

Course Learning Outcomes for Unit VI

Upon completion of this unit, students should be able to:

5. Explain basic cognitive functions.
 - 5.1 Relate theories of cognitive development to real-world scenarios.
 - 5.2 Describe stages of cognitive development during childhood, adolescence, and adulthood.
 - 5.3 Determine effective ways of dealing with developmental crises.

Course/Unit Learning Outcomes	Learning Activity
5.1	Unit Lesson Chapter 8 Unit VI Case Study
5.2	Unit Lesson Chapter 8 Video: <i>Special Topics: Risky Behavior and Brain Development</i> Video: <i>The Basics: How Thinking Develops</i> Video: <i>Play Styles</i> Unit VI Case Study
5.3	Unit Lesson Chapter 8 Video: <i>Remembering and Honoring the Dead Across Cultures</i> Unit VI Case Study

Reading Assignment

Chapter 8: Development across the Life Span

A link to Chapter 8 of the eTextbook is provided in the Unit VI Required Reading area of Unit VI in Blackboard.

View the following four videos in MyPsychLab. You can access the videos by clicking the links provided in Unit VI Required Reading area in Blackboard. (You must be logged into Blackboard in order to access any MyPsychLab features.)

- *The Basics: How Thinking Develops*
- *Play Styles*
- *Special Topics: Risky Behavior and Brain Development*
- *Remembering and Honoring the Dead Across Cultures*

Unit Lesson

Development Across the Life Span

Carrying and giving birth to multiple babies at once has risks, and some may consider the situation overwhelming. Can you recall hearing about Nayda Suleman, also known as Octo-Mom? She became famous back in 2009 when she gained notoriety after becoming pregnant via in vitro fertilization. She actually gave birth to eight babies at once. What are your thoughts? Do you think having multiple births at once is

safe? If you were Nayda, would you have been concerned about the numerous risks related to developmental complications? In your opinion, should she have been concerned about her babies' cognitive development?

Within this unit, you will learn about the development of life from one's conception until death. You will want to pay close attention to the section on prenatal development. According to Ciccarelli and White (2017), there are numerous factors that can negatively impact or harm one's baby. Did you know that research has shown that smoking cigarettes can not only harm the mother, but it can present challenges for the fetus as well? However, do you think it is possible to stop pregnant moms from smoking? Can you formulate some ideas that would be helpful to improve this potential issue? Furthermore, another negative element that can directly harm the fetus is the pregnant mother's level of stress. Stop and ponder this critical fact for a moment. Can you strategize creative ways in which you could help a pregnant mother eliminate, or at least decrease, her level of stress? Ciccarrelli and White (2017) stress the importance of avoiding certain dangers to prevent numerous complications.



(Greenland, 2009)

How does your baby relax? Does he or she enjoy reclining in a baby swing while watching a cartoon and sipping on a warm bottle of the yummy white stuff? Do you believe that certain forms of media like videos or music on the market can remarkably increase a baby's intelligence quotient (IQ) and brain development?

Christakis (2009) purports that introducing a baby to television at a very young age could possibly stunt or delay the development of the baby, particularly in relation to language progression. Additional research has revealed that when children are exposed to excessive amounts of television as babies, they can have an increased tendency to endure issues related to attention deficits. One might consider this research when determining the amount of time baby spends in front of a screen.

Were you a working parent? Did you have to take your child to daycare while you earned a living? Were you ever fearful that taking your child to daycare could negatively impact or diminish his or her development?

Attachment

Within this unit, you will learn about the different types of attachment. Can you recall the first time that you took your baby to a sitter? Did you fear that the caregiver would form a stronger bond, or attachment, with your baby during the day while you were working? Did you think your baby might experience separation anxiety when you had to leave him or her? Pay close attention to the different attachment styles described by Mary Ainsworth and colleagues to see if you agree with their findings.

Ciccarelli and White (2017) describe important research from one foundational scholar in this field. In fact, Harry Harlow is well-known for his work with attachment theory. In essence, many psychologists during this period argued that babies were attached to their mothers because they associated them with meeting their basic needs of thirst and hunger. In essence, they believed that the mom represented a secondary reinforcement that brought pleasant feelings. However, Harlow believed that attachment had more influences than mere food. In fact, he sought to ascertain any issues related to contact comfort that might arise by observing interactions between rhesus monkeys and props that were simulated to serve as their mothers. One simulated mom was made from wire. The other mom was comprised of cloth and foam. Both of the fake moms had bottles of milk attached. Harlow wanted to determine if the monkey would become attached to the simulated mom simply because she had food. What do you think was the outcome? Do you think that monkeys preferred one of the simulated mothers over the other? Do you think a baby values a soft touch, regardless if the person is feeding him or her? How critically important is contact with a baby or small child for that matter?

Types of Development

Additional exploration of this chapter will reveal research that relates to language and social development. In fact, Clark-Stewart (1991) suggested that children can do well, if not better, outside of the home. She examined the social and intellectual development of 150 children who were aged 2 to 4. It was discovered that children who had attended daycare facilities had cognitive development levels that were farther advanced

when compared with children who had remained at home with their mothers or personal babysitters. This research provides encouraging details for parents who worry about their children's futures. Do not feel guilty if you are not a stay-at-home parent. Your son or daughter could be more advantaged than you realize.

Think back to your adolescent years. Did you strive to please your parents? On the other hand, did it mean more to you to fit in with your friends? What do you think about teens today? Should we hold them fully responsible for their behaviors or misbehaviors in certain situations?

Ciccarrelli and White (2017) further discuss moral, cognitive, and gender development in this chapter. As you peruse the material, begin to examine any moral dilemmas that you faced as a teen. Who was included in your support system? Was it difficult to make certain value-based decisions? You will learn about Lawrence Kohlberg and his research in this area. Kohlberg believe that one's ability to ascertain right from wrong was akin to an evolutionary process over time that involves one's ability to correctly embrace cognitive processing skills. Let's examine his reasoning. Think back to when you were young. Did you obey your parents because you wanted to please them or primarily because you feared the punishment you would be forced to endure if you did not obey? As you matured, did you slowly begin to value acceptance from your peers as well as loyalty from them? What is your perspective now? As an adult, would you say that you are highly influenced by morals that were instilled in you as a child or basic life principles that you have embraced as you have matured? What are your thoughts in relation to Kohlberg's views?

Should a teen be sent to prison if he or she commits murder? Research has been conducted that purports that our brains are not fully mature until our early to mid-20s. In fact, some scholars posit that the frontal lobes—the portions in our brains where reasoning primarily occurs—are quite often the one of the last sections to fully mature. In fact, certain studies have argued that teenagers experience difficulties when trying to control their impulses. So, based on this research, what do you think? Should a 16-year-old who commits a horrendous crime be punished even though his or her brain is still developing?

Breast Milk or Formula?

Did you know that research exists that supports that babies should consume breast milk as opposed to formula due to all of the benefits associated with the former? McCartney (2007) reviewed numerous studies, which revealed a correlation between breastfeeding and higher IQ scores. Quite frankly, many studies have shown that IQ scores that show differences as much as 6-7 points in children who received breast milk. However, do not jump on the breast milk bandwagon too quickly. There is opposing research that questions this correlation. In fact, these antagonists argue that numerous variables combine that impact a child's level of intelligence. The mother's IQ, ethnicity, and socioeconomic stability must also be factored as well. What are your thoughts? Do you think breast milk is the best milk for a baby?

Conclusion

As you conclude your examination of this unit, take a moment to examine your own hopes and dreams. Do you believe one's beginning in life will directly impact his or her ending? Have you heard of a mid-life crisis? Do you know someone who has experienced such? What physical changes in your body do you dread as you get older? If you found out there were certain measures that you could embrace to be proactive to prevent depression or memory loss, would you be willing to try those methods? Can you predict how you will feel as you face your final stages in life and approach the death and dying process? Succinctly, do you think the ending of your story can be better than the beginning was?



(Charlieaja, n.d.)

References

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- Ciccarelli, S. K., & White, J. N. (2017). *Psychology* (5th ed.). New York, NY: Pearson.
- Clarke-Stewart, K. A. (1991). A home is not a school: The effects of child care on children's development. In S. L. Hofferth & D. A. Phillips (Eds.), *Child Care Policy Research. Journal of Social Issues, 47*(2), 105–124.
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Suggested Reading

For a review of this unit's concepts, you are encouraged to view the PowerPoint presentation for the chapter reading by clicking on either of the links provided below.

Click [here](#) for the Chapter 8 PowerPoint Presentation. Click [here](#) for a PDF of the presentation.

Learning Activities (Nongraded)

Nongraded Learning Activities are provided to aid students in their course of study. You do not have to submit them. If you have questions, contact your instructor for further guidance and information.

In the Nongraded Learning Activities area of Unit VI in Blackboard, you will find MyPsychLab links to access the following resources. They can help you to assess your understanding of this unit's concepts.

- Study the Flashcards: Chapter 8
- Test Yourself: Chapter 8: On page 353 of the eTextbook, there is a Test Yourself section. You can take the quiz to assess your understanding of the chapter material.