**Development Psychology**-The scientific study of how and why human beings change over the course of their life.

**Developmental Stages:**

* Discontinuous development: as children develop, they may exhibit some aspects of one stage while also exhibiting aspects the next stage.
* Continuous development: children develop without distinct changes, gradually over time.

**Stability versus change:** Debate centers on whether the traits an infant displays are enduring or whether they change as the growing person interacts with other people and his or her culture.

**Prenatal Development:**

* **Zygote**: fertilized egg implants itself in the uterine wall. The Germinal Period lasts about two weeks.
* **Embryo**: at the end of two-week period. Embryonic stage: organ development begins: heart, lungs, eyes, ears, palate, and central nervous system.
* **Placenta-** transfer nutrients from the mother to the embryo
* **Fetal Stage**: Two months gestation until birth. Fetus: will gain weight and strength in the last few weeks of a term pregnancy.
* **Teratogens**: tobacco, certain drugs, and infections, can damage the cells and tissues

**Infancy:**

 **Maturation**- the order in which an infant’s brain, body, and socialization develop involves the interaction of both nature and nurture.

**Birth**- 18 months

**Reflexes** - grasping, rooting, sucking, moro (startles), stepping, Babinski (baby’s foot)

**Attachment:** The emotional attachment between an infant and caregiver can develop only a few hours after birth.

**Mary Ainsworth-** strange situation behavior study, insecure vs. secure attachment bond.

**Konrad Lorenz-** studied animals’ attachment bonds, critical period, sensitive period, imprinting.

**Harry Harlow**- theorized that strong attachment was formed because of contact comfort.

**Cognitive Development:** information processing abilities

**Jean Piaget** -what a child is able to do intellectually depends on the development of the brain and on cognition levels.

* Sensorimotor, birth to 2 years, object permanence + separation anxiety
* Preoperational, 2 to 6 or 7, egocentric
* Concrete Operational, 7 to 11 or 12, think logically + conservation develops
* Formal Operational, 12 to adult, abstract and hypothetical thinking

**Assimilation**: make sense of new situations by prior experience + existing schemas

**Accommodation**: modify schema to include new information

**Moral Development:** Lawrence Kohlberg- studied children’s morality

**Kohlberg’s stages of moral development:**

* **Preconventional level**- no personal code of morality, shaped by standards of others.

**Obedience and punishment**: child behaves well to avoid punishment.

**Individualism and exchange**: not just one correct view.

* **Conventional level**- internalize moral standards of adults.

**Approval seeking stage**- wants to be seen as a good person

**Law and order stage**- upholds laws of society

* **Postconventional level**- people decide for themselves what is right/wrong.

**Social contract stage**- person is aware laws exist.

**Universal ethics stage**- people consider how their actions affect others.

 **Critics of Kohlberg:**

**Carol Gilligan**- suggested that for woman, moral development was tied to care and relationships with others.

**Albert Bandura**- emphasized the social aspects of moral decision making rather than Kohlberg’s cognitive.

**Psychosocial Development:** Erik Erikson: Neo-Freudian

* Trust vs Mistrust, birth to 1 yr
* Autonomy vs Shame and Doubt, 1 to 3 yrs, develop sense of independence or self doubt
* Initiative vs Guilt, 3 to 6 yrs, initiate tasks and plans or is held by guilt
* Industry vs Inferiority, 6 to 12 yrs, academic abilities or feelings of inferiority
* Identity vs Role Confusion, 12 to 18 yrs, sense of identity or confusion about self
* Intimacy vs Isolation, 18 to 35, intimate relationships or isolation
* Generativity vs Stagnation, 35 to 65, generate legacy or struggle with stagnation
* Integrity vs Despair, 65 to death, happiness of despair and failure

**Phenylketonuria (PKU)**- inherited disorder when an enzyme defect causes phenylalanine, an amino acid, to build up in the body.

**Parenting Styles:**

**Authoritarian**: enforce rules without input from their children. “My way or the highway”

**Permissive**: are not involved with their children’s lives and do not necessarily care to be involved. **Permissive-indulgent**: seek friendship with children and set few boundaries.

**Authoritative:** responsive to input and needs of children and set rules and expectations, not as demanding as authoritarian.

**Elisabeth Kubler-Ross**: understanding death and dying. 5 stages of coping with death and dying: Denial, Anger, Bargaining, Depression, and Acceptance.

**Gender development:**

* Gender identity: an individual’s internalized belief about being male or female.
* Gender typing: the process children go through to learn the expected roles for boys and girls of all ages.
* Gender roles: behaviors, traits, and attitudes associated with males and females.

**Middle age and beyond:** Fluid intelligence: the ability to solve problems, see relationships, and think abstractly.

**Twin studies:** Thomas Bouchard- ongoing work with twins where he attempts to identify the similarities in intelligence for those who share the same DNA but have had different home environments.