



Independent Study IN IDAHO

Psyc 305
Developmental Psychology

Independent Study in Idaho
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The University of Idaho in statewide cooperation with
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Study Guide

Independent

Study IN IDAHO

PO Box 443225

Moscow ID 83844-3225

Self-paced study. Anytime. Anywhere!

Psychology 305 Developmental Psychology

University of Idaho
3 Semester-Hour Credits

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RV: 2/08

3–Psyc 305

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Acknowledgments

Material reprinted for purposes of this course, courtesy of:

Berk, Laura E. et al. *Grade Aid for Development Through the Lifespan*. 4th ed. Boston: Pearson/Allyn and Bacon, 2007.

Berk, Laura E. et al. *Instructor's Classroom Kit for Berk: Development Through the Lifespan*. 4th ed. 2 vols. Boston: Pearson/Allyn and Bacon, 2007.

Independent Study in Idaho

This course is offered through the University of Idaho.

Psyc 305: Developmental Psychology

3 Semester-Hour Credits: (UI)

Welcome!

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Before beginning this course, read the information provided below, including course description, prerequisites, required materials, course objectives, and information about lessons, exams, and grading.

Important!

As you read this section, you will see the following icon:



Use this icon to direct yourself to the **Appendix** in the back of this study guide for essential registration information, Independent Study in Idaho policies and procedures, and forms you will need to successfully complete this course. You are responsible for understanding and following ISI policies and procedures.



Turn to the **Appendix** now. Familiarize yourself with the information in the *Registration* section, student responsibilities in *Academic Integrity*, and the necessary forms. If there is anything you do not understand, please contact the ISI office for clarification before starting your course.

Course Description

Conception through late adolescence; genetics, anatomy, physiology, biological changes during development, learning, socialization, cognition, and personality.

Prerequisites

Psychology 101 (Introduction to Psychology) or Ed 301 (Principles of Learning Development in Education).

Course Materials

Required Course Materials

Berk, Laura E. *Development Through the Lifespan*. 4th ed. Boston: Pearson/Allyn and Bacon, 2007.
ISBN: 0-205-49125-1

Independent Study in Idaho course materials are available for purchase at the University of Idaho Bookstore. Visit the UI Bookstore's Web site, <http://www.uidahobookstore.com>, select *Textbook, Independent Study* for a list of course materials. You may order online, by telephone, (208) 885-7334, or by e-mail to genbks@uidaho.edu.

Independent Study in Idaho courses are updated and revised periodically. Ordering course materials from the UI Bookstore at the time of registration allows you to purchase the correct edition(s) of textbooks, study guides, and supplemental materials. If purchasing textbooks from another source, refer to the ISBN(s) for the textbook(s) listed for this course to ensure that you obtain the correct edition(s).

If you have questions regarding the course materials you have ordered and received, contact the UI Bookstore.

Lessons

Overview

Each lesson includes:

- A reading assignment
- A written assignment

Each lesson and examination will consist of multiple-choice and essay questions. When answering the multiple-choice items in an assignment, select the best alternative and, if possible, justify your selection by indicating the page and line numbers that you used to answer the question. The essays will consist of two types of questions:

- a **factual essay** in which you will be required to organize the lesson material into some meaningful whole, and
- a **thought essay** where there is no “correct answer.” Here it is hoped that you will express your opinion regarding specific (and controversial) topics. You may use outside sources to support your opinions.

Write at least 150–200 words (one page) for each essay question. It is important that you organize your answer and give appropriate examples. Remember, you are trying to communicate your thoughts and ideas!

Self-Study Assignments

Some lessons are labeled “self-study.” These lessons will not be submitted to your instructor; however, the content will be covered on examinations. You may find the answers to self-study questions toward the back of this study guide.

Study Hints

- Complete all assigned readings.
- Set a schedule allowing for completion of the course one month prior to your desired deadline. (An *Assignment Submission Log* is provided for this purpose.)



See the **Appendix** at the back of this study guide for essential *ISI policies on submitting lessons to your instructor*. See the letter sent to you upon registration for *your instructor’s requirements: how to format and submit lessons, number of lessons you may submit at one time, and lesson guidelines*.

Exams

Overview

- You must wait for grades and comments on lessons prior to taking each subsequent exam.
- For your instructor’s exam guidelines, refer to the letter sent to you upon registration and the *Exam Information* sections in this study guide.

See *Grading* for specific information on exams, points, and percentages.

Choosing a Proctor/Scheduling Exams

All exams require a proctor.



See the **Appendix** for guidelines on *how to choose a proctor and schedule exams*.

Grading

Your final grade in the course will be based upon the four (4) examinations and an overall grade for the 13 lesson assignments. Each of these five (5) components will be equally weighted to determine your grade in the course:

Lesson assignments	20%
Examinations (4, each 20%)	80%

Note: There is **no** comprehensive final in this course.

Final grades will be based on this scale:

90–100%	A
80–89%	B
65–79%	C
55–64%	D
<55%	F

The final course grade is issued after **all** lessons and exams have been graded.



See the **Appendix** for information about *confidentiality of student grades, course completion and time considerations*, and *requesting a transcript*.

About the Course Developer

Dr. Mohan has taught Developmental Psychology courses at the University of Idaho since 1971. He also teaches in the WWAMI program.

Contacting Your Instructor

You will receive *course and instructor contact information* in the letter sent to you upon registration.



See the **Appendix** for detailed information on *contacting your instructor*.

Disability Support Services



See the **Appendix** for *information on Disability Support Services (DSS)*.

Assignment Submission Log

Lesson	Reading	Written Assignment	Date Submitted
1	Chapter 1	Multiple-choice questions; essay questions	_____
2	Chapter 2	<i>Self- study</i> multiple-choice questions; essay questions (Do not submit)	
3	Chapter 3	Multiple-choice questions; essay questions	_____
4	Chapter 4	<i>Self- study</i> multiple-choice questions; essay questions (Do not submit)	
5	Chapter 5	Multiple-choice questions; essay questions	_____
6	Chapter 6	<i>Self- study</i> multiple-choice questions; essay questions (Do not submit)	
It is time to make arrangements with your proctor to take Exam 1.			
7	Chapter 7	Multiple-choice questions; essay questions	_____
8	Chapter 8	<i>Self- study</i> multiple-choice questions; essay questions (Do not submit)	
9	Chapter 9	Multiple-choice questions; essay questions	_____
10	Chapter 10	Multiple-choice questions; essay questions	_____
It is time to make arrangements with your proctor to take Exam 2.			
11	Chapter 11	Multiple-choice questions; essay questions	_____
12	Chapter 12	Multiple-choice questions; essay questions	_____
13	Chapter 13	Multiple-choice questions; essay questions	_____
14	Chapter 14	<i>Self- study</i> multiple-choice questions; essay questions (Do not submit)	
It is time to make arrangements with your proctor to take Exam 3.			

Lesson	Reading	Written Assignment	Date Submitted
15	Chapter 15	Multiple-choice questions; essay questions	_____
16	Chapter 16	Multiple-choice questions; essay questions	_____
17	Chapter 17	<i>Self- study</i> multiple-choice questions; essay questions (Do not submit)	
18	Chapter 18	Multiple-choice questions; essay questions	_____
19	Chapter 19	Multiple-choice questions; essay questions	_____
It is time to make arrangements with your proctor to take Exam 4.			

Lesson 1

History, Theory, and Research Strategies

Reading Assignment

Chapter 1

Written Assignment



Please read the **Appendix** in the back of this study guide for essential Independent Study in Idaho policies and procedures, and forms you will need to successfully complete this course. You are responsible for understanding and following ISI policies and procedures. If there is anything on these pages you do not understand, contact the ISI office for clarification. Before starting the written assignment for Lesson 1, see your *Registration Confirmation Letter* for your instructor's requirements: **how to format and submit lessons, number of lessons you may submit at one time, and lesson guidelines.**

Assignment

Submit the answers to the multiple-choice and essay questions below directly to your instructor.

Multiple-Choice Questions

1. Which of the following is true regarding theories in human development?
 - a. Theories are not influenced by the cultural values and belief systems of the times.
 - b. Many enduring theories have yet to be verified by the scientific community.
 - c. The existence of many theories interferes with our understanding of human development.
 - d. No single theory has been able to explain every aspect of human development.

2. On average, Group A scores 15 points below Group B on measures of general intelligence. Dr. Moebius argues that this difference is due to genetics and that no amount of intervention could boost the IQ scores of Group A. Dr. Moebius believes that intelligence is largely due to
 - a. nurture.
 - b. stages.
 - c. early experiences.
 - d. nature.

3. Which of the following is the best example of an age-graded influence in development?
 - a. Maria was adopted almost immediately after birth.
 - b. Noah and his parents became homeless shortly after his father was laid off from work.
 - c. Melina was physically abused during toddlerhood.
 - d. Nick moved out of the house and into a dorm when he started college at age 18.

4. During medieval times,
 - a. children were treated as adults once they were old enough to perform daily routines such as bathing and dressing.
 - b. children were dressed in the same uncomfortable clothes as adults.
 - c. lawbreaking youths were treated as adults in the legal system.
 - d. childhood was regarded as a separate period from adulthood.

5. The developmental concept that children are neither innately good nor evil, but are shaped by the experiences they have in their lives, is called
 - a. tabula rasa.
 - b. original sin.
 - c. noble savagery.
 - d. preformation.

6. According to the psychoanalytic perspective, personality development is greatly influenced by
 - a. children's ability to listen, remember, and abstract general rules from observed behaviors.
 - b. how children resolve conflicts between biological drives and social expectations.
 - c. children's efforts to achieve equilibrium between internal structures and information they encounter in their everyday worlds.
 - d. cultural values, laws, customs, and resources.

7. One reason that the psychoanalytic perspective is no longer in the mainstream of child development is because
 - a. many psychoanalytic ideas, such as the id, ego, and superego, have been proven wrong by modern investigators.
 - b. of the failure to consider research methods other than the clinical approach.
 - c. modern researchers have demonstrated that personality development does not take place in stages.
 - d. the theory overemphasizes the role of early experience in social and emotional functioning.

8. According to operant conditioning theory,
 - a. neutral stimuli can bring about a response if paired with a stimulus that produces a reflex.
 - b. the frequency of a behavior can be decreased if it is preceded by a punishment.
 - c. a reflexive response can bring about a neutral response if paired with a new stimulus.
 - d. the frequency of a behavior can be increased if it is followed by a reinforcer.

9. According to Piaget's cognitive-developmental theory,
 - a. children actively construct knowledge as they interact with their world.
 - b. development must be understood in relation to each child's culture.
 - c. children's sense of self-efficacy guides their responses in particular situations.
 - d. rapid development occurs during sensitive periods.

10. A major strength of the information-processing approach to development is its commitment to
 - a. field work.
 - b. structured observations.
 - c. rigorous research methods.
 - d. clinical interviews.

11. Vygotsky's theory focuses on
 - a. the impact of nested environmental structures.
 - b. children's capacity to shape their own development.
 - c. the adaptive value of behavior.
 - d. how culture is transmitted to the next generation.

12. Both _____ and _____ emphasize one course of development.
 - a. psychoanalytic theory; behaviorism
 - b. social learning theory; ecological systems theory
 - c. information processing; ethology
 - d. Vygotsky's sociocultural theory; Piaget's cognitive-developmental theory

13. A _____ is a prediction of behavior drawn directly from a _____.
 - a. theory; research question
 - b. hypothesis; theory
 - c. theory; hypothesis
 - d. hypothesis; research question

14. One limitation of the clinical method is that
 - a. conclusions may not be generalizable to other children.
 - b. information collected often lacks in descriptive detail.
 - c. it does not provide evidence about development at the level of the individual.
 - d. it requires intensive study of participants' moment-by-moment behaviors.

15. The major limitation of correlational designs is that
 - a. practice effects can distort the findings.
 - b. investigators' theoretical beliefs may lead them to misinterpret their observations.
 - c. they do not permit inferences about cause and effect.
 - d. the results cannot be generalized to other people and settings.

16. A correlation of -0.79 between self-esteem and delinquency in adolescence indicates that
 - a. the higher an adolescent's self-esteem, the more likely he or she is to be delinquent.
 - b. self-esteem and delinquency are only weakly correlated during adolescence.
 - c. the lower an adolescent's self-esteem, the more likely he or she is to be delinquent.
 - d. self-esteem and delinquency are not related during adolescence.

17. In an experimental design, the investigator manipulates changes in the _____ and observes its effects on the _____.
 - a. practice effect; cohort effect
 - b. cohort effect; practice effect
 - c. dependent variable; independent variable
 - d. independent variable; dependent variable

18. Cause-and-effect inferences can be made in an experimental design because
 - a. the independent variable varies randomly throughout the experiment.
 - b. an experimenter holds the dependent variable constant throughout an experiment.
 - c. participants in all treatment conditions are treated exactly alike except for the independent variable.
 - d. participants are systematically assigned to experimental conditions.

19. Which of the following would result in a cohort effect in a longitudinal study?
 - a. selective loss of participants during the duration of the study
 - b. changes in participants' natural responses as the result of repeated testing
 - c. failure to select participants who are representative of the population of interest
 - d. cultural-historical change

20. A major disadvantage of cross-sectional research is that
- age-related changes cannot be examined.
 - random assignment often limits the generalizability of the findings.
 - factors affecting individual development cannot be explored.
 - practice effects often compromise internal validity.

Factual Essay Questions: Choose *one* of the factual essay questions below, and answer in 150–200 words (one page).

- Describe the concept of a sensitive period in human development and how this concept was developed.
- Explain why inferences about cause and effect can be made in experiments but not in correlational studies.

Thought Essay Question: 150–200 words (one page)

Give at least three practical uses for developmental psychology.