Chapter 1 Maret

#1

The concept of the "capable fetus" is still not widely accepted, and the prevailing view of prenatal life, similar to the perception of the newborn in the 1960s, continues to view the fetus as relatively passive and inert physically and psychologically devoid of meaning. Despite overwhelming evidence to the contrary, the fetus' physical and psychological capacities are still minimized and ignored. One possible explanation is that interest in embryology dates back to the Middle Ages and before, and is primarily focused on anatomy and the "mechanisms" of pregnancy and childbirth, rather than the fetal perspective. Although interest in the dynamics of life in the womb is slowly changing, there is a tendency to work backwards from adult functions, eventually reaching the prenatal stage.

This "comparison" mentality, whether intentional or unintentional, leads to the perception of preterm and neonatal infants as dysfunctional adults rather than well-functioning fetuses and neonates. Another factor that may continue to influence fetal perception of competence is "incomplete sensory tract myelination," which results in the fetus not receiving neural information from its specific sensory receptors. (However, Langeworthy's study later demonstrated that complete myelination that occurs only after birth is not important for sensory function.) Certain types of investigations have been legitimately halted due to ethical concerns regarding human embryology and fetal research. As a result, no specific data on fetal life expectancy exists. As a result, comparative animal studies are overused. The lack of technology in the past has also resulted in a misunderstanding of fetal function. As technology advanced (including ultrasonography, photography, sonography, and EEG), a previously unavailable "window" into human embryonic and fetal life became available.

#2

The notion that the prenatal environment influences the developing organism is not new or novel in the last century. Many early thinkers speculated about fetal behavior and psychology, as well as the influence of maternal and/or environmental determinants on fetal outcome, some correctly and some incorrectly. Both Democritus and Epicurius hypothesized that the embryo ate and drank on its

own. Many theories about obstetrics were developed, including theories about the origin of twins and the profound influence of the maternal imagination on the fetus, with Hippocrates' thesis allowing him to correctly deduce that maternal blood flow nourished the embryo. Among early Western thinkers, Aristotle stands out as the most important promoter of embryology. He correctly predicted the nature of fetal nutrition and several important aspects of embryology, such as genetics and enzymatic action. Aristotle, interestingly, speculated that the senses were acquired during pregnancy.

#3

There were active speculative traditions about embryology and fetal processes in places other than the traditional "West" that preceded and paralleled the early Greek and Roman embryological advances. The most prominent were a group of Indian writers, the earliest of whom was Susruta, who lived around the end of the sixth or early fifth century B.C. Susruta's claim that "the physical and mental characteristics of the future child, whether apparent or latent," are predetermined. He shares a similar theoretical concept with Karaka, the second prominent early Indian thinker in the field of embryology, who classified each parent's "genetic heritage" according to gender. The "stable and hard component" of the body is contributed by the father, while the "soft component" is contributed by the mother's "genetic" contribution. What emerges from the "physical and spiritual harmony" of the parents are the "genetic" characteristics of intelligence, health, courage, physical fitness and "bright skin color". Susruta also articulated a complex understanding of the fetal-placental unit's physical and psychological interdependence. He describes the various stages of infant development after birth, noting that when all major limbs and organs appear in their basic form, the fetus gains awareness of its surroundings and begins to "desire" sensory objects. The thinker Karaka believes that proper nutrition results in a child's size, vitality, energy, and satisfaction. The umbilical cord and placenta connect the fetus to the mother's heart, and nutrients, as well as "vitality and color," are transmitted through the blood. Thus, the potential effects of prenatal psychology on the psychology of the newborn child are listed, as are the potential mental stresses that could cause psychological harm to the fetus. Other Indian thinkers have also proposed various embryological theories. Most

people agree with Susruta and Caraka, demonstrating a surprising consistency in the field of fetal psychology, particularly when it comes to sensory perception and consciousness.

#4

For nearly 13 centuries, advances in embryology and fetology have been stagnant in the Western tradition. Only a few works have been produced that are retellings or compilations of Hippocrates, Aristotle, Solonius, and Galen. However, some minor breakthroughs began to emerge, such as Leonardo da Vinci's embryological and fetal logical statements, drawings, and illustrations. Until the 16th century, the popular understanding of embryonic development was epigenetic, which meant that the components of developmental creation happened in a sequential order. This conceptualization's historical weakness is that it does not adequately explain the complex mechanism of "creation" of life itself. The pre-formative theory held that micro-embryonic life already existed in the parental body and that development was merely growth rather than creation. This became a less dominant but plausible opposing viewpoint at the time, and this argument gained popularity in the late 16th century. The inability to find eggs or sperm in the womb, on the other hand, led some to revert to an epigenetic line of thought. With the invention of the microscope at the end of the 17th century, Hamm and Levenhoek discovered sperm for the first time in 1677, and De Graaf observed ovarian follicles. Thus, the theory of preformation resurfaced, but was split into two camps: "animists," who believed the microsequester was found in the egg, and "ovaries" who believed it was found in the sperm. The performist viewpoint was dominant in its various manifestations at least until the mid-18th century. The ability to form thoughts, according to John Locke, may be a feature of fetal life. Some speculation about fetal cognition and understanding occurred during this period, and there should have been some significant advances in the late 18th century, including the application of experimental methods to embryology by Spallanzani, which eventually proved that both the egg and sperm were required for conception, a finding that, combined with a general lack of evidence for a theory of formation, led to a return to epigenetic arguments.

Chapter 2 Maret

#2

Lake notes that catecholamines transmit "information" related to the emotions surrounding the mother's circle, causing all her organs and cells to feel joy or sadness, love or disgust, vitality or exhaustion, through the placental barrier, according to the maternal-infant distress syndrome paradigm (which is not a barrier for these substances) In this case, the fetus conducts its own emotional research and responds by either passively accepting the mother's negative emotions as if they were real to it, or protesting and becoming overwhelmed by them. It can actively oppose sharing in the mother's illness and fight back against them. The umbilical vein not only transmits nutritional resources, but it can also be perceived as "a life-giving flow that brings..... But it can also be "a carrier of bad feelings that can be imposed on the fetus if the mother herself is in pain and 'feeling bad'. If the mother feels emotionally unsupported, "this feeling of lack, lack of recognition, and failure to seek support can be felt as specifically as the fetus. In his study, Lake also stated that the fetus is vulnerable to "everything that happens to the mother, especially in the first trimester, the first three months after conception," and he soon discovered that when used in the presence of a trusted therapist, LSD-25 appeared to be effective in eliminating the patient's symptoms. LSD-25 appeared to be effective in erasing the patient's "forgotten" memories when used in the presence of a trusted therapist. "No matter what the patient said, as the thick shell of repression collapsed under the influence of the drug, the contents of the subconscious appeared in the conscious mind," he began to notice.

Lake believed that the origins of schizophrenia and schizoaffective personality disorder occurred during the first six months of life. A fourth observation is that early emotional stress responses tend to establish a lifelong pattern of similar reactions. People who react "hysterically" as children are more likely to react hysterically as adults. People who develop typical "depression" defensive patterns early in life are more likely to use them later in life.

When I first started reading, I thought Lake's "research evidence" seemed very metaphysical, despite the fact that it presented information that felt quite medical, but perhaps I am not a medical professional? Some of his evidence continues to elude me. When Reich mentioned the LSD-25 study, I believe that the contents of the shallow consciousness appear in consciousness, and that the human brain stores space that we cannot imagine, and that some things are not forgotten, but may be stored in a deep space for various reasons, and that this result leads him to see the root cause of schizophrenia, which interests me. I believe I still have a long way to go before fully grasping Frank Reich's theory, but it is one that I have not encountered and would like to learn more about.

#4

When I look up fetal psychology, prenatal psychology and birth psychology. I notice that much of the discussion now is behavioral, and that there is no difference between a newborn and a 32-week-old fetus. A new study suggests that fetuses can feel, dream, and even enjoy the Cat in the Hat. As a result, the abortion debate may never be the same again. Fetuses can learn more than just the sounds of mothers and strangers in the body; they can also go through REM sleep and even taste food. Even premature babies are affected. In addition, I noticed a difference between the pregnant woman's psychology and that of the fetus. Women in pregnancy are easily affected by hormones and can become anxious and depressed, so they require not only counseling to adjust their emotions, but also family support. Some articles even state that pregnant women can choose to abort their babies in order to avoid suicidal tendencies caused by too much depression.

Pre and Peri-Natal Psychology: An Introduction

Dr. Thomas Verny, also a psychiatrist. He is the author of a number of books dealing primarily with prenatal and perinatal psychology. In the video, Dr. Wiley states that perinatal psychology is a relatively new science. It tends to explore and explain all aspects of early human development. It includes genetics, as well as neurobiology and psychology based early human development. It is a unified, holistic, longitudinal and contextualized theory and practice.

All of this means that today, more than ever, we understand that what a pregnant mother eats, drinks, experiences, is stressed, and even how she feels and thinks can affect the development of her unborn child in small ways, and sometimes with modulating luxuries, depending on the situation. This is because every moment the child is in the womb is influenced by the mother's experience. We need to understand the basic concepts of prenatal and perinatal psychology. The first concept is that life is a continuous process. In fact, life begins about nine months before, so understanding life is not like a life switch that is turned on at the birth of a baby. The second most important concept is that there is really no separation between the mind and the body, since the baby has already had many, many experiences before it first enters the outside world from the womb. So everything that the pregnant woman experiences is experienced by the unborn child, and very often what the unborn child experiences is fed back into the mother's body in many different ways, particularly through hormones, messenger hormones and the blood system.

So, again, this is the second most important concept in Primm's perinatal psychology. Of course, how humans develop and learn depends on the dynamic interaction between nature and nurture, between the genetics of a person's conception and all the experiences that that person is exposed to during those nine months, and of course the months and years after the rule. So it's a dynamic interaction. It's not one gene or the other that is not more important than nature and the environment, and anyone who tells you differently, anyone who says, you know, it's 55% genes and 45% environment, they really don't know what they're talking about. Because we simply don't know, all we know is that it's an interaction. The brain is sensitive to experience throughout life, but experience in the critical prenatal and early postnatal periods organizes the brain. Experience is the main architect of the brain.