

Course Manual for PSY 307 Developmental Psychology Spring 2006

Unit 1 – Berk Chapter 1 Study Questions

1. Explain the role of theories in understanding human development, and describe three basic issues on which major theories take a stand. (pp. 5-7)
2. Describe age-graded influences and history-graded influences and give an original example (not in the book) of each. (pp. 10-12)
3. Define the medieval view of preformationism. (p. 13)
4. Compare Locke's and Rousseau's philosophy of childhood. (p. 13)
5. Compare and contrast Freud's psychosexual theory and Erikson's psychosocial theory. (pp. 15-18)
6. Briefly describe social learning theory. (pp. 18-19)
7. Describe the major milestones of Piaget's stages of cognitive development. Be sure to include the approximate age range of each stage. (p. 19)
8. What are the differences between naturalistic observations and structured observations? (p. 27)
9. Describe the experimental method of research, explaining independent and dependent variables. Next, imagine that a researcher wants to design a study in which he is interested in the effects of drinking alcohol on memory. The researcher designs the study such that participants receive different amounts of alcohol. Some receive 5 shots of vodka, some 3 shots of vodka, and some get no vodka. Then the researcher measures participants' ability to remember a list of words read aloud to them. In this example, what is the independent variable? The dependent variable? (p. 33)
10. What is a longitudinal design? A cross-sectional design? How does a longitudinal-sequential design improve upon basic longitudinal and cross-sectional designs? (pp. 34-37)

Unit 2 – Berk Chapters 2 and 3 Study Questions

1. What is the difference between monozygotic and dizygotic twins? What factors increase the likelihood of a woman having fraternal twins? (p. 46)
2. What are the consequences of Down syndrome? Does the risk of Down syndrome increase with maternal age? If so, why? (pp. 50-51)
3. What are the pros and cons of reproductive technologies? Given the information provided in the book, what is your opinion about the use of reproductive technologies? (pp. 54-55)
4. Define socioeconomic status (SES). What are some of the impacts of low SES, poverty, and homelessness? (pp. 59-61)
5. How do neighborhoods, towns, and cities impact a child's sense of well-being? (pp. 61-62)
6. Discuss the following concepts: reaction range, niche-picking, and epigenetic framework. (pp. 68-71)

7. Define the term teratogen, and summarize the four factors that affect the impact of teratogens on prenatal development. (pp. 81-82)
8. What are the symptoms and effects of fetal alcohol syndrome (FAS)? (pp. 85-86)
9. List four agents known or suspected of being teratogens (other than alcohol), and discuss evidence supporting the harmful impact of each. (pp. 82-88)
10. Discuss maternal factors other than exposure to teratogens that can affect the developing embryo or fetus. (pp. 88-89)
11. Discuss the concept of natural childbirth, noting the typical features of a natural childbirth program, the benefits of the natural childbirth experience, and the role of social support in the natural childbirth process. (pp. 93-94)
12. Describe circumstances that justify the use of fetal monitoring, labor and delivery medication, and cesarean delivery, and explain any risks associated with each. (pp. 95-96)
13. What is the difference between preterm and small-for-date infants? Which infants tend to have more serious problems? (pp. 96-97)
14. Describe sudden infant death syndrome (SIDS). (p. 103)
15. Why do babies cry? How can crying babies be soothed? How can parents identify abnormal crying? (pp. 103-105)
16. Describe the newborn baby's responsiveness to taste, smell, and touch. (pp. 105-107)
17. Describe the newborn baby's responsiveness to sound and visual stimulation. (pp. 105-107)

Unit 3 – Berk Chapter 4

Study Questions

1. Describe changes in body size and muscle-fat makeup during the first two years of life. (p. 114)
2. Define the cephalocaudal trend the proximodistal trend. (pp. 115-116)
3. Describe the development of the cerebral cortex, and explain the concepts of brain lateralization and brain plasticity. (pp. 117-119)
4. Discuss the impact of heredity on early physical growth (p. 123)
5. Discuss the nutritional needs of infants and toddlers and the advantages of breastfeeding. (pp. 123-125)
6. Discuss the impact of severe malnutrition on the development of infants and toddlers, and cite two dietary diseases associated with this condition. (pp. 125-126)
7. Describe and give an example of how newborns learn through operant conditioning. (pp. 127-128)
8. Describe how infant preferences can be studied using habituation and recovery. (p. 128)
9. Differentiate gross motor development and fine motor development. (p. 130)
10. Describe the dynamic systems theory of motor development (pp. 130-131)
11. Describe the development of reaching and grasping, and explain how early experiences affect these skills. (pp. 132-133)

12. Summarize the development of vision in infancy, including the development of depth perception. (pp. 133-135)

Unit 4 – Berk Chapter 5

Study Questions

1. Define and give an original example (not from the book or lecture) of assimilation, accommodation, and adaptation.
2. How are the concepts of assimilation, accommodation, and adaptation related to the concepts of equilibrium and disequilibrium? (pp. 144-145)
3. What are circular reactions? When do they develop? How do primary circular reactions differ from secondary circular reactions? (p. 145)
4. According to Piaget, what are some of the major achievements of infants in Substage 4 of the sensorimotor period? (p. 146)
5. According to Piaget, what are some of the major achievements of infants in Substage 6 of the sensorimotor period? (p. 147)
6. Discuss recent findings on the accuracy of Piaget's concept of object permanence. (pp. 148-149)
7. Discuss recent findings on the accuracy of Piaget's concept of mental representation. (pp. 149-150)
8. Define the core knowledge perspective. (p. 150)
9. Explain how Vygotsky's concept of the zone of proximal development expands our understanding of early cognitive development. (pp. 157-159)
10. To what extent do infant intelligence test scores predict later intelligence and performance? (p. 160)
11. Summarize the behaviorist, nativist, and interactionist perspectives of language development, and indicate the emphasis placed on innate abilities and environmental influences in each theory. (pp. 164-165)
12. When do children begin to talk? Describe how children move from cooing and babbling to two-word utterances. (pp. 165-168)
13. Define the following language terms: telegraphic speech, referential style, and expressive style. (pp. 167-168)
14. Describe child-directed speech. (pp. 168-169)

Unit 5 – Chapter 6

Study Questions

1. Describe Erikson's theory of infant and toddler personality, including the major psychological conflicts. (pp. 174-175)
2. How does maternal depression affect child development? (p. 176)
3. Describe the development of happiness in infants. (p. 177)
4. Describe the development of anger and fear in infants, including stranger anxiety. (p. 177)

5. Give an example of social referencing and explain how the example illustrates the concept. (p. 178)
6. Some researchers have made the analogy that emotional self-regulation is like the body's internal emotional thermostat. How and why does this analogy fit? (pp. 179-180)
7. Describe each of the three temperament styles. (pp. 180-181)
8. How stable is temperament? (pp. 182-183)
9. What are some of the main genetic and environmental influences on temperament? (pp. 183-184)
10. Define the goodness of fit model. (pp. 184-185)
11. Describe Harlow's famous attachment experiment with rhesus monkeys. What were the results? What dominant theory of attachment did his experiment refute? (pp. 185-186)
12. Briefly describe the ethological theory of attachment and the four phases of attachment. (pp. 186-187)
13. Describe each of the four attachment styles Ainsworth observed using the Strange Situation test. (pp. 187-188)
14. How might the four attachment styles outlined in the book correspond to Erikson's first stage of psychosocial development? (p. 174 and pp. 187-188)
15. Imagine you have two babies – one that has been classified as securely attached and one that has been classified as avoidantly attached. Using the concept of an internal working model, predict what these babies' adult romantic relationships are likely to be like. (p. 187)
16. How do sensitive caregiving and interactional synchrony affect quality of caregiving? (p. 189)
17. With regard to family circumstances, do our early rearing experiences destine us to become sensitive or insensitive parents? Why or why not? (pp. 191-192)
18. Define empathy and self-control. (pp. 196-197)

Unit 6 – Berk Chapter 7

Study Questions

1. Preschoolers are considered to be picky eaters. Why is this? How might parents influence their children's eating habits? (pp. 208-209)
2. Compare childhood immunization rates in the United States and Canada with those of other industrialized nations. What factors may contribute to the differences between countries? (pp. 209-210)
3. Summarize factors related to childhood injuries, and cite preventive measures. (pp. 210-212)
4. Cite advances in gross motor development in early childhood. (p. 213)
5. Cite advances in early childhood in self-help skills. (p. 213-215)
6. Cite advances in early childhood in the following areas of fine motor development: (a) drawing and (b) early printing. (p. 213-215)
7. Discuss advances in make-believe play and the benefits of make-believe play. (pp. 216-217)
8. Describe each of the concepts associated with these limitations of preoperational thought: (a) egocentrism, (b) inability to conserve, and (c) lack of hierarchical classification. (pp. 217-218)

9. Describe either Piaget's *three mountains problem* (see Figure 7.7) or his *class inclusion problem* (see Figure 7.9). Make sure to indicate the limitation in preoperational thought the problem is designed to illustrate. (pp. 217-218)
10. Discuss the "Evaluation of the Preoperational Stage" presented on pages 221 and 222. What are the main points? Cite at least three findings from the "Follow-up Research on Preoperational Thought" that support the conclusions presented in the evaluation section. (pp. 218-222)
11. List three educational principles derived from Piaget's theory. (pp. 222-223)
12. Contrast Piaget's and Vygotsky's views on the development and significance of children's private speech. (p. 223)
13. Explain Vygotsky's position on the social origins of cognitive development. (pp. 223-224)
14. Discuss young children's awareness of an inner mental life. (pp. 228-229)
15. Compare child-centered programs and academic programs in preschool and kindergarten. Which type of program would Vygotsky most likely support? Why? (p. 233)
16. Cite evidence that Project Head Start is effective as an early intervention for at-risk preschoolers. (pp. 233-234)
17. How can adults support language learning in early childhood? (pp. 237-238)

Unit 7 – Berk Chapter 8

Study Questions

1. Describe Erikson's psychological conflict of initiative vs. guilt. (p. 244)
2. Define self-concept and self-esteem. (p. 245)
3. What are self-conscious emotions? How do children learn when self-conscious emotions are an appropriate response? (p. 248)
4. Describe Parten's three-step sequence of peer sociability. (p. 249)
5. What is induction and how does it relate to conscience development? (p. 253)
6. According to social learning theorists, why do children start to behave morally? What is the importance of modeling in this process? (pp. 254-255)
7. According to the research, what are the effects of harsh punishment? Does punishment promote lasting changes in children's behavior? (p. 255)
8. What are some alternatives to harsh punishment? How does positive discipline work? (pp. 255-256)
9. Define the following terms: instrumental aggression, hostile aggression, overt aggression, and relational aggression. (p. 257)
10. What are some of the gender differences in aggression? (p. 257)
11. How might the family be characterized as a training ground for aggressive behavior? (pp. 257-258)
12. Discuss the emergence of gender identity according to the social learning theory and the cognitive-developmental theory. (p. 263)
13. Give an original example (not from the book or lecture) of each of the four child-rearing styles and explain why each example fits the style it is meant to represent. (pp. 265-266)

14. Which parenting style is considered to be the most effective? Why is this considered to be the most effective parenting style? What evidence is provided in the book regarding its effectiveness? (p. 266)
15. What are some of the cultural variations in parenting styles? (p. 266)
16. What are some of the originals of child maltreatment within the family, community, and larger culture? (p. 268)

Unit 8 – Berk Chapter 9

Study Questions

1. Define obesity and discuss the causes and consequences of obesity in middle childhood (pp. 278-279).
2. Discuss the rise in rates of illness and unintentional injuries in middle childhood (pp. 280-281).
3. Why do organized games with rules become common during middle childhood? (pp. 282-283)
4. Why are physical education classes important for children? (pp. 283-284)
5. Define Piaget's concrete operational stage and identify the major achievements of this stage (p. 285)
6. According to recent research, what is the impact of culture and schooling on concrete operational thought? (pp. 286-287)
7. Describe the school-aged child's theory of mind (p. 291).
8. Define cognitive self-regulation and identify when it reaches maturity (p. 291).
9. Compare a whole language approach to reading with a basic skills approach (p. 291-292).
10. Use the nature/nurture distinction and role of cultural influences to explain some of the individual and group differences in IQ (pp. 296-298).
11. Compare the educational philosophies of traditional classrooms with open classrooms. (pp. 302-303)
12. List the three themes Vygotsky inspired with his emphasis on the social origins of higher cognitive processes. (pp. 303-304)
13. Define reciprocal teaching and the educational self-fulfilling prophecy. (pp. 303-304)
14. Does the research support homogeneous grouping practices or heterogeneous? Why? (p. 304)
15. How well educated are North American children compared to other industrialized nations? According to the text, why might these cultural differences exist? (pp. 307-309)

Unit 9 – Berk Chapter 10

Study Questions

1. Describe changes in self-concept during middle childhood, including the increased use of social comparisons. (p. 315)

2. Describe the major influences on self-esteem in middle childhood. (pp. 316-318)
3. Define perspective taking and explain how perspective taking is related to social skills. (p. 320)
4. What is a peer group? A peer culture? What happens to children who deviate from the peer group? Does participation in formal groups by children aid in their development? (pp. 322-323)
5. Discuss characteristics of childhood friendships and what are its defining features? (pp. 323-324)
6. Define peer acceptance. Is peer acceptance related to psychological adjustment? Is there a difference in how well adjusted rejected and neglected children are? (pp. 324-326)
7. What are the determinants of peer acceptance? Describe the four different categories of social acceptance (popular, rejected, controversial, and neglected). (pp. 324-326)
8. Describe the two subgroups of rejected children and the two subgroups of popular children. (pp. 324-326)
9. Describe changes in gender-stereotyped beliefs and gender identity in middle childhood. (pp. 326-327)
10. Describe characteristics of parent-child relationships (be sure to include the concept of coregulation) and sibling relationships in middle childhood. (pp. 327-328)
11. Describe some of the divorce statistics presented in the book. (p. 329-330)
12. What are the immediate consequences of divorce? Be sure to include effects of child's age, child's temperament, and child's sex. (p. 330)
13. What are the long-term consequences of divorce? (pp. 330-331)
14. What are some of the effects of maternal employment on school-age children's development? (pp. 333-334)
15. Describe some of the issues surrounding childcare for school-age children. (pp. 333-334)
16. Cite three broad factors that foster resilience in middle childhood. (pp. 336-338)

Unit 10 – Berk Chapters 11 and 12

Study Questions

1. What are the effects of early versus late maturation? (pp. 351-352)
2. Discuss adolescent sexual attitudes and behaviors, including contraceptive use. (pp. 354-356)
3. What are some of the correlates and consequences of adolescent pregnancy and parenthood? (pp. 359-360)
4. Describe Piaget's formal operational stage of development. Do all individuals reach the formal operational stage? (pp. 353-365)
5. What are some of the consequences of abstract thought? Be sure to address the following in your answer: argumentativeness, self-consciousness and self-focusing, idealism and criticism, and planning and decision making. (pp. 367-369)
6. List factors that affect adolescent academic achievement. (pp. 372-374)
7. List the individual and family factors that are related to adolescents' dropping out of school. (pp. 374-377)
8. Describe Erikson's theory of identity versus identity confusion. (pp. 382-383)

9. What changes in self-concept and self-esteem do adolescents go through? (pp. 383-387)
10. Describe the four identity categories (identity statuses). (pp. 384-385)
11. Describe some of the influences on moral reasoning. (pp. 391-392)
12. Define autonomy. Describe what happens to the parent-child relationship during adolescence. (pp. 394-395)
13. Describe the characteristics of adolescent friendships, including sex differences in friendships and benefits of adolescent friendships. (pp. 396-398)
14. Define and give an example of a clique and a crowd. (pp. 398-399)
15. Discuss the prevalence and causes of depression during adolescence. (pp. 400-401)
16. What are the factors related to adolescent suicide? What does the book say with regard to how can suicide be prevented? (pp. 401-403)
17. What are the factors related to adolescent delinquency? (pp. 403-405)

Unit 11 – Berk Chapters 13 and 14

Study Questions

1. Describe the physical changes that affect two of the following areas: cardiovascular and respiratory systems, motor performance, immune system, and reproductive capacity. (pp. 414-418)
2. What is the prevalence of cigarette smoking and alcohol abuse in adulthood? (pp. 424-426)
3. Choose two of the following to describe: heterosexual attitudes and behavior, homosexual attitudes and behavior, sexually transmitted diseases, and sexual coercion. (pp. 426-430)
4. Compare the idea of dualistic thinking with relativistic thinking. (p. 432)
5. Describe Schaie's stages of cognitive development. (pp. 432-433)
6. What is the psychological impact of attending college? (pp. 435-436)
7. Describe five factors that influence vocational choice. (pp. 437-439)
8. Describe the conflict of early adulthood according to Erikson. (pp. 446-447)
9. How does Vaillant's theory of adaptation to life fill in the gaps in Erikson's theory? (p. 449)
10. What is a social clock? What has the research on the idea of a social clock shown? (pp. 449-450)
11. According to Sternberg, what are the components of love? How does love typically change over time according to this theory? (pp. 450-456)
12. What is loneliness and under what conditions does it occur? At what age does it peak? (pp. 455-456)
13. Compare a traditional marriage with an egalitarian marriage. (pp. 457-458)
14. Why might a couple choose to have children? Why might they choose not to have children? What are some of the effects of child birth on couples? (pp. 460-463)
15. What is singlehood? What are the advantages and disadvantages of singlehood? (p. 466)

16. What is cohabitation? Why do people choose to cohabit? Are there disadvantages to cohabitation? (pp. 466-468)
17. Discuss the psychological effects of voluntary and involuntary childlessness. (p. 468)
18. What are some of the factors that increase the likelihood of divorce? What are some of the issues that couples who remarry face? (pp. 468-469)
19. Describe two variant styles of parenthood. What tend to be the effects of this form of parenting on both the parents and children? (pp. 469-471)
20. Define continuous and discontinuous career paths. Define self-efficacy. (pp. 471-472)

Unit 12 – Berk Chapters 15 and 16

Study Questions

1. Define presbyopia. How else do adults' eyes change between the ages of 40 and 60? (p. 483)
2. What is hormone therapy how successful is it at counteracting menopausal symptoms? What are its risks? What are some alternatives to HRT? (pp. 486-487)
3. What are some cultural differences in women's views on menopause? (p. 486-488)
4. List 5 ways individuals can reduce the incidence of cancer. (p. 491)
5. List 5 ways individuals can reduce the risk of heart attack. (p. 492)
6. List 5 ways individuals can manage their stress. (p. 495)
7. Define and give an example of problem-centered coping and emotion-centered coping. (p. 495)
8. Define crystallized intelligence and fluid intelligence. Use Kaufman's (2001) results to illustrate how crystallized intelligence and fluid intelligence change during adulthood. (pp. 498-500)
9. How does creativity change with age? (p. 504)
10. What are some characteristics of returning students and how can these students be supported in their quest for education? (pp. 506-507)
11. Describe Erikson's stage of generativity versus stagnation and related research findings. (pp. 512-514)
12. Is there a midlife crisis? Summarize evidence provided in the book regarding the prevalence of a midlife crisis. (p. 517)
13. Which appears to be a better approach to studying midlife – a stage approach or a life events approach? Why? (pp. 517-518)
14. What are possible selves? How do possible selves change in midlife? (pp. 518-519)
15. What does the research show with regard to individual differences in personality traits in midlife? (pp. 522-524)
16. Describe job satisfaction in midlife, including burnout. (pp. 534-535)
17. Describe some of the issues surrounding caring for aging parents. (pp. 530-531)

Unit 13 – Berk Chapters 17 and 18

Study Questions

1. Define life expectancy. What affects an individual's life expectancy? (pp. 547-548)
2. Discuss changes in vision that affect individuals in late adulthood. (pp. 550-552)
3. Provide evidence from the text that supports the idea that health is central to psychological well-being in later life. (pp. 558-560)
4. Virtually all cross-sectional studies report a decline in sexual desire and frequency of sexual activity in older people. Why might these results be biased or exaggerated? What does the book say about older adult sexuality? (pp. 560-561)
5. Discuss one of the following physical disabilities that increase with age: cardiovascular disease, arthritis, adult-onset diabetes, or unintentional injuries. (pp. 561-564)
6. Define and describe dementia. (p. 564)
7. Describe Alzheimer's disease including the two major structural changes in the brain that occur (hint, they involve neurofibrillary tangles and amyloid plaques). (pp. 565-566)
8. What are some risk factors and protective factors for Alzheimer's disease? (p. 566)
9. Describe cerebrovascular dementia (p. 567)
10. Describe the cost of health care for the elderly, including issues surrounding long-term care. (pp. 567-570)
11. What are the factors related to cognitive change presented in the text? (p. 576)
12. Describe Erikson's stage of ego integrity versus despair. (pp. 584-585).
13. Discuss spirituality and religiosity in late adulthood, and trace the development of faith. (pp. 587-591)
14. Discuss the various housing arrangements older adults may choose to live in (ordinary homes, residential communities, and nursing homes). (pp. 598-600)
15. List and describe the four forms of elder maltreatment that may occur. (p. 607)
16. What are the five risk factors for elder maltreatment mentioned in the textbook? How can elder maltreatment be prevented? (p. 608)
17. What factors affect an individual's decision to retire? How do individuals adjust to retirement? (pp. 609-611)
18. What does the term "successful aging" mean? What are five goals of successful agers? (pp. 612-613)

Unit 14 – Berk Chapter 19

Study Questions

1. What are the physical changes individuals go through during death? (pp. 620-621)
2. What is the difference between brain death and a persistent vegetative state? (pp. 621-622)
3. Describe children's development of the death concept, including how one can enhance children's understanding? (pp. 623-624)
4. What exactly is the gap between logic and reality with regard to death that exists during adolescence? Give an original example of this. (pp. 624-625)
5. What is death anxiety and what increases and reduces death anxiety? (pp. 626-627)

6. Kubler-Ross's theory of death is one of the most well-known. However, many researchers have criticized this theory. What are two reasons that her theory has been criticized? What is your opinion about this theory? (pp. 627-628)
7. What are the five contextual influences on adaptations to dying that the textbook discusses? Can you think of any other contextual (or environmental) influences? (pp. 628-631)
8. Briefly describe the hospice approach to dying. (pp. 632-633)
9. Compare the hospice approach to dying with this hospital and home approaches. (pp. 631-633)
10. Define euthanasia. Contrast passive euthanasia with voluntary active euthanasia. (pp. 634-636)
11. What is assisted suicide? According to most experts, when is assisted suicide warranted? (pp. 636-639)
12. Define bereavement, grief, and mourning. (p. 639)
13. Describe the major components of the grief process. (pp. 639-640)
14. What are some of the differential effects of sudden, unanticipated deaths as compared to prolonged, expected deaths? (pp. 640-641)
15. Describe what may happen to parents grieving the loss of a child. (p. 641)
16. Describe what may happen to children and adolescents grieving the loss of a parent. (p. 641)
17. What are some bereavement interventions that the book suggests? (pp. 644-645)