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Required Question:

Early adulthood is a time of significant physical and physiological changes as individuals reach their peak physical and cognitive capabilities. In early adulthood, individuals typically reach their peak physical capabilities, with their bodies being in the best shape and health compared to any other stage of life. Although, some changes may still occur such as changes in metabolism, decrease in muscle mass, and changes in bone density. Another example is cognitive abilities as it includes memory, problem-solving, and decision-making, continuing to develop and become more refined throughout early adulthood. Some also tend to become more “analytical and reflective, and are able to think more critically about complex issues.” Emotional changes continue to develop during early adulthood as many individuals are better able to understand and manage their emotions, leading to improved relationships and better decision-making. During early adulthood, individuals establish their own identity and form close relationships with others, such as romantic partners and friends. Individuals tend to prioritize their personal relationships over other aspects of life. It’s also a time when individuals begin to establish their careers and financial independence. This often involves completing higher education, finding employment, and developing professional networks. Early adulthood is a critical period of physical, cognitive, emotional, social, and occupational development, as individuals transition from adolescence to adulthood and establish the foundation for their future.

Chapter 11: Question #1

The transition to college and the transition to middle school are both significant life changes that can have a huge impact on an individual's personal, social, and academic development. The transition to middle school typically occurs between the ages of 9-14, while the transition to college occurs between the ages of 18-19. The developmental stage and level of maturity of individuals undergoing these transitions can be varied. The transition to college often involves a much greater level of independence than the transition to middle school. College students are expected to manage their own schedules, make decisions about their academic and personal lives, and take responsibility for their own success. In contrast, middle school students are still largely dependent on their parents and teachers to guide and support them. The academic demands of college are much higher than those of middle school. College courses are more challenging and require a greater level of independent thinking, while middle school classes are more focused on building foundational skills. The social environment is also very different. The social environment of college is often much more diverse and complex than that of middle school. College students have the opportunity to meet people from different backgrounds and cultures, while middle school students are still primarily interacting with peers from their own neighborhood and school. The transition to college is typically longer and more drawn out than the transition to middle school. College students may experience significant changes and challenges throughout their first year or two, while the transition to middle school tends to be a more abrupt and immediate change. The transitions to college and middle school are both significant life changes, but they differ in terms of age and developmental stage, independence, academic demands, social environment, and more.

Chapter 11: Question #8

There are many approaches to adult cognitive development, but two of the most important are Piaget's cognitive developmental theory and Schaie's stages of cognitive development. Piaget's theory suggests that cognitive development occurs in distinct stages, with each stage building on the previous one. According to Piaget, "individuals progress from the sensorimotor stage (birth to age 2), to the preoperational stage (ages 2 to 7), to the concrete operational stage (ages 7 to 12), and finally to the formal operational stage (ages 12 and up)". Each stage is marked by specific cognitive abilities and limitations, and individuals must pass through each stage in order to reach the next. Schaie's theory however, suggests that "cognitive development is a lifelong process, with individuals passing through several stages of development as they age". Schaie identifies seven stages of cognitive development, which he categorizes into two main types, the acquisition stage (childhood and early adulthood) and the achievement stage (middle and late adulthood). Each stage is marked by specific cognitive abilities and challenges, and individuals may move through the stages at different rates depending on a variety of factors, including genetics, environment, and life experiences. Some similarities between the two approaches are the importance of cognitive development throughout the lifespan, and their recognition of the role of both nature and nurture in shaping cognitive development. Some differences include Piaget's focus on distinct, age-related stages of cognitive development, compared to Schaie's. While Piaget's theory emphasizes the role of "individual experience and exploration in cognitive development", Schaie's theory emphasizes the importance of "cultural and historical context, as well as social interactions and experiences", in shaping cognitive development. Piaget's cognitive developmental theory and Schaie's stages of cognitive development are two influential approaches to understanding adult cognitive development. While they share some similarities, such as their focus on the importance of lifelong

cognitive development, they differ in their emphasis on distinct stages versus a more flexible and continuous approach, and in their attention to individual versus contextual factors.

Chapter 11: Question #13

Anorexia is a serious eating disorder characterized by an intense fear of gaining weight and a distorted body image. Individuals with anorexia may severely restrict their food intake, engage in excessive exercise, and exhibit other behaviors such as purging or the use of laxatives. This can lead to significant weight loss and malnutrition, which can have serious physical and psychological consequences. The causes of anorexia are complex and can include genetic, biological, psychological, and environmental factors. Individuals with a family history of eating disorders, a history of trauma or abuse, and those who have experienced societal pressure to be thin may be at a higher risk for developing anorexia. Additionally, anorexia may be triggered by stressful life events such as a major change or loss. The underlying causes of eating disorders can be complex and multifaceted. Some common factors that can contribute to the development of eating disorders include "genetic predisposition," environmental factors such as cultural pressures to be thin or diet, and psychological factors such as low self-esteem, anxiety, or depression. The incidence of eating disorders has increased significantly in the last 50 years, and some possible reasons for this include changes in societal attitudes towards body image and an increase in media exposure to unrealistic beauty standards. Changes in diet and physical activity patterns may also contribute to the rise in eating disorders. Eating disorders are more common among women than men, with studies showing that women are up to ten times more likely to develop an eating disorder than men. This disparity may be due in part to cultural pressures on women to conform to narrow beauty standards, as well as to gender-specific differences in the way men and women perceive and respond to body image pressures. Women may be more likely to seek treatment for eating disorders than men, leading to higher rates of diagnosis among women.

Chapter 12: Question #17

Romantic love, affectionate love, and friendship are all forms of love, but they differ in their nature and characteristics. Romantic love is an intense feeling of attraction and connection between two people that is often characterized by a strong emotional and physical bond. It is typically associated with the early stages of a relationship, “where partners experience intense feelings of passion, infatuation, and desire for each other”. Romantic love is often characterized by a “sense of exclusivity”, and it typically involves strong emotional and physical intimacy. Affectionate love is a type of love that is characterized by feelings of warmth, caring, and deep emotional attachment between individuals. It is often associated with long-term relationships, such as marriage, and it involves a strong sense of commitment and loyalty. Affectionate love is typically less intense than romantic love, but it is more enduring and stable over time. Friendship is a type of love that is based on mutual trust, respect, and affection between individuals who share common interests, values, and experiences. It involves a strong emotional connection, but it is typically not associated with strong physical intimacy or romantic attraction. Friendship is often characterized by “a sense of equality and mutual support”, and it can be very enduring and satisfying over time. Romantic love is characterized by intense feelings of passion and desire, affectionate love is characterized by warmth and emotional attachment, and friendship is based on mutual trust, respect, and shared interests. These types of love can overlap and coexist in various ways, however, they differ in their nature and focus.

Chapter 12: Question #23

Divorce is often an emotionally challenging experience that can vary greatly depending on the individual and their circumstances. Divorce can be a highly emotional and stressful experience, and individuals may experience a range of feelings such as anger, sadness, guilt, anxiety, and depression. It can also be a time of uncertainty and upheaval, as individuals may need to adjust to changes in their living arrangements, social networks, and financial situation. Divorce can also involve a loss of identity for some individuals, particularly if they have been in a long-term relationship or have children. It can have a significant impact on individuals and their families. It can be a highly stressful and emotional experience, causing feelings of grief, anger, and uncertainty. Children of divorced parents may experience emotional and psychological challenges, such as anxiety, depression, and behavioral issues. They may struggle to redefine themselves as single and may experience a sense of loneliness and isolation. Divorce often involves legal and financial challenges, such as dividing property, assets, and debts, and determining child custody and support. These issues can be stressful and time-consuming, and they may require the assistance of lawyers, financial advisors, and other professionals. Having a supportive network of family and friends can be crucial during the divorce process. Individuals may also seek support from therapists or support groups to help them cope with the emotional and practical challenges of divorce. In conclusion, divorce can be a difficult and challenging experience that can impact every aspect of an individual's life. However, with time and support, many individuals are able to navigate the process and move forward in a positive direction.

Chapter 12: Question #24

Gender issues are complex and multifaceted, and they can impact the development of women and men in different ways. Gender socialization refers to the process by which individuals learn gender norms and roles through social interactions with family, peers, and society. Women and men may be socialized differently, with women often being taught to be nurturing, emotional, and focused on relationships, while men are often taught to be competitive, assertive, and independent. These gender norms can impact how women and men see themselves and their place in the world, which can influence their development and life choices. Gender issues can also affect women's and men's educational experiences. For example, women may face gender bias and discrimination in academic and professional settings, which can limit their opportunities and career advancement. Men may also experience gender-related pressures, such as expectations to conform to traditional masculine norms, which can impact their academic and social development. Gender issues can also impact women's and men's work and family lives. Women may face barriers to career advancement, such as the "glass ceiling" and gender pay gap, which can impact their financial security and ability to balance work and family responsibilities. Men may also face gender-related pressures, such as the "breadwinner" stereotype, which can impact their ability to participate in caregiving and family responsibilities. Gender issues can impact women's and men's development in different ways, depending on their socialization, education, work, and family experiences. Understanding and addressing these gender issues is crucial to promoting gender equality and supporting the healthy development of both women and men.

Chapter 11: Question #7

Coerced sexual activity refers to “any sexual activity that is not consensual, where one person is pressured or forced into sexual behavior against their will”. This may involve one partner pressuring the other into sexual activity through threats or emotional manipulation, even when the other partner is not comfortable or willing. The victim may experience a “range of emotional and psychological consequences, such as depression, anxiety, and feelings of shame or guilt.” This involves any unwanted sexual attention or behavior in a professional setting, where an employee is coerced into sexual activity in exchange for job opportunities or other benefits. The victim may feel powerless to speak out or resist due to concerns about job security or retaliation. This can lead to feelings of “isolation, humiliation, and even post-traumatic stress disorder (PTSD)”. This involves any non-consensual sexual contact, including unwanted touching, groping, or rape. The victim may experience a range of physical and psychological consequences, such as injuries, PTSD, and sexual dysfunction. While the consequences of coerced sexual activity may vary depending on the specific circumstances, there are some commonalities. Victims of coerced sexual activity may experience “physical, emotional, and psychological trauma” that can have long-lasting effects on their health and well-being. In each case of coerced sexual activity, the consequences for the victim can be severe and long-lasting. The victim may experience physical, emotional, and psychological trauma, as well as a loss of trust in others and a diminished sense of self-worth. They may experience a sense of shame, guilt, or self-blame, and may struggle with relationships, intimacy, and trust. It is important for victims of sexual coercion to seek support and professional help to recover from the trauma they have experienced.

Extra References:

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