

Chapter 1: A Life Course Perspective

Test Bank

Multiple Choice

1. A(n) _____ perspective looks at how chronological age, relationships, common life transitions, and social change shape people's lives from birth to death.

- A. person-in-environment
- B. life course
- C. developmental
- D. identity development

Ans: B

KEY: Learning Objective: 1.2. Summarize the relevance of the life course perspective for social work competencies.

Answer Location: The Life Course Perspectives and Social Work Practice

Difficulty Level: Easy

REF: Cognitive Domain: Knowledge

2. A(n) _____ is the sequence of significant events, experiences, and transitions in a person's life.

- A. developmental history
- B. self history
- C. personal history
- D. event history

Ans: D

KEY: Learning Objective: 1.2. Summarize the relevance of the life course perspective for social work competencies.

Answer Location: The Life Course Perspectives and Social Work Practice

Difficulty Level: Easy

REF: Cognitive Domain: Knowledge

3. A cohort is similar, yet distinct from a(n) _____.

- A. generation
- B. team
- C. family
- D. observational group

Ans: A

KEY: Learning Objective: 1.4 Summarize five basic concepts of the life course perspective (cohorts, transitions, trajectories, life events, and turning points).

Answer Location: Cohorts

Difficulty Level: Easy

REF: Cognitive Domain: Comprehension

4. A _____ is a significant occurrence in a person's life that may produce serious and long-lasting effects.

- A. transition
- B. trajectory
- C. life event
- D. turning point

Ans: C

KEY: Learning Objective: 1.4 Summarize five basic concepts of the life course perspective (cohorts, transitions, trajectories, life events, and turning points).

Answer Location: Life Events

Difficulty Level: Easy

REF: Cognitive Domain: Knowledge

5. A _____ is a change in roles and statuses that represent a distinct departure from prior roles and statuses.

- A. transition
- B. trajectory
- C. life event
- D. turning point

Ans: A

KEY: Learning Objective: 1.4 Summarize five basic concepts of the life course perspective (cohorts, transitions, trajectories, life events, and turning points).

Answer Location: Transitions

Difficulty Level: Easy

REF: Cognitive Domain: Knowledge

6. A _____ is a life event or transition that produces a shift in the life course trajectory.

- A. transition
- B. trajectory
- C. life event
- D. turning point

Ans: D

KEY: Learning Objective: 1.4 Summarize five basic concepts of the life course perspective (cohorts, transitions, trajectories, life events, and turning points).

Answer Location: Turning Points

Difficulty Level: Easy

REF: Cognitive Domain: Knowledge

7. A _____ is a long-term pattern of stability and change, which usually involves multiple transitions.

- A. transition
- B. trajectory
- C. life event
- D. turning point

Ans: B

KEY: Learning Objective: 1.4 Summarize five basic concepts of the life course perspective (cohorts, transitions, trajectories, life events, and turning points).

Answer Location: Trajectories

Difficulty Level: Easy

REF: Cognitive Domain: Knowledge

8. _____ is a major theme of the life course perspective which suggests that individual and family development must be understood in a past context.

- A. Timing of lives
- B. Linked or interdependent lives
- C. Developmental risk and protection
- D. Interplay of human lives and historical time

Ans: D

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Interplay of Human Lives and Historical Time

Difficulty Level: Medium

REF: Cognitive Domain: Knowledge

9. The life course perspective is useful to social work because it acknowledges the _____ of people's lives.

- A. multidisciplinary nature
- B. diversity
- C. similarity
- D. central purpose

Ans: B

KEY: Learning Objective: 1.2: Summarize the relevance of the life course perspective for social work competencies.

Answer Location: The Life Course Perspective and Social Work Practice

Difficult Level: Medium

REF: Cognitive Domain: Comprehension

10. _____ is a major theme of the life course perspective which suggests that experiences with one life transition have an impact on subsequent transitions and events and may either guard the life course trajectory or put it at risk.

- A. Timing of lives
- B. Diversity in life course trajectories
- C. Developmental risk and protection
- D. Interplay of human lives and historical time

Ans: C

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Major Themes of the Life Course Perspective

Difficulty Level: Medium

REF: Cognitive Domain: Knowledge

11. A person's _____ indicates their level of biological development and physical health, as measured by the functioning of their various organ systems.

A. biological age

B. chronological age

C. psychological age

D. social age

Ans: A

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Dimensions of Age

Difficulty Level: Easy

REF: Cognitive Domain: Knowledge

12. The capacities that people have and the skills they use to adapt to changing biological and environmental demands is _____.

A. biological age

B. chronological age

C. psychological age

D. social age

Ans: C

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Timing of Lives

Difficulty Level: Easy

REF: Cognitive Domain: Knowledge

13. _____ represents age-graded roles and behaviors expected by society.

A. spiritual age

B. chronological age

C. psychological age

D. social age

Ans: D

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Timing of Lives

Difficulty Level: Easy

REF: Cognitive Domain: Knowledge

14. _____ indicates the current position of a person in the ongoing search for meaning and morally fulfilling relationships.

- A. spiritual age
- B. chronological age
- C. psychological age
- D. social age

Ans: A

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Timing of Lives

Difficulty Level: Easy

REF: Cognitive Domain: Knowledge

15. Policies and laws that regulate timing of social role transitions are referred to as _____.

- A. age norm
- B. age structuring
- C. age timing
- D. age development

Ans: A

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Standardization in the Timing of Lives

Difficulty Level: Medium

REF: Cognitive Domain: Knowledge

16. The behaviors that are expected of people of a specific age in a given society at a particular point in time are referred to as _____.

- A. age norm
- B. age structuring
- C. age timing
- D. age development

Ans: A

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Standardization in the Timing of Lives

Difficulty Level: Medium

REF: Cognitive Domain: Knowledge

17. The ability of some people to fare well in the face of risk factors is referred to as _____.

- A. coping ability
- B. adaptability
- C. protection
- D. resilience

Ans: D

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Developmental Risk and Protection

Difficulty Level: Easy

REF: Cognitive Domain: Knowledge

18. The story of Phoung and her family's experience resettling in southern California after spending two years in a refugee camp highlights _____.

- A. the importance of understanding intergenerational issues within a family
- B. the importance of understanding the unique adjustments refugee or immigrant families experience
- C. how risk factors affect development
- D. how protective factors affect development

Ans: B

KEY: Learning Objective: 1.8 Apply basic concepts and major themes of the life course perspective to recommend guidelines for social work engagement, assessment, intervention, and evaluation.

Answer Location: Case Study 1.3

Difficulty Level: Medium

REF: Cognitive Domain: Application

19. An example of a typical age norm in the U.S. is that _____.

- A. teenagers are too young to date
- B. middle-aged men often experience mid-life crises
- C. elderly people are bad drivers
- D. children are expected to leave the parental home at 18

Ans: D

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Dimensions of Age

Difficulty Level: Medium

REF: Cognitive Domain: Application

20. An off-time transition means that it _____.

- A. does not occur at the typical stage in the life course
- B. occurs multiple times at every life course stage
- C. occurs only in certain cohorts
- D. is atypical for the majority of young adults

Ans: A

KEY: Learning Objective: 1.4 Summarize five basic concepts of the life course perspective (cohorts, transitions, trajectories, life events, and turning points).

Answer Location: Turning Points

Difficulty Level: Easy

REF: Cognitive Domain: Knowledge

21. The population pyramid helps us _____.

- A. prioritize pay schedules across industry
- B. understand the supply and demand of labor stratification by age cohorts
- C. advocate for living wage subsidies for working class families
- D. understand workplace discrimination

Ans: B

KEY: Learning Objective: 1.4 Summarize five basic concepts of the life course perspective (cohorts, transitions, trajectories, life events, and turning points).

Answer Location: Cohorts

Difficulty Level: Easy

REF: Cognitive Domain: Application

22. Disjoint agency is defined as agency that resides in _____.

- A. developing countries
- B. relationships between interdependent selves
- C. developed countries
- D. the independent self

Ans: D

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Human Agency in Decision Making

Difficulty Level: Medium

REF: Cognitive Domain: Knowledge

23. Conjoint agency resides in _____.

- A. relationships between interdependent selves
- B. developing countries
- C. developed countries
- D. independent self

Ans: A

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent

lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Human Agency in Decision Making

Difficulty Level: Medium

REF: Cognitive Domain: Knowledge

24. Self-efficacy is defined as _____.

A. personal productivity

B. self-esteem

C. sense of personal competence

D. expectation that one can personally accomplish a goal

Ans: C

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Human Agency in Decision Making

Difficulty Level: Easy

REF: Cognitive Domain: Knowledge

25. Privilege can be described from a life course perspective as a(n) _____.

A. preferable lifestyle

B. earned advantage

C. high income lifestyle

D. trajectory of unearned advantage

Ans: D

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Developmental Risk and Protection

Difficulty Level: Medium

REF: Cognitive Domain: Comprehension

26. Emma Suarez's roles and responsibilities changed after she gave birth to Maria. This change in roles and statuses is called a _____.

A. transition

B. life event

C. turning point

D. life timing

Ans: A

KEY: Learning Objective: 1.4 Summarize five basic concepts of the life course perspective (cohorts, transitions, trajectories, life events, and turning points).

Answer Location: Transitions

Difficulty Level: Medium

REF: Cognitive Domain: Application

True/False

27. A person's event history can include a day for which they have no specific memories.

ANS: T

KEY: Learning Objective: 1.2 Summarize the relevance of the life course perspective for social work competencies.

Answer Location: The Life Course Perspective and Social Work Practice

Difficulty Level: Easy

REF: Cognitive Domain: Knowledge

28. The life course perspective is a theoretical model based in social work.

Ans: F

KEY: Learning Objective: 1.3: Identify some of the theoretical roots of the life course perspective.

Answer Location: Theoretical Roots of the Life Course Perspective

Difficulty Level: Medium

REF: Cognitive Domain: Knowledge

29. The LCP views the life course as a straight path.

Ans: F

KEY: Learning Objective: 1.2 Summarize the relevance of the life course perspective for social work competencies.

Answer Location: Trajectories

Difficulty Level: Easy

REF: Cognitive Domain: Knowledge

30. A life event refers to both the happening itself and the transition that occurs because of that happening.

Ans: F

KEY: Learning Objective: 1.4 Summarize five basic concepts of the life course perspective (cohorts, transitions, trajectories, life events, and turning points).

Answer Location: Life Events

Difficulty Level: Easy

REF: Cognitive Domain: Knowledge

31. The same events of a particular historical era may affect different cohorts in different ways.

Ans: T

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Interplay of Human Lives and Historical Time

Difficulty Level: Easy

REF: Cognitive Domain: Knowledge

32. The legal drinking age in the U.S. is an example of an age norm.

Ans: T

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Dimensions of Age

Difficulty Level: Easy

REF: Cognitive Domain: Knowledge

33. When a society develops policies and laws that regulate the timing of social role transitions, it is called age structuring.

Ans: T

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Standardization in the Timing of Lives

Difficulty Level: Medium

REF: Cognitive Domain: Knowledge

34. Parents' lives are more influenced by the trajectories of their children's lives than vice versa.

Ans: F

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Links with Family Members

Difficulty Level: Easy

REF: Cognitive Domain: Knowledge

Essay

35. Compare and contrast the differences between biological age, psychological age, social age, and spiritual age.

Ans: Varies. Answers should include discussion of issues such as the changes to bodily systems and functioning, adaptations to changing environmental demands, age norms, and faith development.

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Dimensions of Age
Difficulty Level: Medium
REF: Cognitive Domain: Comprehension

36. Discuss the concepts of risk and protection in relation to the life course perspective. Include in your discussion the ideas behind cumulative advantage, cumulative disadvantage, privilege, and resilience. Provide examples in your discussion as related to the case example of David Sanchez.

Ans: Varies. Answers should include discussion of the ways in which socioeconomic inequalities can persist, and increase or decrease, over time.

KEY: Learning Objective: 1.5 Critique six major themes of the life course perspective (interplay of human lives and historical time, timing of lives, linked or interdependent lives, human agency in making choices, diversity in life course trajectories, and risk and protection).

Answer Location: Developmental Risk and Protection
Difficulty Level: Hard
REF: Cognitive Domain: Analysis

37. Discuss the strengths and limitations of the life course perspective. Include in your discussion reasons why this approach to understanding human behavior is particularly appropriate for social work practice.

Ans: Varies. Answers should include discussion of the advantages of a focus on historical and sociocultural changes, as well as the potential challenge of understanding heterogeneous individuals and environments.

KEY: Learning Objective: 1.6 Evaluate the strengths and limitations of the life course perspective.

Answer Location: Strengths and Limitations of the Life Course Perspectives
Difficulty Level: Hard
REF: Cognitive Domain: Analysis

38. How do we as a society support life transitions? What life transitions are most supported by our social institutions? What life transitions are least supported by our social institutions? Why?

Ans: Varies. Answers should include discussion of the various changes in life roles and statuses and their relation to issues such as age structuring and social support.

KEY: Learning Objective: 1.8 Apply basic concepts and major themes of the life course perspective to recommend guidelines for social work engagement, assessment, intervention, and evaluation.

Answer Location: Transitions
Difficulty Level: Hard
REF: Cognitive Domain: Analysis

39. What do you think is the government's role in supporting individuals and families as they age through the life course? Who currently benefits most from government aid? What are your recommendations for change?

Ans: Varies. Answers should include discussion of current trends in life transitions in relation to factors such as education and age structuring.

KEY: Learning Objective: 1.8 Apply basic concepts and major themes of the life course perspective to recommend guidelines for social work engagement, assessment, intervention, and evaluation.

Answer Location: Links with the Wider World

Difficulty Level: Hard

REF: Cognitive Domain: Analysis

40. What do you think are the most significant/important risk factors in infancy and early childhood? Do we as a society do enough to attend to these risk factors? If not, what more can/should be done? How might such recommendations change life course trajectories?

Ans: Varies. Answers should include discussion of the ecobiodevelopmental framework.

KEY: Learning Objective: 1.8 Apply basic concepts and major themes of the life course perspective to recommend guidelines for social work engagement, assessment, intervention, and evaluation.

Answer Location: Developmental Risk and Protection

Difficulty Level: Hard

REF: Cognitive Domain: Analysis