HUMAN GROWTH AND DEVELOPMENT

COMPs study guide 2010
(All information is adapted from Encyclopedia of Counseling 3rd Edition by Howard Rosenthal)
Development is a continuous process that begins at conception.

Development is cephalocaudal, which means head to foot.
- The head develops earlier than the legs.

Hereditability assumes:
- The normal person has 23 pairs of chromosomes.
- Heredity characteristics are transmitted by chromosomes.
- Genes composed of DNA hold a genetic code.

Heritability is the portion of a trait that can be explained via genetic factors.

Instinctual: behavior that manifests itself in all normal members of a given species, innate behaviors, not learned.
Psychosexual stages: guided by expression of libido (psychic energy)
- Oral (Birth to 1 year) region of mouth
- Anal (1-3) sphincters
- Phallic (3-5) Oedipus or Electra complex fantasies about the opposite sex parent and rage toward same sex parent, genital region
- Latency (6-12) sexual interests replaced by social interests, only developmental stage not primarily psychosexual in nature
- Genital (12 +) in puberty libido pressing for genital expression

If a child is traumatized may be fixated (stuck) at a given psychosexual stage where he or she feels safe
- Ex. Smoker and alcoholic fixated at oral stage
ID: ie. pleasure principle, animalistic instincts of personality, controlled by sex and aggression

Ego: ie. Reality principle, pressured by id to succumb to gratification and pleasure

Superego: moral and idealistic portion of personality

Eros: concept of life instinct

Thanatos: concept of self-destructive death instinct

Manifest Content: dream material presented to the dreamer

Latent Content: hidden meanings of a dream
Only psychoanalyst who created a developmental theory to encompass entire lifespan

Theory said to be **epigenetic**: stages are systematic and in order

**Ego psychologist**
- believes in man’s powers to of reasoning to control behavior
- Stresses ego functions; logical, rational, keeps impulses in check through reasoning

**Freud and Erikson both classified as maturationists**
- Maturation hypothesis or maturation theory: behavior guided exclusively via hereditary factors but certain behaviors will not manifest until certain stimuli present in environment and neural development is at a certain maturity level
- Childhood and past are important in therapy

**Freud and Erikson both support stage theory viewpoint**
- Stage theorists assume that qualitative changes between stages occur, one stage must be completed for next to begin
Eight Psychosocial Stages

- **Trust vs. Mistrust (Infancy)**
  - Needs met leads to trust in others and self

- **Autonomy vs. Shame and Doubt (Toddlerhood)**
  - Physical maturation -> sense of autonomy

- **Initiative vs. Guilt (Early Childhood)**
  - Increasing abilities -> exploration and expand experience

- **Industry vs. Inferiority (Middle Childhood)**
  - Accomplishments -> self-esteem

- **Identity vs. Identity Diffusion (Adolescence)**
  - Search for continuity of self, experiment with roles (identity crisis or ego identity)

- **Intimacy vs. Isolation (Early Adulthood)**
  - Sense of self basis for intimacy with others

- **Generativity vs. Stagnation Self-Absorption (Middle Adulthood)**
  - Concern for children reflects need to leave something of oneself, time of midlife crisis or passage, fear of death is the highest

- **Integrity vs. Despair (Late Adulthood)**
  - Acceptance of life as having meaning gives a sense of dignity
Sensorimotor (birth-2 years) “practical intelligence” use of sensorimotor intelligence (reflexes), concept of object permanence (ie. Object constancy, after 8 months child learns objects exist even when hidden), child needs representational thought to master object permanence, child learns concept of time (that one even takes place before or after another) and causality (ex. That a hand can move an object)

Pre-operations (2-7) characterized by egocentrism (child cannot see the world from another’s point of view) and centration (focusing on a key feature of object and not noticing the rest of object), acquisition of symbolic schema (cognitive structure, grows with life experience, allows child to test out things in physical world, allows language and symbolism in play to occur), Animism occurs (nonliving objects have lifelike abilities)
Concrete operations (7-12) child masters concept of conservation (substances mass, weight, and volume stay the same even when changes shape), the ability to count mentally and reversibility (one can undo an action and an object can return to original shape)

Formal operations (12+) Piaget believed many may not reach this stage, child masters abstract thought, such as time and distance, problems can be solved using deduction, child can think in forms of multiple hypotheses
Proposed 2 stages of moral development

- **Heteronomous Morality (4-7)** rules as absolute, result in punishment
- **Autonomous Morality (10+)** rules are relative, can be altered

Piaget criticized because much of research informal and findings derived from observing own children

Before formal operations stage, child learns best from own actions and interactions with peers

Piaget considered **genetic epistemologist** (epistemology is a branch of philosophy that examines how we know what we know)

Piaget a **structuralist** who believes stage changes are qualitative, each stage is a way of making sense of the world
Assimilation: act of taking in new information, results in Accommodation

Accommodation: a modification of the child’s cognitive structures (schemas) to deal with the new information

The balance between assimilation and accommodation is called Equilibration
  - Equilibration occurs when a child achieves balance

When new info is presented that child’s current schemas cannot process, disequilibrium sets in, the child then changes schema to accommodate new info and equilibration or equilibration is mastered
Expanded on Piaget’s conceptualization of moral development

Theory said to be epigenetic like Erikson’s

The Heinz Story one method Kohlberg used to measure level and stage of moral development

Proposed 3 levels of moral development
Kohlberg Continued

- **Preconventional “premoral level”**-
  - Stage 1: Punishment/Obedience judge behavior only on consequences, satisfy own needs and avoid punishment
  - Stage 2: instrumental or egoistic “naïve hedonism”- fairness is central to reasoning, only consider those they are with, not group or community, bad behavior punished, good behavior not

- **Conventional “morality of conventional rules and conformity level”**
  - Stage 3: Conformist “good boy, good girl”- concern for what others think, look for approval
  - Stage 4: Social Accord “Authority, Law and Order”- evaluate behavior by community standards, strive to uphold law

- **Postconventional “Personal Integrity” or “Self-Accepted Moral Principles” level (some never reach this level)**
  - Stage 5: Social Contract- attempt to maintain social order, look beyond laws to the social agreements between people
  - Stage 6: Universal ethics or Principles of self-conscious- see beyond social agreements to underlying values ie. Truth and justice, people look to own principles to make a moral decision
The Psychiatry of interpersonal relations

Similar to Erikson’s theory in focus of interpersonal relations and sociocultural demands of society

Stages:
- Infancy
- Childhood
- Juvenile Era
- Preadolescence
- Early Adolescence
- Late Adolescence
Developmental theorist, proposed developmental tasks in 1950’s

- Infancy and Early Childhood (0-6)
  - Learning to walk, eat solid foods etc.
- Middle Childhood (6-12)
  - Learning to get along with peers, develop conscious
- Adolescence (12-18)
  - Preparing for marriage and career
- Early Adulthood (19-30)
  - Selecting mate and starting family
- Middle Age (30-60)
  - Raising children and developing leisure activities, should achieve civic responsibility, maintain home, adjust to body changes, learn to relate to spouse
- Later Maturity (60+)
  - Adjusting to retirement, dealing with death of spouse
Jane Loevinger

- Developmental Theorist
- Focused on ego development
- Theory had seven stages and two transitions
- Highest level is integrated (similar to Maslow’s self-actualized and Kohlberg’s self accepted principles stage)
William Perry

- Known for ideas related to adult cognitive development, especially college students
- Perry Stresses concept of **dualistic thinking** in teenage years
  - Things are conceptualized as good or bad, right or wrong, black or white, without ambiguity
- As move to adulthood enter realistic thinking stage
  - Begin to understand that not everything is black and white and that an answer may exist relative to a given situation and that there is more than one way to view the world
Also known for ideas related to adult cognitive development and focus on meaning making: Individuals construct reality throughout the lifespan, stresses interpersonal development.

Kegan’s theory considered a “constructive model of development”, proposed six stages of lifespan development:
- incorporative, impulsive, imperial, interpersonal, institutional, interindividual

Defined a holding environment as an environment where the client can make meaning in the face of crisis and can find new direction.
Maslow coined the term positive psychology
- Known for hierarchy of needs, self-actualization is highest level
- Higher order needs also called metaneeds
- In researching self-actualization, interviewed those beyond “psychology of the average”, so as not to have a sick theory of behavior

Seligman (known for learned helplessness syndrome) popularized the practice of positive psychology
- Learned Helplessness: one exposed to situations powerless to change and begins to believe has no control over environment, easily depressed
- In research Seligman induced helplessness in dogs

Positive Psychology study of human strengths such as joy, wisdom, altruism, the ability to love, and happiness often examine RS factors (religious and spiritual factors)
Pioneered the zone of proximal development
  - describes the difference between a child’s performance without a teacher versus what the child is capable of with instruction

Insisted stages of development unfold due to education intervention rather than naturally as Piaget argues
Bonding and Attachment: have adaptive significance and survival value

According to Bowlby a child must have attachment with an adult before age 3 to lead a normal social life

Object loss: If bond is severed at an early age, breeding ground for abnormal behavior or psychopathology

Parents act as a releaser stimulus to elicit relief from hunger and tension through holding the infant

Bowlby asserted that conduct disorders and psychopathology can result from inadequate attachment in early childhood, believed mother should be main caretaker (proposed this in 1950’s)
Symbiosis: the child’s absolute dependence on the female caretaker

Difficulties in symbiotic relationship may lead to adult psychosis
Harry Harlow and Rene Spitz

- Harlow believed attachment is innate tendency, not learned
- Known for work with maternal deprivation and isolation in rhesus monkeys
- Monkeys placed in isolation developed autistic abnormal behavior
- Some remission of abnormal behavior noted when monkeys placed in cages with normally reared monkeys
- Monkeys preferred terry cloth mothers over wired mothers, warm mothers over cool mothers and mothers that rock over mothers that do not
  - Concluded that contact comfort is important in development of attachment
- Rene Spitz found evidence that this also holds true for humans
  - found that children with maternal deprivation between 6th and 8th month of life cried more, had trouble sleeping, and had more health problems
  - Called these symptoms anaclitic depression
  - Infants had later difficulty developing close relationships
Known for work in exploring why males are better than females when performing mathematical calculations

- Found no significant genetic or biological factors
- Superiority of males in math not found until high school or college
- Females who excelled in math and science often identified with their fathers and were encouraged to value initiative and given independence
- Sex role differences come from child-rearing patterns rather than bodily chemistry
Studied child-rearing methods and self-esteem

Found children with high self-esteem punished as often as children with low SE

Children with High SE provided with more rules, a clear understanding of right and wrong, emphasis was on behavior being bad, not the child, and parents listened to child’s argument and explained the purpose of rules (this was not the case with children with low SE)
Researched depth perception in children by using the visual cliff

Infants will not attempt to cross the simulated drop off of the cliff, indicating depth perception to be an innate trait

By eight months old the child begins to show more anxiety, indicating that the child can discriminate between a familiar and unknown person
Ethology: study of animal behavior in natural environment, associated with work of Lorenz, developed by European zoologists who tried to explain behavior with Darwinian theory

Comparative Psychology: generalize lab research of animals to humans

Lorenz claimed humans naturally aggressive, part of evolution and necessary for survival

Lorenz best known for work on process of imprinting (instinctual behavior in some animals, such as geese, in which Infant follows 1st moving object it encounters, usually mother)

- Illustrates principle of critical periods, (certain behaviors must be learned at early stage of development, otherwise never learned)
- Critical periods make imprinting possible
Empiricism: i.e. Associationism, grew out of philosophy of John Locke in the 1600’s

According to this theory scientists can only learn from objective facts, experience is the source of knowledge, believe developmental changes can be measured, value statistical studies and emphasize the role of the environment

Empiricism said to be the forerunner of behaviorism

Organismic Theory: slanted toward qualitative research, do not believe in a mind-body distinction, feel that change is internal, individual actions more important than environment in terms of development

Organismic also used to describe gestalt therapists that emphasize holistic models
Utilizes plant-growth analogy, mind seen as being driven by instincts and environment provides nourishment, thus placing limits on development

- Maturational counselors allow clients to work through early painful conflicts
- Counselor acts like a perfect nonjudgmental parent so client can explore situation in safe relationship
- Psychoanalysts and Psychodynamic therapists are maturationalists
GENETIC AND HEREDITARY CONDITIONS

- Down Syndrome, also called Mongolism (because of slanted Asiatic eyes)
  - Result of a chromosomal abnormality (an additional chromosome or two), causes brain damage and produces mental retardation, results in an IQ of 50 or less
  - Physical features include flat face, thick tongue, slanted eyes

- Phenylketonuria (PKU)
  - Amino acid metabolic difficulty, causes retardation unless baby put on special diet

- Klinefelter’s Syndrome
  - Male shows no masculinity at puberty

- Turner’s Syndrome
  - Female has no gonads or sex hormones
In adolescence males commit suicide more often than females but females attempt suicide more often.

Males commit suicide more often than females in all age brackets.
- One theory is that males are more successful in committing suicide because they use more lethal means than females.

Suicide is 11th or 12th leading cause of death in the US and 2nd or 3rd leading cause of death among teens each year.

Suicide rates tend to increase with age.

Suicide rate in US 11/100,000 each year.

Suicidal clients often make attempts after depression begins to lift.
Girls grow up to smile more
Girls possess better verbal skills than boys and use more feeling words by age 2
Girls are better able to read people without verbal cues at any age
Girls tend to show more caregiver behavior
Boys are more physically active and aggressive due to androgen hormones
Boys seem to possess better visual perceptual skills than girls
Boys are punished more than girls
Experiments have shown that the more we hear, see, and read about violence the less it bothers us and we tend to behave more violently.

Primal Scene: psychoanalytic concept that suggests a young child witnessed parents having sex or was seduced by a parent, said to lead to later neurosis whether incident real or imagined.

Anxiety Reaction vs. Fear: in anxiety reaction one is unaware of source of fear.

Ritualistic Behaviors: common to all members of species, known as fixed-action patters (FAP) elicited by sign stimuli.