

### SCRAPBOOKING!

- Choose FIVE:
  - Conception – birth
  - Infancy – toddlerhood
  - Early childhood
  - Middle childhood
  - Adolescence
  - Emerging adulthood
  - Middle adulthood
  - Late adulthood
  - Death, dying
- Each stage, pick an exact age – 1 year, 2 months

### EACH PAGE

- Two REAL faces (no drawings, front face)
- Make it for a person?- !!
- It's a life story about "X"
- Person should be as similar OVER time as possible (brown hair, female, white)
- Real pictures, online (free), your family.....

### FACTSHEET

- EACH age stage, TWO concepts --concepts  
anything that is bolded (textbook)
  - See end of each chapter! paraphrase tell it back
  - Paraphrase the concept (no quotes) apply it and put it into an example
  - Write down page number (p. 58) ( a memory)
  - Place concept in a "memory" about that person in the scrapbook
  - Can be on the same page OR on separate page (at end of scrapbook)
- one concept, one memory, one concept, one memory

### CULTURAL COMPONENT

- Where is your person from?
- Country?
- Ethnicity?
- Traditional values, customs.....

can the concept be inside the memory? No.

### DON'T FORGET!

- REQUIRED TEXTBOOK!!!!
- TA name
- Your name
- MUST be hard copy only (all stapled/together)

## THE BEGINNING

### CHAPTER 1

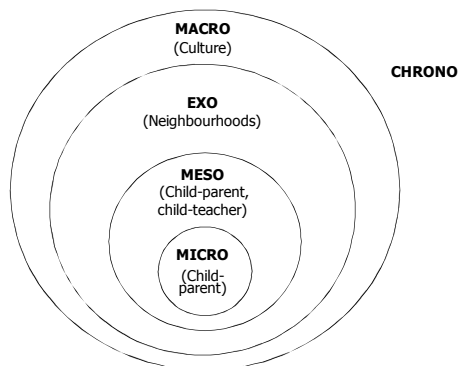
### THE SCIENTIFIC METHOD

- Start with curiosity.....why????
- Hypothesis
- Test the hypothesis: get some evidence!
- Draw conclusions
- Report results
- Read: A View from Science - SIDS

### NATURE - NURTURE

- What are you born with? **Born as a boy or girl.**  
**Stay a boy or girl.**  
**Biology.**
- Your environment
- Development over time
  - Multidirectional
  - Critical period: **MUST -must eat healthy**
  - Sensitive: Ideal time

### BRONFENBRENNER: ECOLOGICAL-SYSTEMS APPROACH



### CANADA: MULTICULTURAL

- Diversity
  - Three founding peoples
    - ✓ Aboriginals: First Nations, Inuit, Métis
    - ✓ English
    - ✓ French
  - Immigration: Multiculturalism Act  
*Recognize and promote the understanding that multiculturalism reflects the cultural and racial diversity of Canadian society and acknowledges the freedom of all members of Canadian society to preserve, enhance and share their cultural heritage*

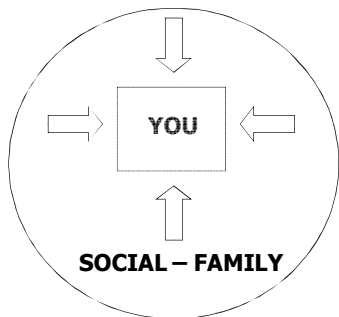
### CULTURE

- *Acculturation*: Cultural and psychological changes that individuals face as they come into contact with a new culture (Berry)
- Canada: 21% immigrant population

Culture: a set of shared values, beliefs, incl. structured relationships  
 -share understanding, affecting their attitudes judgements, emotions  
 practice  
 - dynamic, depending on societal and gp factors

### THEORIES

### VIEWING THE INDIVIDUAL



### PSYCHOANALYTIC THEORY

- Freud
- Inner drives and motive that influence thinking and behaviour
- Stage theory (think of stairs)
  - Universal
  - Hierarchical
  - Invariant
  - Sequential
- Physician, treating those suffering from mental illness

Freud focused on the individual.

### PSYCHOANALYTIC THEORY

- See Table 1.3
- Each stage will be test WHEN we get to them over the semester
- Erikson – student of Freud and extended theory to a lifespan approach
- Erikson also emphasized the SOCIAL aspects (family, peers, community)

Erikson focused on the stages-society and family influence on youth as opposed to freud who focused on children and only inner influence.

### LEARNING THEORY

- Freud: All psyche – how to test?  
how to learn behaviours -rewards, punishment
- How to *learn* behaviours – rewards, punishment
- Behaviourism: Watson – give me 12 infants

### LEARNING THEORY

- Freud: All psyche – how to test?
- How to *learn* behaviours – rewards, punishment
- Behaviourism: Watson – give me 12 infants
  - Classical (respondent) conditioning
    - ✓ Pavlov’s dog
  - Operant (instrumental) conditioning
    - ✓ Skinner
    - ✓ Instrumental (useful)
    - ✓ Rewards and punishment

Pavlov's dogs: dogs learned that the bell meant food

Watson: believed he could turn any child into any result (doctor, drug addict) by creating their environment (denying the nature component of influence)

### LEARNING THEORY

- Reward can be punishment so....
- Positive reinforcement: make the person repeat the behaviour
- Social learning theory: extending to include that we are social beings
  - Modeling

## COGNITIVE THEORY

- Cognitive = thinking, attitudes, beliefs, attitudes
- Piaget!
- Little scientists
- See Table 1.5 for overview
- How to advance intellect?
- Equilibrium: equal - same
- *Disequilibrium*
- Assimilation: Similar info, no change
- Accommodation: Need to change way of thinking

## SYSTEMS THEORY

- System = relationships
- Family Systems Theory: EVERYBODY affects and is affected by each other
- This theory was important to Psychology as researchers “forgot” fathers as parents!

John Piaget: " children are like little scientists"

equilibrium: thinking everything is the same (as a child) that all things with 4 legs are 'dog'

disequilibrium: realizing that not all things are dogs

assimilation: realizing that a cat is not a dog and will never be a dog

accommodation: accepting that a cat is a cat and a dog is a dog

## METHODOLOGY!

- Observation: watching and systematically collecting data
- Experiment: With a group(s), put them under some condition/setting/situation and see what happens - SIDS
- Does group A (mothers putting baby on stomach) affect X (survival)
- Experimental vs. control group

sudden infant death syndrome: children can die from lying on their belly, experiment proved results.

## METHODOLOGY!

- Surveys/questionnaires: On a scale of 1 – 5....
- Case study: focus on one unit (e.g., one person, family, school)

## PARTICIPANTS

- Cross-sectional: compare 2 groups (aged 5 vs. 7)
  - Are they really the same?
- Longitudinal: long time...
  - SAME group at Time 1, Time 2, Time 3.....
- Cross-sequential: BOTH!

-both longitudinal with multiple groups at the same time

## CORRELATION – CAUSATION?

- When you use your umbrella, it rains

## QUANTITATIVE, QUALITATIVE

- Quantitative: N = numbers
  - bigger size, larger numbers
- qualitative: interviews, talking, in depth