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

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WORLD'S #1 ACADEMIC OUTLINE

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PSYCHOLOGY

Developmental

Basics of development over human lifespan including physical, cognitive, social and personal development through stages and more

FOUNDATIONS OF DEVELOPMENTAL PSYCHOLOGY THROUGHOUT THE LIFE SPAN

THE THEMATIC COMPONENTS OF HUMAN LIFESPAN DEVELOPMENT

- Cross-Sectional and Longitudinal Studies:** The same individuals are studied over a prolonged interval (longitudinal) or many individuals are studied over discrete intervals (cross-sectional).
- Quantitative and Qualitative:** Development may be measured and tested quantitatively (e.g., height, weight and how fast) or qualitatively (e.g., puberty or menopause).
- Genetic and Environmental:** The interplay between genetic and environmental factors is a complex one, expressed in different interacting ratios for different developmental modules.
- Culture:** Developmental influences can be culture-dependent. For instance, family, community, culture and historical events. (That is to say, environmental factors may play a more dominant role in personality development in a particular culture than in a liberal western culture.)
- Cumulative Effect:** Many developmental influences are best understood in the context of a cumulative developmental process.
- Maturational Dynamics:** Due to recent changes in the longevity of populations, better health and better development, the childhood and stage of developmental thresholds need to be reexamined as being a chronic continuum. For instance, contemporary adolescents are maturing sexually much earlier than their grand-grandparents did, and due to maternal longevity and better general health, adults in their 70s are fitter, 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 is not clearly established due to ethical constraints for instance, it would be unethical to conduct randomly assigned groups of newborn infants to chronically abusive or emotionally abusive treatment as a means of assessing precisely how such factors negatively impact on personality development.

THEORIES OF DEVELOPMENT

- Psychoanalytic:** Emphasizes the role of subconscious factors in personality development. **Sigmund Freud, Carl Jung, Alfred Adler and Sigmund Freud** are representative of this tradition.
- Behavioral:** A subset of psychoanalytic approaches, behaviorist and cognitive components are thought to be the main contributors to development. **Sigmund Freud and Wilhelm Wundt** are representative of this tradition.
- Personalist:** Characterized by the view that development is the outcome of biological, psychological and social interaction. **Erik Erikson** is representative of this theory.
- Piaget:** Focuses on stages of cognitive development, frequently stated as qualitative, discrete processes. **Jean Piaget** is representative of this tradition.
- Information Processing:** A more approach influenced by the models suggested by research in child and adult cognitive development, emphasizing a sequential, perception, memory and problem solving at various stages of development. **David Broadbent's book, Perception and Communication**, published in 1958, laid the foundation for this theory.
- Systems Theory:** Takes the position that humans cannot be fully understood in isolation of the relationship that they form with family, community and culture. The operational understanding of the whole is greater than the sum of its parts taken in isolation. The work of **Roger Barker, Gregory Bateson and Humberto Maturana** is representative of this tradition.
- Sociocultural:** This is an evolutionary approach to the process of human behavioral development, in that human beings are seen in the context of the process of natural selection and evolutionary adaptation of other various species. **John Paul Scott and Edward O. Wilson** are representative of this tradition.
- Cultural Role:** Views culture as the primary determinant guiding 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:** Takes the view that the development of personality is best understood in the context of the social roles a person performs in life. **Freud, Erikson, Piaget, Vygotsky, and others** are representative of this tradition.
- Behavioral:** One of the primary foundations of the study of human conditioning theory, but also recognized as a branch of cognitive behaviorism, as the basis for explaining personality development. **B.F. Skinner** is representative of this tradition.
- Biological:** Focuses on the individual's personality in different levels of environmental context, from most internal (e.g., genes) to most external (e.g., the social environment). **Paul Popenoe** is representative of this tradition.

GENETIC INFLUENCE

The role of genetic factors in determining physical and personality traits is variable, due to a complex interaction between genetic (biological) and environmental variables. Some traits may be 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: initial sensory capabilities (e.g., vision, hearing, touch, taste, smell, and depth perception) become more refined but develop quickly.

COGNITIVE DEVELOPMENT

- Sensory-motor intelligence: realization of cause-and-effect, object constancy, language development and fine motor skills.
- Jean Piaget** was the first to systematically investigate cognitive development and identified several distinct stages.

SOCIAL & PERSONALITY DEVELOPMENT

- Freud's, Erikson's** theory of child development is a series of eight stages of development, if not, matured, one develops.
- Attachment:** May be secure, insecure, avoidant, disorganized/unsettled. There is a complex interaction between parental and child attachment styles and a child's attachment style has significant consequences on their adult life.
- Separation Anxiety:** Most prominent between 12 and 18 months.

THE DEVELOPMENT OF LANGUAGE & COMMUNICATION SKILLS

- Initial communication by infants is by means of facial gestures, crying and cooing.
- Vocabulary of words begins around 12 months; vocabulary expands rapidly around 18 months.
- The development and sophistication of parents impacts on the quality of the child's language abilities.

COGNITIVE DEVELOPMENT STAGES

Stage	Starting at Age	Ability	Example
Sensory	0-1 years	Reflexive reactions	Crawling
Early Infancy	2 years	Object permanence	Object permanence
Pre-Infancy	3-4 years	Object permanence	Object permanence
Infancy	5-6 years	Object permanence	Object permanence
Pre-Infancy	7-8 years	Object permanence	Object permanence
Infancy	9-10 years	Object permanence	Object permanence
Pre-Infancy	11-12 years	Object permanence	Object permanence
Infancy	13-14 years	Object permanence	Object permanence
Pre-Infancy	15-16 years	Object permanence	Object permanence
Infancy	17-18 years	Object permanence	Object permanence
Pre-Infancy	19-20 years	Object permanence	Object permanence
Infancy	21-22 years	Object permanence	Object permanence
Pre-Infancy	23-24 years	Object permanence	Object permanence
Infancy	25-26 years	Object permanence	Object permanence
Pre-Infancy	27-28 years	Object permanence	Object permanence
Infancy	29-30 years	Object permanence	Object permanence
Pre-Infancy	31-32 years	Object permanence	Object permanence
Infancy	33-34 years	Object permanence	Object permanence
Pre-Infancy	35-36 years	Object permanence	Object permanence
Infancy	37-38 years	Object permanence	Object permanence
Pre-Infancy	39-40 years	Object permanence	Object permanence
Infancy	41-42 years	Object permanence	Object permanence
Pre-Infancy	43-44 years	Object permanence	Object permanence
Infancy	45-46 years	Object permanence	Object permanence
Pre-Infancy	47-48 years	Object permanence	Object permanence
Infancy	49-50 years	Object permanence	Object permanence
Pre-Infancy	51-52 years	Object permanence	Object permanence
Infancy	53-54 years	Object permanence	Object permanence
Pre-Infancy	55-56 years	Object permanence	Object permanence
Infancy	57-58 years	Object permanence	Object permanence
Pre-Infancy	59-60 years	Object permanence	Object permanence
Infancy	61-62 years	Object permanence	Object permanence
Pre-Infancy	63-64 years	Object permanence	Object permanence
Infancy	65-66 years	Object permanence	Object permanence
Pre-Infancy	67-68 years	Object permanence	Object permanence
Infancy	69-70 years	Object permanence	Object permanence
Pre-Infancy	71-72 years	Object permanence	Object permanence
Infancy	73-74 years	Object permanence	Object permanence
Pre-Infancy	75-76 years	Object permanence	Object permanence
Infancy	77-78 years	Object permanence	Object permanence
Pre-Infancy	79-80 years	Object permanence	Object permanence
Infancy	81-82 years	Object permanence	Object permanence
Pre-Infancy	83-84 years	Object permanence	Object permanence
Infancy	85-86 years	Object permanence	Object permanence
Pre-Infancy	87-88 years	Object permanence	Object permanence
Infancy	89-90 years	Object permanence	Object permanence
Pre-Infancy	91-92 years	Object permanence	Object permanence
Infancy	93-94 years	Object permanence	Object permanence
Pre-Infancy	95-96 years	Object permanence	Object permanence
Infancy	97-98 years	Object permanence	Object permanence
Pre-Infancy	99-100 years	Object permanence	Object permanence

* Object permanence is related to the development of thinking with the concrete domain, if the mother knows the object is not there, she may not be able to find it.



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 proponentsâ•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.

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Customer Reviews

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.

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

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

Very helpful for psychology classes!

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