

Orientation to Development

Human Behavior
Fall 2005

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Overview

- Lectures
 - Development across the lifespan
- Workshop (15%)
 - Worksheet – due at exam
- Small Group (15%)
 - Clinical vignettes

Handout

- Schedule/ Expectations/ Goals
- Workshop/ Small Group Information & Instructions
- Information on various/ aspects of development
- Information on specific ages
- Recommended resources

Grades

- Exam (70%)
 - 50 items, multiple choice
 - Information from lectures, workshop, small groups & handout
- Workshop (15%)
 - Worksheet
- Small Group (15%)
 - Preparation, participation, understanding

Who Cares?

- Providing good clinical care requires an understanding of the patient
- Understanding the patient requires a basic knowledge of development
- Developmental factors influence both the pathogenesis and symptoms of both medical and mental illnesses and their treatment

Definition

- Emergence of
 - physical & mental structures
 - Physical & mental functions
 - related behaviors
- Result from interaction between
 - Individual
 - Mind
 - Environment

Definition

- Continuum of abilities & behaviors
- Orderly progression
- Considerable variation
 - innate capabilities
 - activity levels
 - environment
- Level & type of stimulation

Classifications

- Age Categories
 - Pregnancy
 - Infancy (0 to 12 months)
 - Toddler/preschool (1 to 4 years)
 - School aged (5 to 12 years)
 - Adolescent (13 to 19 years)
 - Adult (20 plus)

Types

- Physical
- Cognitive
- Emotional
- Social

Theories

- Assume normality
- Based on observations
- Vary in inclusiveness
- Describe maximum expectable capabilities at any given age
- Generally organized by stages, tasks or process

Usefulness

- Provides a foundation to understand the various changes that occur as an individual develops
- Allows individuals to be compared to "expected norms"
- Provide a framework for observation and research

Difficulties

- May be influenced by culture, historical context, SES factors or other environmental conditions
- May not match a particular individual
- May not be flexible enough to incorporate new knowledge
- May only describe/ explain a limited aspect of development

Selected Theories

- Physical
 - Gesell
- Cognitive
 - Piaget, Learning, Information Processing
- Emotional/ Social
 - Freud, Erikson, Mahler, Colarusso

Gesell

- Observation of large numbers of children from 0 to 6 years
- Identified milestones to measure child's status; standardized
- Various areas – motor, personal-social, adaptive, language
- Denver II – Denver Developmental Screening Test

Piaget/ NeoPiagetian

- Scheme or schema – organized patterns of behavior that are repeatable and generalizable
- Factors that influence cognitive development
 - Nervous system maturation
 - Experience
 - Social transmission or teaching
 - Equilibration – moving toward more complex and stable levels of organization

Piagetian Stages

- Sensorimotor (Birth – 2 years)
- Preoperational (2-7 years)
- Concrete operational (7-11 years)
- Formal operational (> 12 years)

Information Processing

- Uses a computer metaphor
 - Processing strategies (software)
 - Brain (hardware)
- 4 strategies to acquire information
 - Take data in from environment
 - Encode data into symbolic mental system
 - Record same data into effective model to understand the environment
 - Decode data so that task solutions possible

Learning

- Individuals learn from experiences
 - Their own
 - Observation of others
- Behaviors reinforced and thus reoccur
- Behaviors can change environment

Freud

- Oral (0-18 months)
- Anal (18-36 months)
- Phallic (3-6 years)
- Latency (6-11years)
- Genital (11plus years)

Erikson

- Basic Trust vs Mistrust (0-18 mos)
- Autonomy vs Shame/Doubt (18-36mos)
- Initiative vs Guilt (3 - 5 years)
- Industry vs Inferiority (5 -12 years)
- Identity vs Diffusion (13-21 years)
- Intimacy vs Isolation (21-40 years)
- Generativity vs Stagnation (40-60 years)
- Ego integrity vs Despair/ Disgust (60+years)

Mahler

- Normal autistic phase (0-1 mo)
- Normal synthesis (2-5 mos)
- Differentiation (5-7 mos)
- Practicing (7-16 mos)
- Rapprochement (16-24 mos)
- Object constancy (24-36 mos)

Colarusso

- Themes/ tasks not tied to chronology
- Tasks
 - Psychological responses to major life events
 - Intrapsychic changes in individuals
 - Effects dependent on individual, associated issues, age

Colarusso

- Themes
 - Intimacy, love, sex
 - Aging body
 - Time and death
 - Relationship to parents, children
 - Relationship to mentor, society
 - Work, play, finances