

HS1000-71

Human Growth & Social

Environment



**Lecture 1: Overview of Human
Development**

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Core Concepts



Psychology:

The scientific study of Behavior and mental processes.

Psychologists:

- **Conduct research.**
- **Work in the community.**
- **Help people learn.**
- **Promote good mental and physical health.**
- **Study and contribute to the world of the world**

Major subfields of psychology



- **Clinical** and counseling psychology
- **Educational** and school psychology
- **Organizational and industrial** psychology
- Social and personality psychology
- Developmental psychology
- Cognitive psychology
- Biological psychology

Contents of Psychology

brief contents

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Positive psychology

- targets psychological phenomena in studying positive subjective experiences, such as happiness and optimism, 感恩、知足、寬恕等。



Core Concepts

Study of Human development:

- is a scientific study of processes of change and stability
- first studying childhood in the 19th century
- researchers interested in following development through adulthood
- life-span development became a field of study

Major domains of human growth

Physical / Biological:

- growth of body and brain, including patterns of change in sensory capacities, motor skills, and health

Cognitive:

- pattern of change in mental abilities, such as learning, attention, memory, language, thinking, reasoning, and creativity



Major domains of human growth

Psychosocial development:

- Change of stability in emotions, personality and social relationship.

e.g. Anxiety about taking a test can impair performance. Social support can help people cope with the potentially negative effects of stress on physical and mental health.

Development is a unified process.



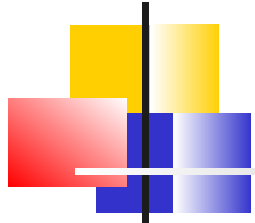
Influences on Development

Normative(基準 / 規範) age-graded influences:

- a psychosocial development in terms of a definite sequence of age-related changes.
- e.g. beginning of school

History-graded influences:

- a group of people strongly influenced by a major historical event during their formative period. e.g. wartime, 911 event, hostage incident in Manila



Non-normative influences:

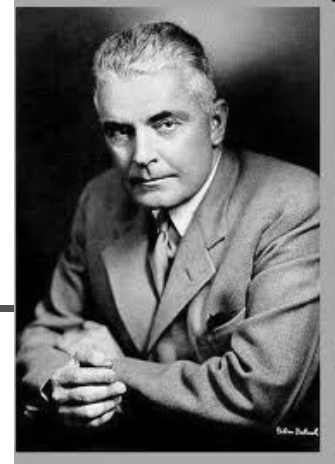
- characteristic of an unusual event that happens to a particular person or a typical event that happens at an unusual time of life. e.g. death of a parent

Heredity (nature) and environment (nurture):

- Heredity(遺傳) ~ Inborn characteristics inherited from the biological parents
- environment ~ Nonhereditary, or experimental, influences on development

Nature-Nurture

Controversy



J. B. Watson (1925):

Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select—doctor, lawyer, artist, merchant-chief, and yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, and abilities.



Reflection & Discussion

Do you agree with Watson?

Which is more important for our body height, language development, or social skills, genetics or environment?

Or a fusion between them?



Nature of change

Continuous change (quantitative) vs discontinuous change (qualitative)

- quantitative: change in number or amount, such as in height, weight, or size of vocabulary
- qualitative: change in kind, structure, or organization, such as the change from nonverbal to verbal communication



Timing of influences

Sensitive periods vs Critical period

- Sensitive periods:

Times in development when a person is particularly open to certain kinds of experiences. (current emphasis)



Timing of influences (cont'd)

Sensitive periods vs Critical period

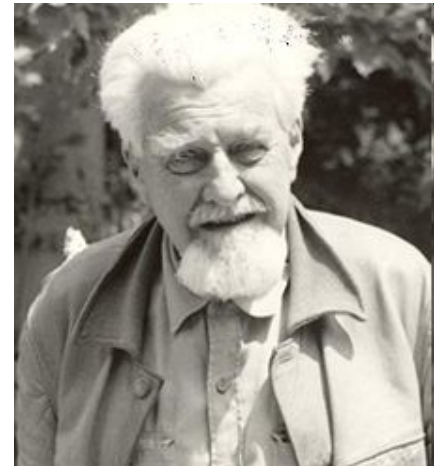
- Critical period:
specific time when a given event or its absence has the greatest impact on development

Konrad Lorenz ã Behaviour

imprinting

Imprinting(銘刻、深刻印象、印記):

- An instinctive form of learning, during a critical period in early development, a young animal forms an attachment to the first moving object it sees, usually the mother (ducks)



6 Principles of the life-span developmental approach

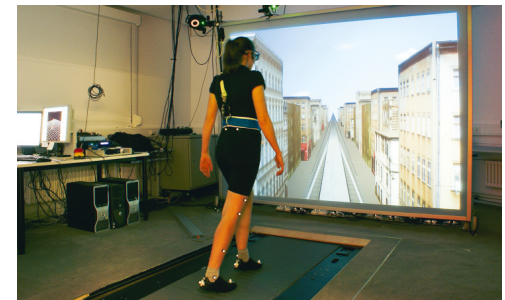
Paul Baltes (1939 - 2006):

1. Development is lifelong
2. Development involves both gain and loss
3. Relative influences of biology and culture shift over the life span



6 Principles of the life-span developmental approach (continued)

4. Development involves a changing allocation of resources (growth, recovery, dealing with loss)
5. Development shows plasticity(可塑性) / modifiable
6. Development is influenced by the historical and cultural context





Major theoretical perspectives on human states that thought, feelings and behaviors are `H

Psychoanalytic approach

- the result of unconscious mental processes formed by early childhood experiences.

Behaviorist approach

- the result of learning in our

Cognitive approach

- the result of thinking or problem solving (information processing).



Major theoretical perspectives on human states that thought, feelings and behaviors are H

Biological approach

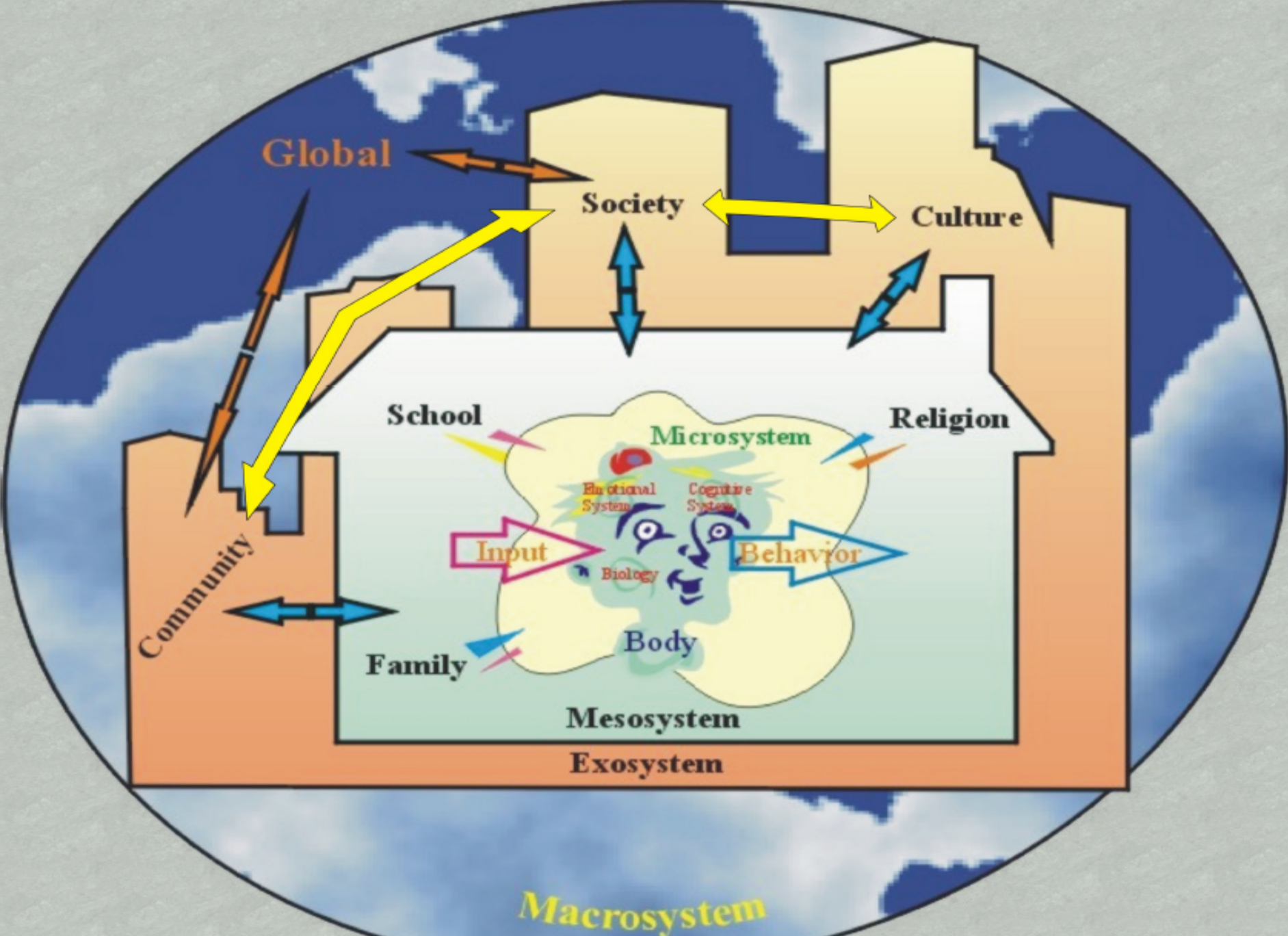
- the result of genetics and physiology (生理學)

Humanistic approach

- the result of psychologically healthy or unhealthy self or self-image

Contextual / Bronfenbrenner's Ecological Systems Theory

- the result of the interaction of the relationships between the environment and his or her own biology.



Bio-Psycho-Social Developmental Dimensions Affect Each Other

- Various aspects of development act together to affect person's overall growth and maturity.
- e.g. Depressed adolescent
(psychological depression \rightarrow withdraw from others and become isolated \rightarrow affect social interaction \rightarrow stop eating and/or exercising \rightarrow significant impact on his biological system)



Discussion

- Is human growth a science subject or a social science subject?
- Which has more impact on development: heredity or environment?
- Nature vs nurture or nurture and nature?

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