



# Independent Study | in Idaho

Psyc 305  
Developmental  
Psychology

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# Course Guide

Independent  
Study | in Idaho

*Self-paced study. Anytime. Anywhere!*

## Psychology 305 Developmental Psychology

University of Idaho  
3 Semester-Hour Credits

Prepared by:  
Phil Mohan, Ph.D.  
Professor Emeritus  
University of Idaho

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## Welcome

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Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

## Policies and Procedures

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Refer to the ISI website at [www.uidaho.edu/isi](http://www.uidaho.edu/isi) and select *About ISI Policies* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

## Course Description

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Conception through late adolescence; genetics, anatomy, physiology, biological changes during development, learning, socialization, cognition, and personality. Prerequisite: Psychology 101 (Introduction to Psychology) or Ed 301 (Principles of Learning Development in Education). *This course covers conception through death.*

*11 graded assignments, 4 self-study assignments, 4 proctored exams*

**Students may submit up to 3 assignments per week. Before taking exams, students MUST wait for grades and feedback on assignments, which may take up to three weeks after date of receipt by the instructor.**

ALL assignments and exams must be submitted to receive a final grade for the course.

## Course Materials

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### **Required Course Materials**

Belsky, Janet. *Experiencing the Lifespan*. 3rd Ed. Worth: 2013. ISBN: 9781429299220 or 1429299223

## Course Delivery

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All ISI courses are delivered through BbLearn, an online management system that hosts the course lessons and assignments and other items that are essential to the course.

## Course Introduction and Objectives

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This course provides an overview of the development of the individual, beginning with conception, up to and including, death and dying. Areas that will be considered are physical, cognitive, and social development.

This course aims to provide a greater understanding of the development of others and oneself.

## Lessons

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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.
- 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 course guide.

### Study Hints:

- Keep a copy of every assignment submitted.
- Complete all reading assignments.
- Set a schedule allowing for the completion of the course one month prior to your desired deadline. (An Assignment Submission Log is provided for this purpose.)

Refer to the **Course Rules** in BbLearn for further details on assignment requirements and submission.

## Exams

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**You must wait for grades and comments on lessons prior to taking each exam.** Refer to Grading for specific information on assignment/exam points and percentages.

### Proctor Selection/Scheduling Exams

All exams require a proctor. At least 2 weeks prior to taking your first exam, submit the completed *Proctor/Exam Request Form* (available at [uidaho.edu/isi](http://uidaho.edu/isi), under *Forms*) to the ISI office. ISI mails all exams directly to the proctor after receiving the *Proctor/Exam Request Form*. You must schedule the examination time with your proctor prior to each exam. The proctor administers the exam and returns it to the ISI office.

## Grading

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The course grade will be based upon the following considerations:

Your final grade in the course will be based upon the four (4) examinations and an overall grade for the 11 lesson assignments. Each of these five (5) components will be equally weighted to determine your grade in the course:

Lesson assignments (11)	20%	
Exam 1	20%	
Exam 2	20%	
Exam 3	20%	
Exam 4	20%	<i>There is no comprehensive final in this course.</i>
	100%	

90-100%	A
80-89%	B
60-79%	C
50-59%	D
49-0%	F

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

Acts of academic dishonesty, including cheating or plagiarism are considered a very serious transgression and may result in a grade of F for the course.

## About the Course Developer

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Dr. Mohan is a developmental psychologist and has taught this course at the University of Idaho since 1971. He also teaches first-year medical students in the WWAMI program.

## Contacting Your Instructor

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Instructor contact information is posted in the **Course Rules** document on your BbLearn site.

## Lesson Submission Log

Use this log to help you keep track of your progress through the course.

Lesson	Date Completed	Date Submitted	Grade	Total Points
1				
2				

**It is time to make arrangements with your proctor to take Exam 1.**

Send the completed Proctor Information Form to the ISI office at least two weeks prior to taking your first exam.

3		<b>Self Study</b>	--	--
4				
<b>Exam #1</b>				
5				
6				
7		<b>Self Study</b>	--	--

**It is time to make arrangements with your proctor to take Exam 2.**

8				
9				
<b>Exam #2</b>				
10				
11		<b>Self Study</b>	--	--

**It is time to make arrangements with your proctor to take Exam 3.**

12				
<b>Exam #3</b>				

13				
14				
<b>It is time to make arrangements with your proctor to take Exam 4.</b>				
15		<b>Self Study</b>	--	--
<b>Exam #4</b>				

# Lesson 1

## The People and the Field

### Lesson Objectives

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After successfully completing this chapter you should understand:

- The theoretical foundations of psychology, and
- The research designs used in developmental psychology.

### Reading Assignment

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Chapter 1, *Experiencing the Lifespan*, "The People and the Field"

### Important Terms

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Refer to the terms listed at the end of Chapter 1 in *Experiencing the Lifespan*.

### Written Assignment

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#### Multiple Choice Questions:

1. A developmental scientist would MOST likely study:
  - A) crimes committed by the mentally ill
  - B) cross-cultural ideas about the right age to toilet train children
  - C) cures for schizophrenia
  - D) causes of the American revolution
2. A cohort refers to a:
  - A) group of friends
  - B) group of people who were born around the same time
  - C) family group
  - D) group of people who live in the same neighborhood
3. If a woman tells you she is a baby boomer, she:
  - A) grew up during World War II
  - B) grew up during the 1980s
  - C) reached her teens during the 1960s or 1970s
  - D) reached her teens in the 1980s
4. Pick the MAIN DIFFERENCE between the young old and the old old.
  - A) health (illness and disability)
  - B) wisdom
  - C) discrimination
  - D) living in the North vs. the South
5. All of the following comments relate to a U.S. person's socioeconomic status, EXCEPT:
  - A) He is earning over \$100,000 a year
  - B) She is living under the poverty line
  - C) He has a shorter life expectancy because he has no health insurance
  - D) She just turned 65
6. Maya has a collectivist worldview. And MARRISA has an individualistic worldview. You might predict:
  - A) Maya values obedience more than MARRISA
  - B) MARRISA values independence more than Maya
  - C) MARRISA values self-assertion more than Maya
  - D) Maya is more unhappy than MARRISA
7. Gender differences in attitudes and lifestyles:
  - A) are mainly biological
  - B) are mainly shaped by society
  - C) are both shaped by biology and society
  - D) basically stay the same over time
8. According to B.F. Skinner, behaviors that are \_\_\_\_\_ will be learned.
  - A) stopped
  - B) reinforced
  - C) observed
  - D) beneficial



9. You might look to attachment theory to best explain which behavior?
- Why kids learn to hit a baseball
  - Why people grieve over the death of a spouse
  - Why a third-grader believes that she can do well in math class
  - Why you clean your room after your mother nags you
10. Pick the statement an attachment theorist might make:
- Children need to be unconditionally loved in the first year of life
  - Children need to be reinforced for acting appropriately
  - Children need to be in the right environment to express their genetic talents
  - Children need to be disciplined not to whine
11. Tara continually gets C's and D's in math while Tom always get A's. A behavioral geneticist would be interested in:
- how genetic these differences in math abilities are
  - whether Tom has been more reinforced for performing well in math
  - whether math abilities are biologically built into being male
  - whether Tom has higher math self-efficacy than Tara
12. Pick the example of an evocative heredity/environment relationship with a child genetically prone to be grumpy.
- A child is temperamentally grumpy, so everyone starts yelling at him and he gets even grumpier
  - A mother takes special care to be kind to her grumpy child
  - A child is genetically prone to be grumpy, so he always hits kids
  - A child shares his biology with his parents, so his parents are grumpy
13. The bottom line message of the heredity environment discussion is:
- people need the right environment to fully express their inborn talents
  - people can overcome every obstacle if they try
  - people can do anything if given the right environment
  - our life fate lies totally in our genes
14. If a psychoanalyst tells you that you have a "strong ego," you should feel:
- complimented as this person is saying you are mentally healthy
  - angry because this person is saying you are a narcissist
  - puzzled because this person hasn't mentioned your id
  - anxious because the superego is most important in development
15. For Erikson, each life stage is characterized by a particular:
- sociocentric challenge
  - cultural role
  - psychosocial task
  - prosocial quest
16. Piaget was MOST interested in:
- children's reading capacities as they move through school
  - bonds of affection between mother and infant
  - young children's strange ideas about the world
  - identity development in teens
17. Your psychology professor wants to measure "parent aggressiveness." Pick the ideal strategy.
- Visit each home where there is a family for a day and chart how often the parent hits the kids
  - Develop a questionnaire asking parents, "How often do you hit your kids?"
  - Go down the street and ask two neighbors of each family, "Does the parent hit the kids a lot?"
  - None of these techniques is ideal. Each has problems and bias.
18. To find out if older people are wiser than younger people, Samantha gives 20-year-olds,

40-year-olds, and 60-year-olds a “wisdom test.” If Samantha finds that on average wisdom scores increase in each older group, what should she conclude?

- A) As people get older, they get wiser
- B) Older age groups (cohorts) are indeed wiser, but we don’t know if wisdom actually increases with age
- C) Nothing. It’s a lousy study
- D) Samantha is in for a huge amount of work

19. Longitudinal research:

- A) takes a long time to carry out
- B) requires a huge sample as people drop out as the study goes on

- C) tends to show how the “best people” develop, not the average person
- D) All of these are correct

20. Who is conducting a qualitative study of divorce?

- A) Joe interviews 10 people about how their divorce affected them
- B) Mary compares children of divorce and those in intact families on a measure of mental health
- C) Kayla tracks the impact of divorce on rates of disease
- D) Carl looks at the frequency of U.S. divorces today compared to 10 years ago

### **Factual Essay Question**

Choose one of the factual essay questions below.

1. Bianca’s parents are musicians. She started taking piano lessons at four, and at ten she was accompanying the school choir. At 14, she attends a special music high school. Explain how the interaction of genetics and environment promoted her talents.
2. Explain why cause and effect inferences can be made in experiments but not in correlational studies. Provide examples.

### **Thought Essay Question**

1. Give at least three practical uses for Developmental Psychology.