

1: Nassau Community College - College Catalog - Psychology

Think about the life span and make a list of what you would consider the periods of development. How many stages are on your list? Perhaps you have three: childhood, adulthood, and old age.

Before reading about the adult stages of growth and development, consider the following two points: Stages of human growth and development come from developmental psychology. This psychology makes broader generalizations, so open your mind to thinking in terms of patterns over decades of time. This is very different than considering individual emotions and goals, as is done in most personal development training and therapy. The primary principle involved in the stages of human growth and development is that certain things in life can only be learned with age and experience. They just have to go through it, come out the other side of their learning curve, look back and then they get it. There is no technique in the world that can give them what they are missing: Life experience takes time. As we go through life, if we are willing to take responsibility for ourselves and learn as much as we can along the way, we will develop maturity and character. However, it is not a given. The passing of time does not necessarily lead to growth, but it is necessary to grow for those so inclined. The reason why we need to understand the human developmental stages is to know what to do when. When we have a broad understanding of human development, we know where we are in life. We know which goals are appropriate for which stage of development and which needs to satisfy. We also understand what not to worry about. When communicating with people or helping others grow and develop, you can know which goals are realistic and appropriate for their level of growth and development. It all begins with understanding the developmental model and learning to apply it to people. Following is a synopsis of what happens at each of six stages of human growth and development. Our purpose here is to apply this to adults, starting around age 18. This is not a child development model. All ages are considered psychological, not chronological, as developmental lag not acting your age is a universal phenomenon. How do I survive? Human Development Level I pre-adult. There are not many adults living at level one. This is a state of high dependency, like a child. A level one adult cannot take care of himself well. There are people at level one and they are most concerned with where their next meal is coming from and what is happening today. The key word that applies to them is extreme dependency. How do I establish myself in the world? Human Development Level 2 age 18-30. Most adults start out at level two. The challenges of life are how to get by and become a viable person. Primary concerns are establishing oneself in the world, which means getting ahead, getting an education, making money, making connections, competing for a place in society. This is a high anxiety time in life and the challenges are great. Most personal empowerment books and seminars are designed, consciously or unconsciously, to address Level II needs. Where do I fit in? Human Development Level 3 age 30-45. Once the need for viability in the world is met, we tend to relax a little and focus on more social needs, like belonging. We tend to reach out and get involved in the community. We may be raising a family at this point, so we want to be more involved. Kids may lead us to greater involvement in church, schools and other families. Or, since we are less concerned with money, competition and the dog eat dog world having won many battles and satisfied much of the need we want to reach out to others and find out where we belong. Level 3 is a time for being socially concerned. We find our place in the world through the back and forth process of reaching out to others and receiving feedback. What is really important to me? Human Development Level 4 ages 45-60. Once we are viable in the world and know where we belong, we are ready to explore our identity at a deeper level. We are free to begin to question what is really important in life. This leads us to discover our values. This is often a period of introspection, though it commonly leads to a personal crisis. Now, we want to know what really is important to us. Discover what is really important sets us apart from the crowd and at level four we become less concerned about what other people think. Our identity finally becomes clear. As a result, as we progress, we often become more selective in how we socialize. What is my purpose? Human Development Level 5 age 60+. After a longer period of mature introspection and values clarification, we are prepared to fully comprehend and embrace the purpose of our life. At this point, we are viable, comfortable with where we belong and we know what is most important in life. This is an ideal situation in which to identify and expand our mission.

From here on, the level of focus on what matters most is extraordinarily high. We are filled with the kind of purpose that can only come from years of paying our dues. Having successfully met so many critical developmental milestones over the course of a lifetime, we now enter in a rare, self-actualized state of being in which we basically are at peace with ourselves. We feel at home in our bodies, comfortable in our own skin. We are beyond internal strife and conflict, beyond any need for social approval and content with our lot in life. We enjoy who we have become and are able to express ourselves genuinely and with honesty. In spite of our acceptance and enjoyment of life, we understand and accept our ultimate passing.

2: Definition and Explanation of Lifespan Development Psychology | Owlcation

What is lifespan development psychology? Boyd and Bee () explain that psychologists who study human development have recently adopted the lifespan perspective which "maintains that important changes occur during every period of development and that these changes must be interpreted in terms of the culture and context in which they occur" (p. 4).

Psychosexual development Sigmund Freud believed that we all had a conscious, preconscious, and unconscious level. In the conscious, we are aware of our mental process. The preconscious involves information that, though not currently in our thoughts, can be brought into consciousness. Lastly, the unconscious includes mental processes we are unaware of. He believed there is tension between the conscious and unconscious because the conscious tries to hold back what the unconscious tries to express. To explain this he developed three personality structures: The id, the most primitive of the three, functions according to the pleasure principle: The first is the oral stage, which occurs from birth to 12 months of age. The second is the anal stage, from one to three years of age. During the anal stage, the child defecates from the anus and is often fascinated with their defecation. During the phallic stage, the child is aware of their sexual organs. The fourth is the latency stage, which occurs from age five until puberty. Stage five is the genital stage, which takes place from puberty until adulthood. During the genital stage, puberty starts happening. He used Socratic questioning to get children to reflect on what they were doing, and he tried to get them to see contradictions in their explanations. Piaget believed that intellectual development takes place through a series of stages, which he described in his theory on cognitive development. Each stage consists of steps the child must master before moving to the next step. He believed that these stages are not separate from one another, but rather that each stage builds on the previous one in a continuous learning process. He proposed four stages: Though he did not believe these stages occurred at any given age, many studies have determined when these cognitive abilities should take place. The pre-conventional moral reasoning is typical of children and is characterized by reasoning that is based on rewards and punishments associated with different courses of action. Conventional moral reason occurs during late childhood and early adolescence and is characterized by reasoning based on rules and conventions of society. Mistrust" takes place in infancy. The second stage is "Autonomy vs. Shame and Doubt" with the best virtue being will. This takes place in early childhood where the child learns to become more independent by discovering what they are capable of where if the child is overly controlled, they believe to feel inadequate on surviving by themselves, which can lead to low self-esteem and doubt. The third stage is "Initiative vs. The basic virtue that would be gained is the purpose and takes place in the play age. This is the stage where the child will be curious and have many interactions with other kids. They will ask many questions as their curiosity grows. If too much guilt is present, the child may have a slower and harder time interacting with other children. The fourth stage is "Industry competence vs. The basic virtue for this stage is competency which happens at the school age. This stage is when the child will try to win the approval of others and fit in and understand the value of their accomplishments. The fifth stage is "Identity vs. The basic virtue gained is fidelity which takes place in adolescence. The sixth stage is "Intimacy vs. Isolation", which happens in young adults and the virtue gained is love. In not doing so, it could lead to isolation. The seventh stage is "Generativity vs. This happens in adulthood and the virtue gained would be care. We become stable and start to give back by raising a family and becoming involved in the community. The eighth stage is "Ego Integrity vs. This happens during maturity and wisdom is gained. When one grows old and they contemplate and look back and see the success or failure of their life. This is also the stage where one can also have closure and accept death without fearing anything. The Model of Hierarchical Complexity MHC is not based on the assessment of domain-specific information, It divides the Order of Hierarchical Complexity of tasks to be addressed from the Stage performance on those tasks. The order of hierarchical complexity of tasks predicts how difficult the performance is with an R ranging from 0. In the MHC, there are three main axioms for an order to meet in order for the higher order task to coordinate the next lower order task. Axioms are rules that are followed to determine how the MHC orders actions to form a hierarchy. Ecological systems theory[edit] Main article: The four systems are microsystem, mesosystem, exosystem, and macrosystem. Each

system contains roles, norms and rules that can powerfully shape development. The microsystem is the direct environment in our lives such as our home and school. Mesosystem is how relationships connect to the microsystem. Exosystem is a larger social system where the child plays no role. Macrosystem refers to the cultural values, customs and laws of society. The mesosystem is the combination of two microsystems and how they influence each other example: The exosystem is the interaction among two or more settings that are indirectly linked example: The macrosystem is broader taking into account social economic status, culture, beliefs, customs and morals example: Lastly, the chronosystem refers to the chronological nature of life events and how they interact and change the individual and their circumstances through transition example: As a result of this conceptualization of development, these environmentsâ€”from the family to economic and political structuresâ€”have come to be viewed as part of the life course from childhood through to adulthood. This adult role is often referred to as the skilled "master," whereas the child is considered the learning apprentice through an educational process often termed "cognitive apprenticeship" Martin Hill stated that "The world of reality does not apply to the mind of a child. Constructivism psychological school Constructivism is a paradigm in psychology that characterizes learning as a process of actively constructing knowledge. Individuals create meaning for themselves or make sense of new information by selecting, organizing, and integrating information with other knowledge, often in the context of social interactions. Constructivism can occur in two ways: Individual constructivism is when a person constructs knowledge through cognitive processes of their own experiences rather than by memorizing facts provided by others. Social constructivism is when individuals construct knowledge through an interaction between the knowledge they bring to a situation and social or cultural exchanges within that content. Piaget proposed that learning should be whole by helping students understand that meaning is constructed. Evolutionary developmental psychology Evolutionary developmental psychology is a research paradigm that applies the basic principles of Darwinian evolution, particularly natural selection, to understand the development of human behavior and cognition. It involves the study of both the genetic and environmental mechanisms that underlie the development of social and cognitive competencies, as well as the epigenetic gene-environment interactions processes that adapt these competencies to local conditions. Attachment theory Attachment theory, originally developed by John Bowlby, focuses on the importance of open, intimate, emotionally meaningful relationships. A child who is threatened or stressed will move toward caregivers who create a sense of physical, emotional and psychological safety for the individual. Attachment feeds on body contact and familiarity. Later Mary Ainsworth developed the Strange Situation protocol and the concept of the secure base. Theorists have proposed four types of attachment styles: It is characterized by trust. Anxious-avoidant is an insecure attachment between an infant and a caregiver. Anxious-resistant is an insecure attachment between the infant and the caregiver characterized by distress from the infant when separated and anger when reunited. Some babies are raised without the stimulation and attention of a regular caregiver or locked away under conditions of abuse or extreme neglect. The possible short-term effects of this deprivation are anger, despair, detachment, and temporary delay in intellectual development. Long-term effects include increased aggression, clinging behavior, detachment, psychosomatic disorders, and an increased risk of depression as an adult. Attachment is established in early childhood and attachment continues into adulthood. An example of secure attachment continuing in adulthood would be when the person feels confident and is able to meet their own needs. An example of anxious attachment during adulthood is when the adult chooses a partner with anxious-avoidant attachment. Please help improve this article by adding citations to reliable sources. Unsourced material may be challenged and removed. April Learn how and when to remove this template message Nature vs nurture[edit] A significant issue in developmental psychology is the relationship between innateness and environmental influence in regard to any particular aspect of development. This is often referred to as "nature and nurture" or nativism versus empiricism. An empiricist perspective would argue that those processes are acquired in interaction with the environment. Today developmental psychologists rarely take such polarised positions with regard to most aspects of development; rather they investigate, among many other things, the relationship between innate and environmental influences. One of the ways this relationship has been explored in recent years is through the emerging field of evolutionary developmental psychology.

One area where this innateness debate has been prominently portrayed is in research on language acquisition. A major question in this area is whether or not certain properties of human language are specified genetically or can be acquired through learning. The empiricist position on the issue of language acquisition suggests that the language input provides the necessary information required for learning the structure of language and that infants acquire language through a process of statistical learning. From this perspective, language can be acquired via general learning methods that also apply to other aspects of development, such as perceptual learning. The nativist position argues that the input from language is too impoverished for infants and children to acquire the structure of language. Linguist Noam Chomsky asserts that, evidenced by the lack of sufficient information in the language input, there is a universal grammar that applies to all human languages and is pre-specified. This has led to the idea that there is a special cognitive module suited for learning language, often called the language acquisition device.

3: PSY Life Span Human Development Course - University of Phoenix

Human Development through the Life Span The Life Span Perspective Life is a journey, with each developmental stage posing a new set of challenges and opportunities. As professional counselors, we are in the unique position of not only experiencing our.

You never stop growing. While there are predictable stages of development, outside influences such as community and culture affect almost every aspect of these changes. **Baby Development Through the First Year** The first year of life bring remarkable changes in all areas. Your baby will go from a helpless newborn who relies on reflexes to an independence-seeking toddler. She can also use her hands and eyes in coordination and track moving objects. Social and emotional development is still immature at this time, but your baby is showing off her first social smiles. Your tot can now walk and run on his own, according to the national early care organization Zero to Three. He can problem-solve through experimentation, repetition and exploration. **Preschoolers Between 3 and 5 Years** Ages 3 through 5 mark a stage when your child is going from babyish to big kid. She can draw a picture, use safety scissors and even ride a tricycle. Your preschooler is developing her own personality and is beginning to make her own decisions, according to the U. Centers for Disease Control and Prevention. Her social skills are growing and she is making friends, playing with other kids who share similar interests and showing signs of empathy when a friend is sad or hurt. **Middle Childhood Changes** Middle childhood brings on rapid social, emotional and physical changes. Your child is growing into a grade-schooler and is showing more interest in his friends. He may ditch opposite sex friends in favor of those that are the same gender. During the later elementary school years your child may come up against peer pressure and begin to have romantic feelings for a special classmate. His thinking is more logical and organized than before, and he has an increased attention span. **Adolescents to Young Adults** Teenagers are moving towards adulthood in almost every way. Even though your teen may like she has a new personality every day, exploring different identities is completely normal for this stage. During the teen years your child is also expanding her intellectual abilities and gaining the ability to express herself through her speech and actions, according to the American Academy of Child and Adolescent Psychiatry. Between 20 and 40 years, adults are forming close, lasting relationships. This may mean a struggle between intimacy and social isolation. In middle adulthood, to year-olds are challenging themselves to achieve goals and maintain productivity. Late adulthood is a reflective stage, in which older adults feel pride, self-approving or possibly despair. The environment can change or shape brain development through experiences and stressors. This is known as plasticity, according to Charles A. Your family, the community and society all shape how your child develops. This means that a child in one culture may develop somewhat differently than a child in another. For example, some cultures value independence at an early age. That may mean that the children act more adult-like at a younger age.

4: Life-Span Human Development by Carol K. Sigelman

Developmental psychologists study changes in human development across the lifespan, including physical, cognitive, social, intellectual, perceptual, personality and emotional growth. For Teachers An advanced degree in psychology is the foundation of many interesting career paths within the discipline.

Source What is Lifespan Development? This article focuses on discussing the questions; "What is lifespan development? From the point of conception changes begin to occur and they continue through the moment of death. Define Lifespan Development Perspective What is lifespan development psychology? Before this the subject of development was often limited to childhood. In order to define lifespan development psychology we must understand the different context by which it is characterised. These are the main points of life span development. People of any age are able to learn. They can develop new habits or shed old ones. There are as many contexts that changes occur in as there are groups to which a person belongs. Periods of Development and Domains Scientists divide the periods of development into eight roughly defined categories: A thirty year-old man is obviously much taller and heavier than when he was a boy. Over the years he has grown in size, he has acquired facial hair and his eyesight has slightly diminished to the point where he now requires glasses. Each of these changes is biological in nature and is part of the physical domain. The Mental Domain Mental functions have changed as well. His memory is not as sharp as it once had been but he believes that his reasoning skills and his ability to solve problems has shown improvement with age. As an adult I have a vast network of friends. A greater amount of racial diversity can be seen among the friendships in my adult life than there had been in my childhood and there is more of a balance between male and female relationships.

Source Social and Non-Social Play in Early Childhood One contemporary concern of lifespan development according to Luckey and Fabes is the behavior of nonsocial play during the period of early childhood. Source Peer Socialization Among Youth A connected but separate concern of lifespan development is the nature of peer socialization among youth within different environments and the level of formality in each environment Heath, The belief that there are only two classifications of either formal or informal for social interactions is currently considered outdated Heath, Development can be viewed through the progressive assertions from one stage to another. The process of aging is ongoing and the passage from one period to the next seems subtle and gradual. While the study of life can be compartmentalized with every portion separated and sectioned off; life itself cannot be divided but must be lived within the context of all the preceding periods which have already come to pass and those which may well still remain ahead.. Each period of life may be viewed separately and discussed within divided categories but each period of life remains connected in one lifespan. Lifespan Development 5th ed. Retrieved from the University of Phoenix eBook Collection database. Suggestions for Future Work. Human Development X , 48 6 , Understanding Nonsocial Play in Early Childhood. Early Childhood Education Journal, 33 2 , Wesley Meacham- This article is copyright protected and is the property of Wesley Meacham. All images in this article, unless otherwise stated, are the property of Wesley Meacham. Please do not copy this article in whole or in part without giving credit to the original author.

5: Life expectancy - Wikipedia

Learn lifespan human development with free interactive flashcards. Choose from different sets of lifespan human development flashcards on Quizlet.

Explore various roles acquired in early and middle adulthood. Examine physical, cognitive, and socioemotional development in early and middle adulthood. Evaluate the concept of emerging adulthood. Late Adulthood and the End of Life Evaluate ways to promote continued wellness and mitigate declining health associated with aging. Explore the ways in which death and dying are viewed at different points in human development and by different cultures. Examine physical, cognitive, and socioemotional development in late adulthood. Examine physical, cognitive, and socioemotional development in middle childhood and adolescence. Describe changes in peer relationships in middle childhood and adolescence. Examine aspects of adolescent egocentrism. Summarize theories of life span development. Explain how heredity and the environment interact to produce individual differences in development. Infancy and Early Childhood Examine physical, cognitive, and socioemotional development in infancy and early childhood. Explain how families affect the development of infants and young children. Evaluate the different parenting styles and their influence on development during infancy and early childhood. Discuss early childhood education and its influence on cognitive development. Tuition for individual courses varies. For more information, please call or chat live with an Enrollment Representative. Please ask about these special rates: For some courses, special tuition rates are available for current, certified P teachers and administrators. Please speak with an Enrollment Representative today for more details. For some courses, special tuition rates are available for active duty military members and their spouses.

6: Six Stages of Human Growth and Development ~

One aspect of life span development is that development is multidimensional, or change happens across many different aspects of a human life. Biological (or physical), cognitive (or mental) and.

Zimbabwe Actual life expectancy in Botswana declined from 65 in to 49 in before increasing to 66 in In South Africa, life expectancy was 63 in , 57 in , and 58 in And in Zimbabwe, life expectancy was 60 in , 43 in , and 54 in For example, white Americans born in are expected to live until age The greatest difference was 7. This is largely due to economic clustering and poverty conditions that tend to associate based on geographic location. Multi-generational poverty found in struggling neighborhoods also contributes. In United States cities such as Cincinnati , the life expectancy gap between low income and high income neighborhoods touches 20 years. For example, in the United Kingdom, life expectancy in the wealthiest and richest areas is several years higher than in the poorest areas. This may reflect factors such as diet and lifestyle, as well as access to medical care. It may also reflect a selective effect: Tapia Granados and Ana Diez Roux at the University of Michigan found that life expectancy actually increased during the Great Depression , and during recessions and depressions in general. Life expectancy is also likely to be affected by exposure to high levels of highway air pollution or industrial air pollution. This is one way that occupation can have a major effect on life expectancy. Coal miners and in prior generations, asbestos cutters often have lower life expectancies than average life expectancies. Sex differences[edit] Pink: Countries where females life expectancy at birth is higher than males. A few countries in the south of Africa where females have shorter lives due to AIDS [56] Comparison of male and female life expectancy at birth for countries and territories as defined in the CIA Factbook, with selected bubbles labelled. The dotted line corresponds to equal female and male life expectancy. The apparent 3D volumes of the bubbles are linearly proportional to their population. In the uterus , male fetuses have a higher mortality rate babies are conceived in a ratio estimated to be from to males to females, but the ratio at birth in the United States is only males to females. The difference in life expectancy between men and women in the United States dropped from 7. This may be attributable to the effects of infant mortality and young adult death rates. This is no longer the case, and female human life expectancy is considerably higher than that of males. The reasons for this are not entirely certain. Traditional arguments tend to favor sociology-environmental factors: Some of these in the United States include: Some argue that shorter male life expectancy is merely another manifestation of the general rule, seen in all mammal species, that larger size individuals within a species tend, on average, to have shorter lives. In countries such as Hungary, Bulgaria, India and China, males continued to outlive females into the twentieth century. With the exception of birds, for almost all of the animal species studied, males have higher mortality than females. By contrast, natural selection weeds out mitochondria that reduce female survival; therefore such mitochondria are less likely to be passed on to the next generation. This thus suggests that females tend to live longer than males. The authors claim that this is a partial explanation. Before death rates were the same. In people born after , the death rate of to year-old men was double that of women of the same age. Cardiovascular disease was the main cause of the higher death rates among men. Men may be more vulnerable to cardiovascular disease than women, but this susceptibility was evident only after deaths from other causes, such as infections, started to decline. Centenarian In developed countries, the number of centenarians is increasing at approximately 5. Shimane prefecture had an estimated centenarians per million inhabitants. Life history theory Various species of plants and animals, including humans, have different lifespans. Evolutionary theory states that organisms that, by virtue of their defenses or lifestyle, live for long periods and avoid accidents, disease, predation, etc. One theory is that if predation or accidental deaths prevent most individuals from living to an old age, there will be less natural selection to increase the intrinsic life span. Support for the theory has been bolstered by several new studies linking lower basal metabolic rate to increased life expectancy. In a broad survey of zoo animals, no relationship was found between the fertility of the animal and its life span. Red numbers indicate chance of survival at a specific age, and blue ones indicate age-specific death rates. The starting point for calculating life expectancy is the age-specific death rates of the population members. If a large number of data

is available, a statistical population can be created that allow the age-specific death rates to be simply taken as the mortality rates actually experienced at each age the number of deaths divided by the number of years "exposed to risk" in each data cell. However, it is customary to apply smoothing to iron out, as much as possible, the random statistical fluctuations from one year of age to the next. In the past, a very simple model used for this purpose was the Gompertz function , but more sophisticated methods are now used. While the data required are easily identified in the case of humans, the computation of life expectancy of industrial products and wild animals involves more indirect techniques. The life expectancy and demography of wild animals are often estimated by capturing, marking, and recapturing them. In the case of long-lived components, such as those used in critical applications: In actuarial notation , the probability of surviving from age x .

7: Developmental psychology - Wikipedia

Human Lifespan Development. You never stop growing. Whether you're wondering how your toddler will eventually become a teen or you're thinking about how the changes that you'll go through in the next few decades, understanding human lifespan development can help you to get a grip on growth.

8: Life Span Development

The term lifespan development refers to age-related changes that occur from birth, throughout a persons' life, into and during old age. The six stages of lifespan development are: Infancy, Childhood, Adolescence, Early Adulthood, Middle Age, Older Age.

9: Life-Span Human Development - Carol Sigelman, Elizabeth Rider - Google Books

The topic of child health and human development is a wide area of interest spanning from pregnancy, delivery, childhood, adolescence, adulthood, and end of life. A study of health, development, and well-being over the lifespan. Before birth through young adulthood there is a wide range of health.

Threesome (Absolute Classics) Vampire diaries book 6 All you need to know about microcomputers Historical dictionary of the Crimean War Books about the drinking age Fostoria American Line 2056 James Stewart teacher solution manual The dream of garden living What the preservation issue has taught us Paul W. Downey Auxiliary verbs in Zulu Extreme Breakup Recovery The evolutionary causes and consequences of base composition variation Gilean A.T. McVean Microbiology lab theory and application 3rd edition What is theatre arts Misterio Familiar (Family Mystery) Hello i must be going groucho sheet music Seasons of Communion A Beginners Guide to Changing the World Que(e)rying religion The Norton anthology western literature Thoughts and their subject Why there almost certainly is a God Designing the editorial experience Tote-Along Soft Shapes Functionalized carbon nanotubes in composites Christopher A. Dyke and James M. Tour Chemical methods for peptide-oligonucleotide conjugate synthesis Dmitry A. Stetsenko and Michael J. Gait The man with Picassos eyes Soon well be found sheet music Managing NFS and NIS The lure of impossible places Tim Cahill Aging in nonhuman primates 16. Parco Naturale della Maremma The book also contains an integrated Continuous Assessment process which may be of value in some educatio Cocktails! Ten Years As A Las Vegas Cocktail Server Barry eisler livia lone Event management and planning From lesson plans to power struggles, grades 6-12 Roots of Peace the Movement Against Militarism in Canada Acrobat professional Seven spanish angels piano