

Review Handout for Unit 1: Introduction to Developmental Psychology

0.0 Course Outline

- a) What is Developmental Psychology and how does its focus of study differ from Behavioural Psychology?
- b) What does it mean that “development is not caused simply by age”? Give an example to support your response.
- c) There are three systems of support surrounding an individual, whether it’s the mother or fetus, each having a different level of influence on its development. Which is the support system closest to a mother, furthest from the mother, and name the one that sits between them.

0.1 Intro Activity

- a) Describe ways a baby brain differs from a teen brain or old age brain.
- b) What is one surprising thing about how newborn brains work that would surprise most people?

0.2 Developmental Psychology

- a) What are some reasons why someone would study Developmental Psychology or how can someone studying this field support young learners or families?
- b) Knowing that Psychology helps identify patterns of behaviour in order to explain, predict, alter, or prevent behaviours, give a benefit to studying one of the following: studying children at play, studying toys marketed to certain age ranges (ex: Age 2-3), or videos marketed to make baby brains develop faster.

1.1 Nature vs. Nurture

- a) Specify what elements contribute to a person’s Nature influences and what elements of the individual may be dictated by it.
- b) Specify what elements contribute to a person’s Nurture influences and what elements of the individual are believed to be most related to it.
- c) Is the question whether Nature OR Nurture most influences a person’s development, or is there a different question that’s more important to focus on? Explain.
- d) What did the study of Lucy the Chimpanzee reveal of the Nature/Nurture question?
- e) Explain how the Nature contribution of an individual dictates how or when any Nurture contribution may be most effective. Could you try explaining this using either a goldfish or a child?
- f) Some might mistakenly believe the Nurture influence begins with the care of a newborn. Explain how there is earlier nurture influences potentially affecting an individual.
- g) Using identical twins, explain how nurture influences can be useless until nature characteristics are ready to be impacted by them.
- h) Researchers have identified a pattern with biologically-related siblings: one sibling has a 5% chance their sibling will identify as same sex oriented, but a gay identical has a 50% chance their identical sibling will also identify as gay while a fraternal twin is only 25% as likely to also identify as gay. What does this pattern reveal about the basis of sexual orientation?
- i) Premie babies are born within what gestation range? (How many weeks?)
- j) Babies developed “to term” are within what gestation range? (How many weeks?)

- k) At what week is a fetus considered “viable” and what does this term mean?
- l) What are the possible reasons that may cause premature births and what are some of the potential long-term effects on the infant’s future development?

1.4 Identical Twin Study Experiments

- a) Explain how identical twins are developed differently from fraternal twins and why it matters from a developmental psychology perspective?
- b) Explain the irony behind the fertility of women vs men as they age?
- c) Why are identicals more valued as study subjects than fraternal twins?
- d) Identical twins can mature with one developing a disease or one having an alternative sexual identity. Explain how epigenetics is the root of these differences between identicals.
- e) Explain the real reason why the psychologists behind the Three Identical Strangers brothers arranged their adoptions as they did. What was the true focus of their study and what can we assume they discovered by the lifestyles of each brother?
- f) What does it matter to the rest of us what can be learned from studying identicals and how they are alike or different? Give an example.

2.0 Scientific Method and Terms

- a) Explain why there need to be many methods of research in Psychology and, in particular, why it is beneficial to manipulate when you can but useful to have alternate methods of research when you can’t. Give examples.
- b) In a true experiment, which is the dependent and independent variable? Using the Musical Stairs experiment, identify its dependent and independent variables.
- c) What do reliability and validity have to do with Psychology research?
- d) Explain why you think it matters whether researchers can pinpoint a causal versus correlating influence on behaviour or development.
- e) What is the process for completing an experiment, using the 8 steps from start to finish?
- f) Why is it necessary to begin with a hypothesis for an experiment instead of just manipulating an environment to see what effect it may have? How does a control group relate to this?
- g) Explain the difference between a single versus double blind when looking at experiment results. Which study’s results would you trust more, the one with a single or double blind?
- h) Is bias okay or beneficial to have when developing a study or selecting participants? For example, if you chose to only include females in an experiment at differing age ranges, is there a benefit to excluding males from your selection process?
- i) Explain whether the manipulation of a formal experiment and the control group can occur at the same time. Use an example to explain carefully.
- j) Explain whether confounds can also exist in non-experimental research studies, but in particular how they are often unavoidable in experiments even with controlled environments.
- k) Which influencing factor most makes people shake their head in disbelief, correlating or causal variables? Explain.
- l) Note: All terms related to the scientific method and research may be questioned on the exam.

2.1 Research Methods

- Experimental Method and Observation Method both include observing an environment. How, then, are they different and why is that difference important?
- Survey would be an invalid choice for studying dementia patients. Why does it matter? Can't important information be acquired still? Explain.
- Give an example other than experimental of a type of research method you would use to study parenting influences on teens. Judge its level of validity.
- Give an example of when you would and when you wouldn't use each of the types of research. (All 6!)

3.0 Ethics of Psychology

- Remembering the list of Top 10 Unethical Experiments of Psychology, what stands out as the main reason(s) why experiments in that list are considered so wrong?
- What is coercion and why can't you force a participant to be in a formal experiment?
- How is informed consent different from regular consent? Give an example to support your answer.
- Explain why it's often necessary to use deception with participants when creating/performing an experiment, but why that deception must remain limited? Why do you think the distinction of limited, or minimal, deception is given?
- Give an example of debriefing and explain whether the Three Identical Strangers (brothers) got it.
- What do you think the reasoning is for a confidentiality rule for the ethics of Psychology experiments?
- List the three parts of ethics with animals and judge whether Lucy, the chimpanzee, was treated properly according to these rules.

3.1 Ethics of Designer Babies – pros and cons

- Explain what PGD, Pre-implantation Genetic Diagnosis is and why it's offered to pregnant mothers.
- What is the process of IVF? How does it help couples trying to become pregnant?
- Identify three grey areas of ethics related to the practice of "designer babies".

Exam Format 2020

- 10 matching (20%)
- 10 True/False (20%)
- 16 Multiple Choice (32%)
- 7 Short Answer (Choices) (28%)



