scientific study of age-related changes in behavior, thinking, emotion, and personality

##### GOALS OF DEVELOPMENTAL PSYCHOLOGY

- a. Describe
- b. Explain
- c. Predict
- d. Intervene

##### BASIC CONCEPTS IN DEVELOPMENTAL PSYCHOLOGY

###### A. DOMAINS OF DEVELOPMENT

- **Physical development** (e.g. growth of the body and brain, sensory capacities, motor skills, and health)
- **Cognitive development** (e.g. learning, attention, memory, language, thinking, reasoning, and creativity)
- **Psychosocial development** (e.g. emotions, personality, and social relationships)

\***social construction** a concept or practice that may appear natural and obvious to those who accept it but that in reality is an invention of a particular culture or society

###### B. PERIODS OF HUMAN DEVELOPMENT

1. Prenatal period (conception to birth)
2. Infancy and toddlerhood (birth to age 3)
3. Early childhood (ages 3 to 6)
4. Middle childhood (ages 6 to 11)
5. Adolescence (ages 11 to about 20)
6. Emerging and young adulthood (ages 20 to 40)
7. Middle adulthood (ages 40 to 65)
8. Late adulthood (age 65 and over)

###### C. INFLUENCES ON DEVELOPMENT

1. **Normative influences** - characteristics of an event that occurs in a similar way for most people in a group
  - **Normative age-graded influences** are highly similar for people in a particular age group
  - **Normative history-graded influences** are significant events that shape the behavior and attitudes of a historical generation: a group of people who experience the event at a formative time in their lives.

2. **Non-normative influences** - unusual events that have a major impact on individual lives because they disturb the expected sequence of the life cycle. They are either typical events that happen at an atypical time of life or atypical events

###### D. TIMING INFLUENCES

1. A **critical period** is a specific time when a given event, or its absence, has a specific impact on development
  - \***imprinting instinctive** during a critical period in early development, a young animal forms an attachment to the first moving object it sees, usually the mother
2. **Sensitive periods** are times in development when a person is particularly open to certain kinds of experiences

##### E. THE LIFE-SPAN DEVELOPMENTAL APPROACH

1. Development is lifelong
2. Development is multidimensional
3. Development is multidirectional
4. Development shows plasticity
5. Development is contextual.
4. Development is co-construction of biology, culture and the individual
5. Development involves changing resource allocations.

##### F. KEY ISSUES IN THE STUDY OF HUMAN DEVELOPMENT

###### 1. Reactive vs. Active

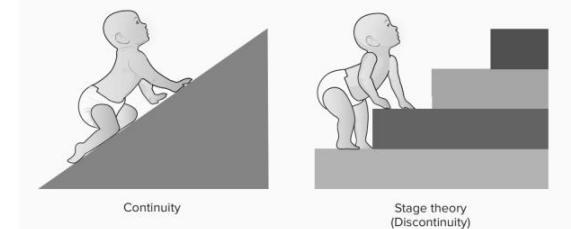
- **Reactive development** conceptualize the developing child as a hungry sponge that soaks up experiences and is shaped by this input over time.
- **Active development** argues that people create experiences for themselves and are motivated to learn about the world around them.

###### 2. Mechanistic model vs. Organismic model

- **Mechanistic model** views human development as a series of predictable responses to stimuli.
- **Organismic model** views human development as internally initiated by an active organism and as occurring in a sequence of qualitatively different stages

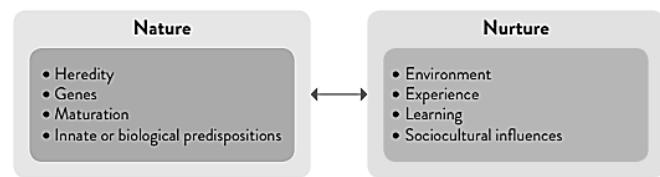
###### 3. Continuity vs. Discontinuity

- **Continuous development** elaborates that development is gradual and incremental. \* **Quantitative change** - a change in number or amount, such as height, weight, or vocabulary size.
- **Discontinuous development** means that development is abrupt and uneven. \* **Qualitative change** a change in characteristic, kind, or type



###### 4. Nature vs. Nurture

- **Nature** refers to the influence on development of heredity
  - \* **Heredity** - The passing of traits to offspring from their parents or ancestors.
  - \* **Maturation** - Developmental changes that are biologically programmed by genes rather than caused primarily by learning, injury, illness or some other life experience.
- **Nurture** emphasizes developmental change in response to environment
  - \* **Environment** - Events or conditions outside the person that are presumed to influence and be influenced by the person.
  - \* **Learning** - A relatively permanent change in behavior, or behavioral potential, that results from a person's experiences or practice



##### 5. UNIVERSAL AND CONTEXT-SPECIFIC DEVELOPMENT ISSUE

- **Universal development** advocates of this believe that there is only one fundamental developmental process for everyone. According to this view, differences in development are simply variations on the same fundamental process

- **Context-specific development** advocates of this view argue that human development is inextricably intertwined with the context within which it occurs

##### G. BASIC FORCES IN HUMAN DEVELOPMENT: THE BIOPSYCHOSOCIAL FRAMEWORK

- **Biological forces** that include all genetic and health-related factors that affect development.
- **Psychological forces** that include all internal perceptual, cognitive, emotional, and personality factors that affect development.
- **Sociocultural forces** that include interpersonal, societal, cultural, and ethnic factors that affect development.
- \* **Life-cycle forces** that reflect differences in how the same event affects people of different ages.

## DEVELOPMENTAL RESEARCH DESIGNS

Method	Description	Advantages	Limitations
Naturalistic observation	Observation of behavior in natural settings	Participants behave naturally	Researchers' expectations can influence results; little control over conditions
Case studies	In-depth study of one or a few individuals using observation, interviews, or psychological testing	In-depth information; important in the study of unusual events	Results may not generalize beyond the case that is studied; time-consuming; subject to misinterpretation
Surveys	Interviews, questionnaires used to gather information quickly	Accurate information about large groups; track changes	Validity limited by sample representativeness; responses influenced by questions, social desirability
Correlational studies	Determination of mathematical relationship between two variables	Assess strength and direction of relationships	Cannot demonstrate cause and effect
Experiments	Random assignment of participants to control and experimental groups; manipulation of independent (causal) variable	Identification of cause-effect relationships	Results may not generalize to nonresearch settings; many variables cannot be studied in experiments
Cross-sectional designs	Participants of different ages studied at one time	Quick access to data about age differences	Ignores individual differences; cohort effects
Longitudinal designs	Participants in one group studied several times	Track developmental changes in individuals and groups	Time-consuming; findings may apply only to the group that is studied
Sequential designs	Study that combines both longitudinal and cross-sectional components	Cross-sectional and longitudinal data relevant to the same hypothesis	Time-consuming; different attrition rates across groups
Cross-cultural research	Research that either describes culture or includes culture as a variable	Information about universality and culture specificity of age-related changes	Time-consuming; difficult to construct tests and methods that are equally valid in different cultures

## RESEARCH ETHICS

(An excerpt from PAP Code of Ethics)

### X. RESEARCH

#### A. Rights and Dignity of Participants

1. In all aspects, we respect the rights, safeguard the dignity, and protect and promote the welfare of research participants.
2. Before beginning any research work in a community not our own or not familiar to us, we obtain essential information about their mores, culture, social structure, customs, and traditions.
3. We respect and abide by their cultural expectations, provided that this does not contravene any of the ethical principles of this Code of Ethics.
4. We respect the rights of research participants should they wish to discontinue their participation at any time. We are responsive all throughout the research to participants' non-verbal indications of a desire to withdraw from participation, especially if the person has difficulty with verbal communication, is a young child, or is culturally unlikely to communicate.
5. We do not contribute nor engage in research which contravenes international humanitarian law, such as development of methods intended to torture persons, development of prohibited weapons, or destruction of the environment.
6. It is our duty to ask participants about any factors that could bring forth potential harm, such as pre-existing medical conditions, and to detect, remove, or correct any foreseeable undesirable consequences prior to research proper.
7. To ensure that participants' rights are protected, we seek independent and sufficient ethical review of the possible risks our research may pose to them.

#### B. Informed Consent to Research

1. We do not just ask participants to sign in the consent form; we recognize that informed consent happens due to the willingness of the participants to work collaboratively with us.
2. We make sure that the consent form is translated in language or dialect that the participants understand. We will take reasonable measures to guarantee that the information was understood.
3. When we conduct research with persons below 18 years of age, we obtain informed assent from them and informed consent from their parents or legal guardian.
4. When we conduct research with adult participants who have difficulties in comprehension or communication, we obtain informed consent from adult family members of the participants and approval from independent advisors.

5. When we conduct research with detained persons, we pay attention to special circumstances which could affect the latter's ability to give informed consent.

6. When obtaining informed consent, it is our duty to inform research participants about:
  - a. the purpose of research, expected duration, and procedures;
  - b. mutual responsibilities;
  - c. their right to decline to participate and to withdraw from the research once participation has begun;
  - d. the foreseeable consequences of declining or withdrawing;
  - e. reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects;
  - f. how to rescind consent if desired;
  - g. any prospective research benefits;
  - h. protections and limits of confidentiality and/or anonymity;
  - i. incentives for participation; and,
  - j. whom to contact for questions about the research and research participants' rights.

We shall provide an opportunity for prospective participants to ask questions and receive answers.

7. When conducting intervention research using experimental treatments, it is our duty to clarify to participants at the beginning of research the following:
  - a. experimental nature of the treatment
  - b. services that will or will not be available to the control group(s) if appropriate;
  - c. means by which assignment to treatment and control groups will be made;
  - d. available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and,
  - e. compensation for or monetary costs of participating, and if appropriate, including whether reimbursement from the participant or a third-party pay or will be sought.

8. In longitudinal research, we may need to obtain informed consent on more than one occasion.

#### C. Informed Consent for Recording Voices and Images in Research

1. It is our duty to obtain informed consent from research participants before recording their voices or images for data collection, except when:
  - a. the research consists only of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that

- could cause personal identification or harm; and,
- b. the research design includes deception, and consent for the use of the recording is obtained during debriefing.

#### **D. Research Participation of Client, Students and Subordinates**

- 1. When we conduct research with our clients, students or subordinates, we do not coerce them to participate, rather, we inform them about their right not to participate and we do not reprimand or penalize them for doing so.
- 2. When research participation is a course requirement or an opportunity for extra credit, we inform our clients, students or subordinates about equitable alternative activities that could fulfill their educational or employment goals.

#### **E. Dispensing with Informed Consent for Research**

- 1. We may dispense informed consent only on the following conditions:
  - a. when we believe that the research would not distress or create harm to participants or general welfare or when our study involves:
    - i. the study or normal educational practices, curricula, or classroom management methods conducted in educational settings;
    - ii. only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability, or reputation, and confidentiality is protected;
    - iii. the study of factors related to job or organization effectiveness conducted in organizational settings which would not affect the participants' employability, and confidentiality is protected; or,
  - b. when it is mandated by law or is an institutional regulation.

#### **F. Offering Inducements for Research Participation**

- 1. We may fairly compensate participants for the use of their time, energy, and knowledge, unless such compensation is refused in advance.
- 2. We make reasonable efforts not to offer undue, excessive or, inappropriate reward, financial or other inducements for research participation, which could likely pressure or coerce participation.
- 3. When we offer psychological and professional services as an incentive for research participation, it is our duty to clarify the nature of the services, including the risks, obligations and limitations.

#### **G. Deception in Research**

- 1. We refrain from conducting research involving deception, except:
  - a. when we have determined that the use of deceptive techniques is justified by the study's significant prospective scientific, educational, medical, or applied value; and,
  - b. when effective non-deceptive alternative procedures are not possible.
- 2. We do not deceive prospective research participants about our study that is reasonably expected to interfere their decision to give informed consent. We ensure that level of risk, discomfort, or inconvenience that could cause physical pain or severe emotional distress is not withheld from the participants.
- 3. It is our duty to explain any deception as an integral feature of design and conduct of an experiment to those who participated in research as soon as possible, preferably at the end of their participation but not later than the end of data gathering.

#### **H. Debriefing**

- 1. We debrief by informing the participants that they have contributed to the body of knowledge and we make sure that they have also learned from their participation.
- 2. We give participants an opportunity to obtain the nature, results, and conclusions of the research. We also take reasonable steps to correct any misconceptions participants have about our research, especially when the participants were led to believe that the research has a different purpose.
- 3. When participants' trust may have been lost due to incomplete disclosure or temporarily leading participants to believe that the research had a different purpose, we seek to reestablish trust and assure them that the research

procedures were carefully structured and necessary for scientifically valid findings.

- 4. If scientific or humane values justify delaying or withholding this information, we take reasonable measures to reduce the risk of harm.
- 5. When we become aware that our research procedures have harmed a participant, we act to correct and minimize the harm.
- 6. If after debriefing, the participants decided to withdraw their data, we shall respect and grant their request. The participants have the right to appeal that their own data, including recordings, be destroyed.

#### **I. Observational Research**

We respect the privacy and psychological well-being of persons studied based on observational research. This method is acceptable only when those being observed would expect to be observed by strangers.

#### **J. Humane Care and Use of Animals in Research**

- 1. We do not use animals in research, except when there is a sufficient reason to say that it is the only way to:
    - a. further increase understanding of the structures and processes underlying human or animal behavior;
    - b. increase understanding of the specific specie used in the study; or
    - c. eventually augment benefits to the health and welfare of humans or other animals.
  - 2. We comply with current laws, regulations and professional standards when we acquire, care for, use, and dispose animals used in research.
  - 3. We take reasonable steps to ensure that animals used in research are treated humanely and are not exposed to unnecessary discomfort, pain, or disruption. If possible, a psychologist trained in research methods and experience in care of laboratory animals shall supervise all procedures in researches of this kind.
  - 4. We make sure that all individuals under our supervision have received clear instructions and guidelines in research methods and in care, maintenance, and handling of animals or specific species being used, to the extent that is appropriate to their role.
  - 5. We use a procedure causing pain, stress, and privation to animals only when:
    - a. an alternative procedure is unavailable;
    - b. the goal is justified by its prospective scientific, educational, or applied value; and,
    - c. we make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.
  - 6. We perform surgical procedures with appropriate anesthesia and we follow techniques to avoid infection and minimize the pain during and after surgery.
  - 7. Only when it is appropriate that an animal's life be terminated, then we proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.
- #### **K. Reporting Research Results**
- 1. Whenever feasible and appropriate, we consult with groups, organizations, or communities being studied the findings of our research so as to increase the accuracy of interpretation and to minimize the risk of misunderstanding, misinterpretation or misuse.
  - 2. We are cautious when reporting results of our research regarding vulnerable groups or communities and we ensure that the results will not be misinterpreted or misused in the development of social policy, attitude, and practices.
  - 3. In research involving children, we are cautious when discussing the results with parents, legal guardians, or teachers and we make sure that there is no misinterpretation or misunderstanding.
  - 4. We do not fabricate data.
  - 5. If we discover significant errors in our published data, we act quickly to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

## **L. Plagiarism**

We do not present any portions of other's work or data as our own, even if the source is cited occasionally.

## **M. Publication Credit**

1. We take responsibility and credit only for work we have actually done and credit others (including students and research assistants) for work they have actually performed or to which they have substantially contributed.

2. We ensure that principal authorship and co-authorship accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair or head of the research unit, does not justify authorship credit. Minor contributions to the research or to the writing for publications must be acknowledged appropriately, such as in footnotes or an introductory statement.

3. We do not claim credit or authorship in a publication that is substantially based on our student's thesis or dissertation if we do not have substantial contributions to the research beyond our regular duties as thesis/dissertation mentor or advisor. As faculty advisors, we should discuss with students, publication credit at the outset and throughout the research and publication process based on our relative contributions to the research work.

4. In a multiple-authored article that is partly and/or substantially based on the student's thesis or dissertation, we shall give appropriate publication credit to the student based on the student's contribution relative to the other authors. When the article is mainly based on the student's thesis or dissertation, we credit the student with primary authorship.

## **N. Duplicate Publication of Data**

We do not publish data that have been previously published and claim them as original data. However, this does not prohibit republishing of data as long as proper acknowledgement is clearly stated.

## **O. Sharing Research Data for Verification**

It is our duty to share and not to withhold our data to other competent professionals, who seek to verify and reanalyze the research results and substantive claims of our publication, provided that:

1. the latter obtain prior written agreement for the use of data;
2. the latter intend to use the data solely for the purpose declared;
3. the latter will hold responsibility for costs associated with the release of data; and,
4. confidentiality of participants can be protected.

Unless legal rights concerning proprietary data preclude such release, then the latter should seek permission from the concerned institution, organization or agency.

## **P. Reviewers**

When we review material submitted for presentation, publication, grant, or research proposal review, we respect the confidentiality and the proprietary rights of those who submitted it.

## **Q. Limitations of the Study**

1. We acknowledge the limitations of our knowledge, methods, findings, interventions, interpretations, and conclusions.
2. In cases wherein our research touches on social policies and structures of communities which we do not belong, we thoroughly discuss the limits of our data with respect to their social policy.
3. We do not conceal disconfirming evidence about our findings and views and we acknowledge alternative hypotheses and explanations.