

Chapter 1 – Studying Adult Development and Aging

MULTIPLE CHOICE

1. The field of study that examines the aging process is
- a. psychology.
 - b. gerontology.
 - c. psychogerontology.
 - d. gerontocracy.

ANS: B REF: 3 OBJ: 1.1 KEY: Factual

2. Ageism is
- a. a form of discrimination against older adults simply due to their age.
 - b. a form of negative stereotype against older adults because of their age.
 - c. a form of prejudice against older adults because of their race.
 - d. a form of myth about older adults that is highly positive.

ANS: A REF: 3 OBJ: 1.1 KEY: Conceptual
MSC: WWW

3. A manager of a large department store tries to avoid hiring people over the age of 65 because he believes they cannot handle the strain and take a very long time to learn the job. The belief of the manager is known as
- a. contextualism.
 - b. socialization.
 - c. ageism.
 - d. dysthymia.

ANS: C REF: 3 OBJ: 1.1 KEY: Applied

4. The life-span perspective emphasizes an approach that is
- a. unidimensional.
 - b. discipline specific.
 - c. interdisciplinary.
 - d. unidisciplinary.

ANS: C REF: 3 OBJ: 1.1 KEY: Conceptual

5. A key premise of the life-span perspective is that
- a. biological changes are the most important.
 - b. events that happen in old age are more important than earlier experiences.
 - c. social changes are the most important.
 - d. aging is a life long process that begins at conception and ends at death.

ANS: D REF: 4 OBJ: 1.1 KEY: Conceptual
MSC: WWW

6. Multidirectionality refers to
- a. development and aging involving both decline and growth.
 - b. the ability to change and improve abilities over time and with development.
 - c. the fact that each of us is affected by a variety of factors both positive and negative.
 - d. our differing cultural backgrounds.

ANS: A REF: 4 OBJ: 1.1 KEY: Conceptual

7. Plasticity refers to
- a. development and aging involving both decline and growth.
 - b. the ability to change and improve abilities over time and with development.
 - c. the fact that each of us is affected by a variety of factors, both positive and negative.

d. our differing cultural backgrounds.

ANS: B

REF: 4

OBJ: 1.1

KEY: Conceptual

8. Multiple causation refers to
- development and aging involving both decline and growth.
 - the ability to change and improve abilities over time and with development.
 - the fact that each of us is affected by a variety of factors, both positive and negative.
 - our differing cultural backgrounds.

ANS: C

REF: 4

OBJ: 1.1

KEY: Conceptual

9. Which of the following statements is **true** of the population over the age of 65?
- The fastest growing segment of the entire U.S. population is the over-85 group.
 - There are more men than women in all segments of elderly population.
 - There are fewer baby boomers over the age of 65.
 - The average age of this group is getting lower.

ANS: A

REF: 5

OBJ: 1.1

KEY: Factual

MSC: WWW

10. Relative to European Americans, the number of older ethnic Americans is
- decreasing.
 - increasing.
 - similar.
 - decreasing among women, while increasing among men.

ANS: B

REF: 7

OBJ: 1.2

KEY: Factual

11. Four forces shape development. Which one of the following is **not** a developmental force?
- life-cycle
 - psychological
 - biological
 - histological

ANS: D

REF: 13

OBJ: 1.2

KEY: Factual

MSC: WWW

12. All genetic and health-related factors that affect development are known as
- life-cycle forces.
 - psychological forces.
 - biological forces.
 - histological forces.

ANS: C

REF: 13

OBJ: 1.2

KEY: Factual

13. Facial wrinkling is an example of which force of development?
- life-cycle forces
 - psychological forces
 - biological forces
 - histological forces

ANS: C

REF: 13

OBJ: 1.2

KEY: Applied

14. Characteristics that make us individuals, such as one's personality, are the result of
- life-cycle forces.
 - psychological forces.
 - biological forces.
 - histological forces.

ANS: B

REF: 13

OBJ: 1.2

KEY: Applied

15. Normative age-graded influences are events that
- are unique to each person.

- b. occur at a specific age for each person.
- c. generally occur around the same age for most people.
- d. generally occur during a specific time period for most people.

ANS: C REF: 14 OBJ: 1.2 KEY: Conceptual

16. Which of the following is an example of normative age-graded influences on development?
- a. learning to drive a car
 - b. being a member of the Depression generation
 - c. winning the lottery
 - d. contracting AIDS

ANS: A REF: 14 OBJ: 1.2 KEY: Applied

17. The death of a spouse at age 80 is an example of a
- a. normative age-graded event.
 - b. normative history-graded event.
 - c. normative individual-graded event.
 - d. nonnormative event.

ANS: A REF: 14 OBJ: 1.2 KEY: Applied

18. Normative history-graded influences are events that
- a. are unique to each person.
 - b. occur at a specific age for each person.
 - c. generally occur around the same age for most people.
 - d. generally occur during a specific time period for most people.

ANS: D REF: 14-15 OBJ: 1.2 KEY: Conceptual

19. The “sexual revolution” in the 1960s is an example of a
- a. normative age-graded event.
 - b. normative history-graded event.
 - c. normative individual-graded event.
 - d. nonnormative event.

ANS: B REF: 15 OBJ: 1.2 KEY: Applied

20. The death of a spouse at age 25 is an example of a
- a. normative age-graded event.
 - b. normative history-graded event.
 - c. normative individual-graded event.
 - d. nonnormative event.

ANS: D REF: 15 OBJ: 1.2 KEY: Applied

21. Which of the following is a nonnormative influence on behavior?
- a. when one's first marriage occurs
 - b. being a “baby boomer”
 - c. having a child
 - d. winning the lottery

ANS: D REF: 15 OBJ: 1.2 KEY: Applied

22. is defined as shared values, norms, beliefs, and ways of living.
- a. Socioculutral forces
 - b. Ethnicity
 - c. Culture
 - d. Socialization

ANS: C REF: 15 OBJ: 1.2 KEY: Factual

23. Normal, disease-free movement across adulthood is termed
- a. primary aging.
 - b. secondary aging.
 - c. tertiary aging.
 - d. holistic aging.

ANS: A REF: 16 OBJ: 1.2 KEY: Conceptual

24. Developmental change in adulthood that is related to disease is termed

- a. primary aging.
- b. secondary aging.
- c. tertiary aging.
- d. holistic aging.

ANS: B REF: 16 OBJ: 1.2 KEY: Conceptual

25. Loss of memory from Alzheimer's disease is a good example of

- a. primary aging.
- b. secondary aging.
- c. tertiary aging.
- d. holistic aging.

ANS: B REF: 16 OBJ: 1.2 KEY: Conceptual

26. involves a rapid loss that occurs just before death.

- a. Primary aging
- b. Secondary aging
- c. Tertiary aging
- d. Holistic aging

ANS: C REF: 16 OBJ: 1.2 KEY: Conceptual

27. Bill experienced a rapid loss of his ability to function shortly before his death at age 79. Bill's developmental change is an example of

- a. primary aging.
- b. secondary aging.
- c. tertiary aging.
- d. holistic aging.

ANS: C REF: 16 OBJ: 1.2 KEY: Applied

28. Which of the following is the poorest definition of age from a developmental perspective?

- a. biological age
- b. chronological age
- c. sociocultural age
- d. psychological age

ANS: B REF: 16 OBJ: 1.2 KEY: Conceptual
MSC: WWW

29. Mary is 60 years old, drives a Corvette, and has a teenage daughter. She would be considered to have a young

- a. biological age.
- b. chronological age.
- c. sociocultural age.
- d. psychological age.

ANS: C REF: 17 OBJ: 1.2 KEY: Applied

30. The index of age that represents a person's intellectual, memory, or learning ability function is called

- a. biological age.
- b. chronological age.
- c. sociocultural age.
- d. psychological age.

ANS: D REF: 17 OBJ: 1.2 KEY: Conceptual

31. In terms of psychological age, which of the following people is the **youngest**?

- a. Michelle, a college graduate at age 17
- b. Anne, a secretary at age 25
- c. Sarah, a school teacher at age 55
- d. Cathy, a college sophomore at age 48

ANS: D REF: 17 OBJ: 1.2 KEY: Applied

32. How much of one's development is influenced by heredity and how much is influenced by experience. This is known as the

- a. nature-nurture controversy.
- b. continuity-discontinuity controversy.

- c. stability-change controversy.
- d. universal versus context specific controversy.

ANS: A REF: 17 OBJ: 1.2 KEY: Factual
MSC: WWW

33. "You are a product of your environment" is an example of a position on which of the following controversies?

- a. continuity-discontinuity
- b. stability-change
- c. longitudinal-sequential
- d. nature-nurture

ANS: D REF: 17 OBJ: 1.2 KEY: Applied

34. The belief in inevitable decline in intelligence as people grow older is representative of a

- a. nature position.
- b. nurture position.
- c. qualitative change position.
- d. quantitative change position.

ANS: A REF: 17 OBJ: 1.2 KEY: Conceptual

35. The question, "are you the same today as you were as a child?" represents the _____ controversy.

- a. nature-nurture
- b. stability-change
- c. continuity-discontinuity
- d. formist-contextualist

ANS: B REF: 18 OBJ: 1.2 KEY: Conceptual

36. A discontinuity view involves the _____ of a characteristic a person has.

- a. amount
- b. kind
- c. plasticity
- d. stability

ANS: B REF: 18-19 OBJ: 1.2 KEY: Factual

37. A continuity view involves the _____ of a characteristic a person has.

- a. amount
- b. kind
- c. plasticity
- d. stability

ANS: A REF: 19 OBJ: 1.2 KEY: Factual

38. The question of whether we all develop the same way or are there multiple pathways to development refers to which controversy?

- a. nature-nurture
- b. continuity-discontinuity
- c. stability-change
- d. universal versus context-specific

ANS: D REF: 19 OBJ: 1.2 KEY: Conceptual
MSC: WWW

39. Understanding the cultural and ethnic differences between African American and European American family structures relies on which controversy?

- a. nature-nurture
- b. continuity-discontinuity
- c. stability-change
- d. universal versus context-specific

ANS: D REF: 19 OBJ: 1.2 KEY: Applied

40. The degree to which a questionnaire measures a construct consistently is its

- a. representativeness.
- b. utility index.
- c. validity.
- d. reliability.

ANS: D REF: 20-21 OBJ: 1.3 KEY: Conceptual

41. The degree to which a questionnaire measures what it is supposed to measure is its
- a. representativeness.
 - b. utility index.
 - c. validity.
 - d. reliability.

ANS: C REF: 21 OBJ: 1.3 KEY: Conceptual

42. Structured observations differ from naturalistic observations in that they
- a. manipulate variables to see cause and effect relationships.
 - b. create a situation that is likely to elicit the behavior of choice.
 - c. sample behaviors of interest in everyday situations.
 - d. systematic observations are more valid.

ANS: B REF: 21 OBJ: 1.3 KEY: Conceptual

43. Questionnaires and interviews are examples of _____ techniques.
- a. observational
 - b. correlational
 - c. sampling
 - d. self-report

ANS: D REF: 21 OBJ: 1.3 KEY: Conceptual

44. In a study on memory in adults, if the spring semester class of adulthood and aging students was tested for aging bias among college students, this class would be a
- a. population of people.
 - b. sample of people.
 - c. independent variable.
 - d. dependent variable.

ANS: B REF: 21 OBJ: 1.3 KEY: Applied

45. Most studies in adult development and aging research have been conducted on middle-class European Americans. This group of people represent the _____ of the study.
- a. population
 - b. sample
 - c. independent variable
 - d. index variable

ANS: B REF: 22 OBJ: 1.3 KEY: Applied

46. Manipulation is a fundamental component of
- a. correlational techniques.
 - b. naturalistic inquiry.
 - c. observation.
 - d. experimentation.

ANS: D REF: 22 OBJ: 1.3 KEY: Conceptual

47. Which variables are manipulated by the researcher in an experiment?
- a. dependent variables
 - b. independent variables
 - c. co-dependent variables
 - d. latent variable

ANS: B REF: 22 OBJ: 1.3 KEY: Conceptual

48. The observed behavior of interest in an experiment is termed the
- a. dependent variable.
 - b. independent variable.
 - c. co-dependent variable.
 - d. latent variable.

ANS: B REF: 22 OBJ: 1.3 KEY: Conceptual

49. Which of the following cannot be an independent variable?
- a. drug dosage
 - b. anxiety
 - c. amount of sleep
 - d. age

ANS: D REF: 22 OBJ: 1.3 KEY: Conceptual
MSC: WWW

50. The reason that most research on development is not truly experimental is due to the fact that
- age cannot be measured accurately in most people.
 - most statistics cannot handle age as a variable.
 - age cannot be manipulated therefore it cannot be an independent variable.
 - it is hard to collect large enough samples to represent different age groups.

ANS: C REF: 22 OBJ: 1.3 KEY: Conceptual

51. A study that focuses on the description of the relationship between cognitive development and personality development is an example of
- a self-report study.
 - an observational study.
 - an experiment.
 - a correlational study.

ANS: D REF: 22 OBJ: 1.3 KEY: Conceptual

52. Which of the following issues **cannot** be examined in a correlational study?
- causation
 - description
 - strength of relationships
 - presence of relationships

ANS: A REF: 23 OBJ: 1.3 KEY: Conceptual

53. Even if age is positively correlated with speed of processing, we cannot conclude that age “caused” this increase because
- response speed is not usually affected by age.
 - age normally causes a decrease in speed.
 - only experimental studies can demonstrate cause and effect relationships.
 - only correlational studies can demonstrate cause and effect relationships.

ANS: C REF: 23 OBJ: 1.3 KEY: Conceptual

54. Correlational studies
- are effective with variables that can’t be manipulated.
 - provide important information about the strength of relationships between variables.
 - can’t provide information concerning causation.
 - all of these.

ANS: D REF: 23 OBJ: 1.3 KEY: Conceptual

55. A girl beginning puberty around 12 years old is an example of a(n)
- age effect.
 - time-of-measurement effect.
 - practice effect.
 - cohort effect.

ANS: A REF: 23 OBJ: 1.3 KEY: Applied

56. In research the term used to refer to a group of people who experienced the same event or were born during the same time period is called a(n)
- age effect.
 - time-of-measurement effect.
 - practice effect.
 - cohort effect.

ANS: D REF: 23 OBJ: 1.3 KEY: Conceptual
MSC: WWW

57. Living through World War II was an event experienced by a group of people. This is an example of a(n)

- a. age effect.
- b. time-of-measurement effect.
- c. practice effect.
- d. cohort effect.

ANS: D REF: 23 OBJ: 1.3 KEY: Applied

58. Testing peoples' fear of flying shortly following a major airplane crash might produce a(n)

- a. age effect.
- b. time-of-measurement effect.
- c. practice effect.
- d. cohort effect.

ANS: B REF: 23 OBJ: 1.3 KEY: Applied

59. Developmental researchers are interested in understanding

- a. how people change over time.
- b. age-related changes.
- c. age- related differences.
- d. all of these

ANS: D REF: 23 OBJ: 1.3 KEY: Conceptual
MSC: WWW

60. In a _____ design, groups of participants varying in age are studied at one point in time.

- a. cross-sectional
- b. longitudinal
- c. cross-sequential
- d. longitudinal-sequential

ANS: A REF: 24 OBJ: 1.3 KEY: Conceptual
MSC: WWW

61. Dr. Geri Atrics wants to survey people 21 and 90 years old to get their opinions concerning financial aid to college students. Which research design is Dr. Atrics most likely to use?

- a. cross-sectional
- b. longitudinal
- c. time-lag
- d. sequential

ANS: A REF: 24 OBJ: 1.3 KEY: Applied

62. Dr. Gerin Tology wants to survey young adults, middle-aged adults, and older adults on their physical health. Which research design is Dr. Tology most likely to use?

- a. cross-sectional
- b. longitudinal
- c. time-lag
- d. sequential

ANS: A REF: 24-25 OBJ: 1.3 KEY: Applied

63. Which of the following is **not** a characteristic of cross-sectional research?

- a. multiple age groups
- b. multiple cohorts
- c. repeated observations
- d. single time-of-measurement

ANS: C REF: 25 OBJ: 1.3 KEY: Conceptual

64. Which two effects are confounded in cross-sectional research?

- a. age and cohort
- b. age and time-of-measurement
- c. cohort and time-of-measurement
- d. cohort and practice

ANS: A REF: 25 OBJ: 1.3 KEY: Conceptual

65. You just saw a story on the news that reported older women's IQ drops dramatically after the age of 60. This result was concluded from comparisons of women born in 1910-1930 and women born between 1960-1980. Based on this information, the criticism you would be likely to make would be that
- a. this is not a valid result because men were not included.
 - b. longitudinal research doesn't work well when looking at IQ data.
 - c. cohort effects are likely to account for the differences.
 - d. whoever conducted this study doesn't like older women.

ANS: C REF: 23 OBJ: 1.3 KEY: Applied

66. A very commonly used design in adult development and aging research is the extreme age design ("young" v. "old"). Which of the following is a limitation of this type of study?
- a. The samples are not representative and may not generalize.
 - b. The measures may not mean the same thing across age groups and may not be valid.
 - c. Age is not treated as a continuous variable.
 - d. All of these.

ANS: D REF: 25 OBJ: 1.3 KEY: Conceptual

67. In a _____ design, one group of participants is studied repeatedly over a period of time.
- a. cross-sectional
 - b. longitudinal
 - c. cross-sequential
 - d. longitudinal-sequential

ANS: B REF: 25 OBJ: 1.3 KEY: Conceptual

68. Dr. Dee Vellop wants to know what will happen to the 1990 class of gerontology graduates during the decade following their graduation. Which research design will Dr. Vellop most likely use?
- a. cross-sectional
 - b. longitudinal
 - c. time-lag
 - d. sequential

ANS: B REF: 25 OBJ: 1.3 KEY: Applied

69. A researcher decides to investigate whether there are any changes in people's IQ scores from early adulthood through late adulthood. The researcher (and others) begins with a sample of 21-year-olds and plans to follow this group until they are 80 years old. The type of research design she is planning to employ is called
- a. cross-sectional.
 - b. longitudinal.
 - c. time-lag.
 - d. sequential.

ANS: B REF: 25 OBJ: 1.3 KEY: Applied

70. Age changes are studied most effectively using a _____ design.
- a. cross-sectional
 - b. longitudinal
 - c. time-lag
 - d. sequential

ANS: B REF: 25 OBJ: 1.3 KEY: Conceptual
MSC: WWW

71. Which two effects are confounded in longitudinal research?
- a. age and cohort
 - b. age and time-of-measurement
 - c. cohort and time-of-measurement
 - d. cohort and practice

ANS: B REF: 25 OBJ: 1.3 KEY: Conceptual

72. Practice effects are a major problem with _____ .

- a. cross-sectional designs
- b. longitudinal designs
- c. time-lag designs
- d. sequential designs

ANS: B REF: 26 OBJ: 1.3 KEY: Conceptual
MSC: WWW

73. If participants at the end of a longitudinal study tend to be those who were initially higher on some variable, we have a case of

- a. negative selective survival.
- b. positive selective survival.
- c. elective selective survival.
- d. equally selective survival.

ANS: B REF: 26 OBJ: 1.3 KEY: Conceptual

74. If the surviving participants in the last wave of testing in a longitudinal study on health and aging were those who initially had the lowest blood pressures, then we have a case of

- a. negative selective survival.
- b. positive selective survival.
- c. elective selective survival.
- d. equally selective survival.

ANS: A REF: 26 OBJ: 1.3 KEY: Conceptual

75. A _____ design combines two or more cross-sectional designs.

- a. cross-sequential
- b. longitudinal
- c. cross-sectional
- d. longitudinal sequential

ANS: A REF: 27 OBJ: 1.3 KEY: Conceptual

76. Dr. Gerin Tology wants to survey several cohorts of people 21 years old to get their opinions concerning financial aid to college students (e.g., the class of 1995, 2000, and 2005). Which research design is Dr. Tology most likely to use?

- a. cross-sequential
- b. longitudinal-sequential
- c. time-lag
- d. cross-sectional

ANS: A REF: 27 OBJ: 1.3 KEY: Applied

77. Dr. Dee Vellop wants to know what will happen to the 1990, 1991, and 1992 classes of gerontology graduates during the decade following their graduation. Which research design will Dr. Vellop most likely use?

- a. cross-sequential
- b. longitudinal
- c. time-lag
- d. longitudinal-sequential

ANS: D REF: 27 OBJ: 1.3 KEY: Applied

78. An example of a longitudinal sequential design would be

- a. measuring two cohorts of people over time.
- b. measuring several cross-sections of people once.
- c. measuring multiple groups of same-aged people.
- d. measuring one group of people over time.

ANS: A REF: 27 OBJ: 1.3 KEY: Conceptual

79. In this type of sequential design, cohort and time of measurement effects are examined.

- a. cross-sequential
- b. time-sequential
- c. time-lag sequential
- d. longitudinal sequential

ANS: D REF: 27 OBJ: 1.3 KEY: Conceptual

80. The procedures used in research to ensure the participants are treated fairly are known as
- ethical principles.
 - psychological principles.
 - psychometrics.
 - debriefing.

ANS: A

REF: 30-31

OBJ: 1.3

KEY: Conceptual

MSC: WWW

SHORT ANSWER

1. Describe the correspondence between ageism and stereotypes of aging. Make sure that your response includes a definition and an example of each term.

ANS:

Answer not provided

2. What are the four characteristics of Baltes' Life-span perspective?

ANS:

Answer not provided

MSC: WWW

3. Describe why adult development and aging is often examined from a multidisciplinary perspective.

ANS:

Answer not provided

4. How will changes in the age distribution of the United States population affect society? Please provide examples.

ANS:

Answer not provided

MSC: WWW

5. Discuss how the interaction of biological, psychological, and sociocultural forces through life-cycle forces shape a person's development.

ANS:

Answer not provided

6. Define and provide an example of a normative age-graded event, a normative history-graded event, and a nonnormative event.

ANS:

Answer not provided

7. What is the stability-change controversy? How does this relate to the continuity-discontinuity controversy?

ANS:

Answer not provided

8. What is the universal versus context-specific controversy and how does it relate to sociocultural forces?

ANS:

Answer not provided

9. How can you define age? What are the advantages and disadvantages of each?

ANS:

Answer not provided

MSC: WWW

10. Analyze each of the four major controversies in development in terms of the four developmental forces.

ANS:

Answer not provided

11. Describe primary, secondary, and tertiary aging, giving examples of each.

ANS:

Answer not provided

12. What are advantages and disadvantages of experimental and correlational studies?

ANS:

Answer not provided

13. Identify and define the basic developmental research designs.

ANS:

Answer not provided

14. Differentiate among age, cohort, and time-of-measurement effects. How and why are these important for developmental research?

ANS:

Answer not provided

MSC: WWW

15. Design a study on a topic of interest to you using longitudinal and cross-sectional designs. Describe the information you can gain and the potential problems you would have with each of these designs.

ANS:

Answer not provided

16. If you read in the newspaper that your favorite snack food was associated with cancer, what information would you want to know in order to decide whether or not to give up your snack food?

ANS:

Answer not provided

17. Why is the extreme age group design used so frequently in adult development and aging research? What are the limitations of this design?

ANS:

Answer not provided

18. When conducting research, what ethical considerations should be taken into account?

ANS:

Answer not provided

19. Why is it important to study adult development and aging?

ANS:

Answer not provided

20. Describe the special concerns about conducting research with adults.

ANS:

Answer not provided

MSC: WWW

COMPLETION

1. _____ is the study of aging from young adulthood through old age.

ANS: gerontology

2. Discrimination against older people is called _____.

ANS: ageism

3. Development is said to be _____ when there is more than one path to successful aging.

ANS: multidirectionality

4. Events are said to be _____ if they are important to the individual but do not happen to most people.

ANS: nonnormative influence

5. An internal set of developmental milestones used to mark one's progression through life is known as a(n) _____.

ANS: social clock

6. _____ aging refers to normal, disease-free development in adulthood.

ANS: primary

7. A(n) _____ is a variable which is used to represent the complex interrelated influences on people over time, such as chronological age.

ANS: index variable

8. Intelligence and memory abilities are examples of your _____ age.

ANS: psychological

9. _____ refers to a measure measuring what it is supposed to measure.

ANS: validity

10. A(n) _____ group is any collection of people having some common experience.

ANS: cohort

11. When one cannot determine which of two or more effects is responsible for the observed behavior it is said to be _____.

ANS: confounding

12. When a person is asked to write down their responses to a set of questions, this is called a(n) _____.

ANS: questionnaire

13. In a(n) _____ study, a single person is examined in great detail.

ANS: case

14. When participants begin but do not finish a longitudinal task, there may be a problem with _____.

ANS: dropout

15. _____ involves gaining permission from the participant before collecting data and telling the participant about any potential risks and benefits.

ANS: informed consent