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Lifespan And Human Development Sigelman

She has taught courses in child, adolescent, adult, and life-span development and has published research on such topics as the communication skills of individuals with developmental disabilities, the development of stigmatizing reactions to children and adolescents who are different, children's emerging understandings of diseases and psychological disorders, and communication in military families separated by deployment.

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Life-Span Human Development - Carol Sigelman, Elizabeth ... Human Growth and Development Through the Lifespan Book Summary : As part of the Quick Look Nursing series, Growth and Development Through the Lifespan presents an overview of human growth and development from conception through later adult life using a biopsychosocial framework.

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This topically organized, research-based text covers the physical, cognitive, and psychosocial aspects of human development, with attention to all periods of the life span. Its topical organization makes this text a truly unique alternative to traditional, chronologically organized development texts. By combining the best of the topical and chronological approaches, the authors are able to present life-span development as a motion picture rather than as a series of individual snapshots, thus preserving the integrity of the life-span development concept. Although in the Second Edition the basic perspective remains unchanged, the authors have sharpened the focus on themes such as the importance of the fit between person and environment, and added emphasis on cultural and subcultural diversity in development. Because of the complexity of many of the issues in human development, Sigelman and Shaffer have aimed for a book that is highly readable and yet scholarly. Through careful organization, real life examples, a clear and straightforward writing style, apt use of concrete examples and analogies, and a focus on the relevance of materials to students lives, the authors have made even the most complex topics

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Known for its clear, straightforward writing style, comprehensive coverage, strong and current research-based approach, and excellent visuals and tables, this life-span development text offers a topical organization at the chapter level and a consistent chronological presentation within each chapter. Each chapter focuses on a domain of development such as physical growth, cognition, or personality, and traces developmental trends and influences in that domain from infancy to old age. Within each chapter, you will find sections on four life stages: infancy, childhood, adolescence, and adulthood. This unique organization enables students to comprehend the processes of transformation that occur in key areas of human development. Another staple of the text is its emphasis on theories and how they apply to specific topics in each chapter. This new edition also asks students to engage more actively with the content, and includes a clear focus on the complex interactions of nature and nurture in development, more integrated coverage of culture and diversity, and an exciting new media package for both students and instructors.

Why do human beings develop as we do? Help your students gain a deeper understanding of the many interacting forces affecting infancy, childhood, adolescence and adulthood. This locally adapted textbook includes local, multicultural and indigenous issues and perspectives, local research in development, regionally relevant statistical information, and National guidelines on health. Each chapter focuses on a domain of development such as physical growth, cognition, or personality, and traces developmental trends and influences in that domain from infancy to old age. Within each chapter, you will find sections on four life stages: infancy, childhood, adolescence and adulthood. This unique organisation enables students to comprehend the processes of transformation that occur in key areas of human development. An important feature of the text is its emphasis on theories and how they apply to specific topics in each chapter. The text also asks students to engage more actively with the content, and includes a clear focus on the complex interactions of nature and nurture in development, more integrated coverage of culture and diversity.

Ben shu zhi zai jian yan yi you de yan jiu zheng ju, Xi tong chan shu you guan cheng ren fa zhan he lao ling hua xiang dui ke xin de jie lun. Bing zai mei yi zhang jie fu you nei rong zong jie he jie shi xing de chen shu.

1、怎樣形成對他人的印象？對他人形成印象的過程也叫做印象形成，它是指我們把他人若干有意義的人格特性進行綜合、概括、形成一個具有結論意義的特性的過程。心理學家阿希（S. Asch）最早對此進行了系統的研究，在研究中阿希把人格特性分為中心特徵（比如「熱情」和「冷淡」）和邊緣特徵（「文雅」和「粗魯」），結果發現我們對他人的印象形成主要是按照中心特徵，邊緣特徵所起的作用不大。阿希之后，

其他的心理學家繼續對印象形成的過程進行研究，並從以下幾個方面對這個過程的特性做了總結。（1）第一印象 在與陌生人交往的過程中，我們所得到的有關對方的最初印象叫做第一印象。第一印象中最重要、最有力的是評價，即多大程度上喜歡或討厭對方。第一印象包含很多維度，如友善、健康等，但所以這些維度都離不開評價，評價是我們對他人形成印象的基本維度。奧斯古德等人（Osgood & Suci, Tanenbaum）用語義分析的實驗就證明了我們評價事物時的幾個基本維度。在研究中他們給給被試一張配對的特質形容詞表，讓他們把某一特殊的人或物歸到這些特質上去。配對特質包括快樂與悲傷、好與壞、強壯與軟弱、溫暖與冷淡等。評定的項目包括母親、玉石等。例如，讓被試評定母親是快樂還是悲傷的等，最后找出了被試評定人或事物時的三個基本維度：

評價（evaluation）：指對他人或事物從好與壞方面加以評定。力量（potency）：指對他人或事物從力量的強弱方面加以評定。

活動性（activity）：指對他人或事物從主動與被動方面加以評定。奧斯古德發現，一旦某個人或物被置於這三個維度上，即使有再多的評定，也無法增加對這個人的信息。同時在這三個維度中，評價是最重要的維度，一旦人們對他人在這個維度上定位，那麼對這個人的其他知覺也基本落在同一地方。初次見面，你一旦對某個人形成有利或不利的印象之后，會把它延伸到其他方面。所以有人總結說：第一印象並非總是正確的，但卻總是最鮮明、最牢固的，它決定着我們對他人的知覺。金德等人（Kinder、Abelson）對1980年美國總統選舉的研究則發現人們在對總統候選人進行評價時的兩個維度：能力（competence）和是否正直（integrity）。前者包括知識能力、感召力以及領導能力；后者則在包括是否有道德、誠實以及對權力的慾望等。美國人正是根據在這兩個維度上對候選人的評價來決定誰該當選，結果因為里根在這兩個方面佔優而擊敗卡特當選為美國總統。（2）整體印象 人們在知覺他人的時候往往會獲得許多有關他人的信息，那麼，人們又是怎樣把這些信息整合在一起，形成對他人的整體印象呢？心理學家安德森（Anderson）等人從20世紀60年代開始就系統地對這個問題進行研究，並在研究的基礎上提出了幾個信息加工處理的模型，這些模型在一定程度上到了后來研究的驗證。第一個模型是平均模型（The averaging model）：它是安德森在1965提出來的，該模型認為在印象形成過程中，我們以簡單平均的方式處理所獲得的有關他人的信息。如表2-1所示：蘇珊對約翰的整體印象的形成就是依據平均模型，她把自己對約翰的單個評價加起來，然后求其平均數。平均模型是我們對他人形成印象時採取的最為簡單的模型。

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