

INSTRUCTOR'S RESOURCE MANUAL

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TEST BANK

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THE JOURNEY OF ADULTHOOD

EIGHTH EDITION

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PEARSON

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Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto
Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

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Upper Saddle River, New Jersey 07458

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10 9 8 7 6 5 4 3 2 1

ISBN: 10 0-205-99803-8
ISBN 13: 978-0-205-99803-6

Table of Contents

Introduction to Adult Development	1
Physical Changes	22
Health and Health Disorders	51
Cognitive Abilities	68
Social Roles	86
Social Relationships	104
Work and Retirement	120
Personality	136
The Quest for Meaning	154
Stress, Coping, and Resilience	169
Death and Bereavement	185
The Successful Journey	199

INTRODUCTION

This manual is intended to serve as a resource for instructors who are using Bjorklund's *The Journey of Adulthood* (8th ed.). This edition draws some material from an earlier edition, which was developed by Ralph Brockett and Susan Stockdale. I would like to thank those authors for setting the groundwork for the 6th edition Instructor's Resource Manual, which was the first one I authored. The manual consists of two parts: the main Instructor's Resource Manual, which will provide supplemental information you can use in your teaching practice; and a Test Item File (Test Bank), consisting of multiple choice, true/false, short answer, and essay questions for relevant assessment of student learning. Each chapter is organized as follows:

- ❖ Chapter Outline: an outline of each chapter, including major headings and subheadings; tertiary headings have been added to this edition to provide greater depth
- ❖ Bookshelf: a list of general resources, with an introductory comment, that will supplement or expand on ideas presented in the text; interestingly, some of these books are available in (or only in) electronic e-reader versions, adding emphasis to the author's writings about how technology is affecting our adult lives
- ❖ Topics for Discussion or Review: topics that may need further elaboration, or may offer interesting issues or perspectives extending beyond what is presented in the text; this book has vastly changed and expanded from the last edition
- ❖ Selected References: a list of references cited in each chapter of this manual
- ❖ Selected Key Terms and Definitions: a concise list of key terms from each chapter, with definitions corresponding to their use in the textbook

Throughout this Instructor's Resource Manual, I have offered suggestions on how you might engage your students in deeper discussion on various topics. I do not intend to suggest to you how you should structure your presentation of any given topic; we all have different teaching styles, and our students learn in a variety of ways. The ideas I present are on a wide range of topics from each chapter; pick and choose those you believe will enhance your own teaching methodology.

USING THE TEXT

This text can be used in either a semester-long or quarter-long course, and the length of the book (and number of distinct chapters) lends itself appropriately to either a semester or a quarter. Certain chapters work well when combined and covered during the same week. Chapters 2 and 3, for instance, cover Physical Changes and Health & Health Disorders; Chapters 5 and 6 cover Social Roles and Social Relationships; Chapters 8 and 9, covering Personality and The Quest for Meaning, also work well when presented in conjunction with one another. These are only suggestions. You may want to structure the assignments around how you prefer to cover the course material.

ABOUT THE CRITICAL THINKING QUESTIONS

The textbook includes a set of critical thinking questions in sidebars throughout the margins of each chapter. The major purpose of these questions is to encourage students to think actively

about what they have read; this is a process that educators know will increase learning. You might also use these questions in a number of different ways, including:

- You could recommend to your students that they do the mental exercises suggested.
- You could assign some of these questions as written exercises each week.
- You could use some of the questions as the basis for discussions in class, either in small or large groups.
- You could use these questions as a research tool, asking students to find popular publication articles of current relevance to add to in-class discussions.
- You could use these critical thinking questions in online discussions, if your class utilizes a web-based instructional tool.

In any case, the critical thinking questions are intended to help students pull together main ideas and to raise questions in their own minds about the concepts presented in the text.

GENERAL BOOKSHELF

Literature on adult development and aging has proliferated and become increasingly specialized. You will have little trouble finding both scholarly and popular treatments of most topics to supplement material covered in the text. Here are a few general books that I especially recommend:

Binstock, R. H., George, L. K., Cutler, S. J., Hendricks, J., & Schulz, J. H. (Eds.) (2006). *Handbook of aging and the social sciences* (6th ed.). San Diego: Academic Press.

Birren, J. E., & Schaie, K. W. (Eds.) (2005). *Handbook of the psychology of aging* (6th ed.). San Diego: Academic Press.

Dulmus, C. N., & Rapp-Paglicci, L. A. (Eds.) (2005). *Handbook of preventive interventions for adults*. Hoboken, NJ: John Wiley & Sons, Inc.

Hulbert, K. D., & Schuster, D. T. (Eds.) (1993). *Women's lives through time: Educated American women of the twentieth century*. San Francisco: Jossey-Bass.

This is an intriguing collection of papers about longitudinal studies of women. This volume includes a report on the Terman study of women, the Mills College study, and a whole range of other data sets. The book is organized by cohort studied, and includes a number of reasonably recent groups with whom your students might feel some kinship. Virtually all the samples described are college women, so these are not nationally representative groups.

Hurd, H. (2010). *Facing age: Women growing older in an anti-aging culture*. Lanham, MD: Rowman & Littlefield.

Mackenzie, E. R., & Rakel, B. (Eds.) (2006). *Complementary and alternative medicine for older adults: Holistic approaches to healthy aging*. New York: Springer.

Masoro, E., & Austed, S. (Eds.) (2010). *Handbook of the biology of aging* (7th ed.). San Diego: Academic Press.

Turner, B. F., & Troll, L. E. (Eds.) (1994). *Women growing older*. Thousand Oaks, CA: Sage.

This book contains an excellent collection of chapters, focused on women, but touching on many universal issues. The text includes yet another paper by Helson on the Mills College study, and papers by Turner, Troll, Labouvie-Vief, and Huyck.

Vaillant, G. E. (2003). *Aging well: Surprising guideposts to a happier life from the landmark Harvard study of adult development*. Boston: Little, Brown & Co.

The theorist responsible for an aging theory related to adaptation, Vaillant details several longitudinal studies of adult development conducted at and through Harvard University. Based on three research projects that followed participants from their adolescence into old age, Vaillant concludes that healthy aging is primarily dependent upon choices such as moderate exercise, healthy diet, and a lifestyle that shuns alcohol, tobacco, and drug abuse.

Weil, A. (2007). *Healthy aging: A lifelong guide to your physical and spiritual well-being*. New York, NY: Alfred A. Knopf.

Scientifically grounded, this book offers a plethora of factual information about the aging process and the use of spirituality and complementary medicine to help readers accept the aging process as a natural part of life. Spiritualism becomes an integral part of life as we grow older and seek meaning; Weil's book will offer supplementary information that can be easily integrated into your coursework.

CHAPTER 1

INTRODUCTION TO ADULT DEVELOPMENT

CHAPTER OUTLINE

- Basic Concepts in Adult Development
- Sources of Change
 - Normative Age-Graded Influences
 - Biology
 - Biological Clock
 - Shared Experiences
 - Social Clock
 - Ageism
 - Internal Change Processes
 - Normative History-Graded Influences
 - Culture
 - Nonnormative Life Events
- Sources of Stability
 - Genetics
 - Behavior Genetics
 - Twin Studies
 - Environment
 - Interactionist View
 - Epigenetic inheritance
- A Word about “Age”
 - Chronological Age
 - Biological Age
 - Psychological Age
 - Social Age
 - Functional Age
- Setting the Course: Some Guiding Perspectives
 - Life-Span Developmental Psychology Approach
 - Bioecological Model of Development
- Developmental Research
 - Methods
 - Cross-Sectional Study
 - Longitudinal Study
 - Sequential Study
 - Measures
 - Personal Interview
 - Survey Questionnaire
 - Standardized Tests
 - Analyses
 - Comparison of Means
 - Correlational Analysis
 - Meta-analysis
 - Designs

- Experimental Design
- Descriptive Research
- Qualitative Research
- Quantitative Research
- A Final Word
- Summary
- Key Terms
- Suggested Reading

BOOKSHELF

Several scholarly research articles are mentioned in the text as exemplars of the different research methodologies. I list these here as resources toward which you can direct your students.

Cross-Sectional

Cleary, P. D., Zaborski, L. B., & Ayanian, J. Z. (2004). Sex differences in health over the course of midlife. In O. G. Brim, C. D. Ryff, & R. C. Kessler (Eds.), *How healthy are we?: A national study of well-being at midlife* (pp. 37–63). Chicago: University of Chicago Press.

Longitudinal

Galambos, N. L., Barker, E. T., & Krahn, H. J. (2006). Depression, self-esteem, and anger in emerging adulthood: Seven-year trajectories. *Developmental Psychology*, 42(2), 350–365.

Sequential

Whitbourne, S. K., Zuschlag, M. K., Elliot, L. B. & Waterman, A. S. (1992). Psychosocial development in adulthood: A 22-year sequential study. *Journal of Personality and Social Psychology*, 63(2), 260–271.

TOPICS FOR DISCUSSION OR REVIEW

First chapters always include many topics that require review. At a minimum, it will be important to go over the following topics in this opening chapter:

- ❖ Cross-sectional versus Longitudinal Designs. Discuss the pros and cons of each. In particular, students tend to have trouble understanding what selective attrition does to results. Two additional problems with longitudinal research may be worth some discussion: 1) Repeated measurement of the same individuals creates some difficulty. The very fact that a person has answered these questions before, or taken this cognitive test before, alters the responses to some degree. 2) Research agendas change over time. When you begin a study, you naturally measure the things you think are important and interesting, using the best techniques available at that time. However, ten or twenty years later, you may wish that you had measured something differently, or used a different instrument. Wouldn't it be wonderful, for example, if we had data on attachment security status for the Mills College sample, or for the Grant study men, or for any of the other long-term longitudinal samples? Because this is such a problem, many people involved in long-term studies have moved to the use of Q-sorts or expert ratings in reanalyzing their data. It is a way to try to use whatever one has and convert it into something of interest today.

- ❖ Sequential Designs. Pages 22 and 23 of the textbook, Figures 1.5 and 1.6 (shown below), provides graphical explanation of the Whitbourne, Zuschlag, Elliot, & Waterman (1992) study.

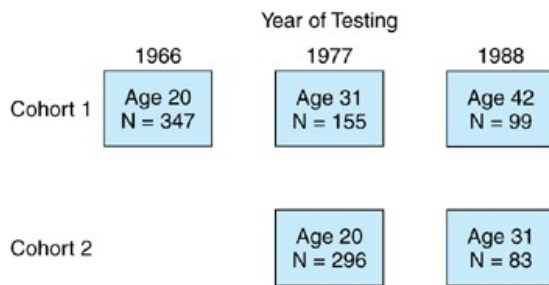


Figure 1.5

Model of a sequential study in which two cohorts were followed beginning at age twenty. One cohort was followed for twenty years, the other for eleven years. Note ages and number of participants (N).
Source: Adapted from Whitbourne, Zuschlag, Elliot, et al., (1992).

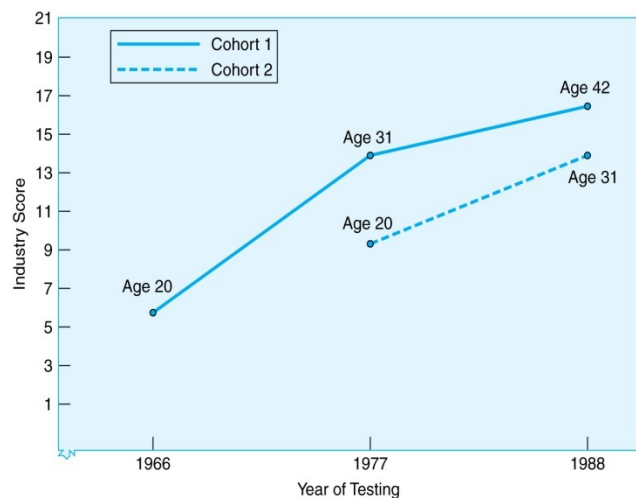


Figure 1.6

Results from sequential study of two cohorts tested at three ages and at three different points in time. Comparing longitudinal results, Cohort 1 shows a sharper increase in industry scores between twenty and thirty-one years of age than does Cohort 2, though both have similar scores at age thirty-one. Cross-sectional results suggest that the normative history-graded influences (Vietnam War, Civil Rights issues) lowered the young adults' scores in 1966. *Source:* Adapted from Whitbourne, Zuschlag, Elliot, et al., (1992).

- ❖ Social Clock and Biological Clock. These concepts are not difficult, but it is worth your while to give some further examples. What is the social clock for today's cohort of twenty-year-olds? How does that compare to the social clock of those who turned twenty in 1950? In the latter case, for instance, the age of marriage was typically younger, and the number of children was higher.

- ❖ Ageism. One topic that is briefly included in this first chapter is ageism. A book by Palmore (1990) would be very helpful here. He emphasizes that there are both negative and positive elements of ageism. On the negative side are prejudices toward or discrimination against the elderly simply because they are old; some of these come from simple misinformation. It might be helpful to use Palmore's (1988) *Facts on Aging Quiz* here, in order to give students some sense of what misconceptions they may have about aging. This quiz is reproduced below (with permission of the publisher) so that you might copy it and use it in class. Scoring the quiz is simple: alternating pairs of items are true or false. Items 1 and 2 are true, 3 and 4 are false, 5 and 6 are true, and so forth. Item 25 is true. (Note: Item 21 has been altered to make it true according to 1990 census data.)

Ageism is often a part of our cultural belief systems. To the extent that we perceive the process of aging as one of decline, naturally we will perceive older adults as having already declined. Most Western cultures appear to share such a belief. For example, a study by Heckhausen & Krueger (1993) in Germany shows that young, middle-aged, and older adults all expect desirable attributes to decline with age, and undesirable attributes to increase. The crossover point—the point at which these groups think the undesirable will exceed the desirable—is about age sixty. Interestingly, among the older adults in this study, the crossover point was somewhat later: about age seventy for their perception of their own attributes. Another culture, in which major increases in wisdom are attributed to the elderly, has a different social construction and a different set of beliefs about the process of aging.

In recent years, a kind of positive ageism has become a prominent theme in gerontological literature as well. Psychologists of this stripe, such as Paul Baltes (e.g., Baltes & Baltes, 1990), argue that most scientists have exaggerated the size of the declines in mental or physical functioning in old age. They point to the capacity for training and improvement for successful aging. In a previous edition of this manual, Helen Bee raised some concerns with this perspective:

I have a lot of difficulty with this perspective, on a number of grounds. First of all, I am convinced that there really is good evidence of real, inevitable, decline. To be sure, the decline is perhaps smaller than we thought 20 years ago, and begins later, but I think it is utter foolishness to talk as though there were no physical or mental change past the age of 70 or 75. Second, I greatly dislike the phrase “successful aging,” because it carries with it the implication that if one is not happy, healthy, and active until death, one has somehow “failed” to age “correctly.” Perhaps we might speak of optimal aging, thereby conveying the impression, which I think is correct, that there are certain conditions that delay the onset of losses, or reduce the rate of loss. And some of those conditions are in the partial control of the individual.

It is important to talk about these issues in your early lectures, trying in the process to sensitize your students to their own beliefs about the process of aging. It might then be good to come back to these questions in your final lecture(s) to see if the students' attitudes have changed as a result of what they have learned in the class.

- ❖ Normative vs Nonnormative Influences and Life Events. One suggestion which allows students to explore the difference between these is to have students write two “journal” entries. One would be written from the perspective of a person experiencing a life change that is normative; the other would be from the perspective of an individual who is experiencing a nonnormative life event. After writing the entries, ask students to compare and contrast the two, using “what if” scenarios to explore alternate outcomes.

- ❖ Various Ways to Define “Age”. A fun in-class assignment for helping students understand the difference between chronological, biological, psychological, social, and functional age is to provide small groups with a vignette in which various fictitious family members (of varying “ages”) interact in a scenario. Have the groups work together to label each fictitious family member according to two or more types of “age,” and then have each group share with the class.
- ❖ Research Methods. A logical, hands-on way that enables students to understand the pros and cons of the three main research methods is to engage the entire class in the creation of mock experiments using each of the three methods: cross-sectional, longitudinal, and sequential. The pros will be evident, and the cons will emerge when discussing confounding variables that affect the mock outcomes.

SELECTED REFERENCES FOR CHAPTER ONE

- Colcombe, S. J., & Kramer, A. F. (2003). Fitness effects on the cognitive function of older adults. *Psychological Science, 14*, 125–130.
- Friedman, H. S., & Martin, L. R. (2012). *The longevity project: Surprising discoveries for health and long life from the landmark eight-decade study*. New York: Plume.
- Galambos, N. L., Barker, E. T., & Krahn, H. J. (2006). Depression, self-esteem, and anger in emerging adulthood: Seven-year trajectories. *Developmental Psychology, 42*(2), 350–365.
- Neugarten, B. L. (1979). Time, age and the life cycle. *American Journal of Psychiatry, 136*, 887–894.
- Whitbourne, S. K., Zuschlag, M. K., Elliot, L. B. & Waterman, A. S. (1992). Psychosocial development in adulthood: A 22-year sequential study. *Journal of Personality and Social Psychology, 63*(2), 260–271.

SELECTED KEY TERMS AND DEFINITIONS FOR CHAPTER ONE

Ageism: a type of discrimination in which opinions are formed and decisions are made about others based solely on the fact that they are in a particular age group

Bioecological model: the approach that states that development must take place within biological, psychological, and social contexts that change over time, and that these various influences are in constant interaction

Biological age: a measure of how an adult’s physical condition compares with others

Cross-sectional study: a study that is based on data gathered at one time from groups of participants who represent different age groups, in which each subject is measured or tested only once

Descriptive research: a type of research that aims to tell the current state of the participants on some measure of interest

Developmental psychology: the field of study that deals with the behavior, thoughts, and emotions of individuals as they go through various parts of the life span

Epigenetic inheritance: the process by which the genes one receives at conception are modified by subsequent environmental events that occur during the prenatal period and throughout the life span

Functional age: the measure of how well a person is functioning as an adult compared to others

Interactionist view: the viewpoint in which one's genetic traits determine how one interacts with the environment

Life-span developmental psychology approach: the approach that states development is lifelong, multidimensional, plastic, contextual, and has multiple causes

Longitudinal study: a study in which a researcher follows the same group of people over a period of time, taking measurements of some behavior of interest at regular intervals

Normative age-graded influences: influences that are linked to age and experienced by most adults of every generation as they grow older

Normative history-graded influences: experiences that result from historical events or conditions

Psychological age: the measure of how an adult's ability to deal effectively with the environment compares to others

Qualitative research: the type of research that includes case studies, interviews, participant observations, direct observations, and exploring documents, artifacts, and archival records

Sequential study: a study in which a series of longitudinal studies are begun at different points in time

Social age: the expected roles a person takes on at specific points in his or her life

FACTS ON AGING QUIZ

Mark each item as "T" for true or "F" for false.
(See "ageism" on page 3 for scoring.)

1. A person's height tends to decline in old age.
2. More older persons (over 65) have chronic illnesses that limit their activity than younger persons.
3. Older persons have more acute (short-term) illness than persons under 65.
4. Older persons have more injuries in the home than persons under 65.
5. Older workers have less absenteeism than younger workers.
6. The life expectancy of blacks at age 65 is about the same as whites.
7. The life expectancy of men at age 65 is about the same as women.
8. Medicare pays over half of the medical expenses for the aged.
9. Social Security benefits automatically increase with inflation.
10. Supplemental Security income guarantees a minimum income for needy aged.
11. The aged do not get their proportionate share of the nation's income.
12. The aged have higher rates of criminal victimization than persons under 65.
13. The aged are more fearful of crime than are persons under 65.
14. The aged are the most law-abiding of all adult groups according to official statistics.
15. There are two widows for each widower among the aged.
16. More of the aged vote than any other age group.
17. There are proportionately more older persons in public office than in the total population.
18. The proportion of blacks among the aged is growing.
19. Participation in voluntary organizations (churches and clubs) tends to decline among the healthy aged.
20. The majority of the aged live alone.
21. A smaller percentage of the elderly live below the poverty line than do those younger than 65.
22. The rate of poverty among aged blacks is about three times as high as among aged whites.
23. Older persons who reduce their activity tend to be happier than those who remain active.

24. When the last child leaves home, the majority of parents have serious problems adjusting to their “empty nest.”

25. The proportion widowed is decreasing among the aged.

Test Bank

Chapter 1 QUICK QUIZ

- 1-1. (factual-5-6) In explaining adult development, psychologists must _____.
a. explain both changes with age and continuities
b. focus primarily on explaining changes with age
c. focus primarily on explaining continuities with age
d. deal most centrally with individual differences in responses to life problems
- 1-2. (applied-7-8) Which of the following timing/experience combinations would be likely to create the LEAST stress and disruption, according to the shared experience/social clock model?
a. the death of your father when you are 60 years old
b. retirement because of ill health at age 50
c. being fired from your job when you are 40 years old
d. becoming a parent for the first time when you are 16 years old
- 1-3. (conceptual-7-8) In U.S. culture, adults in their early 20s are expected to marry, start families, establish themselves in jobs or careers, and settle themselves in separate households; 45-year-olds are expected to be launching their children into independence, to be reaching the peak of their careers, and to be caring for their own aging parents. Such expectations illustrate which concept?
a. cohorts
b. generations
c. shared experiences
d. cross-sectional comparisons
- 1-4. (factual-8-9) Which of the following groups would be described as a “cohort”?
a. all adults presently with middle-class jobs
b. all unemployed adults
c. all adults who exercise regularly
d. all adults born between 1970 and 1975
- 1-5. (factual-9) Which of the following is a common characteristic of U.S. adults who were young children during the Great Depression of the 1930s, according to Elder’s research?
a. negative effects in adulthood
b. a large number of children
c. stable careers
d. late marriage
- 1-6. (conceptual-19-20) Which of the following is a major argument in favor of cross-sectional research designs in the study of adulthood?
a. They allow researchers to collect information about age differences on some variable quite rapidly.
b. They allow researchers to answer questions about individual continuity over time.
c. They unconfound age and cohort.
d. They clarify the relationship between age and family life cycle.

- 1-7. (factual-19-23) Of the following research methods, select the one that studies the same subjects over a period of time, observing whether their responses remain the same or change in systematic ways?
- a. sequential
 - b. experimental
 - c. cross-sectional
 - d. longitudinal
- 1-8. (applied-18-20) If a researcher interviews a group of 20-year-olds, a group of 40-year-olds, and a group of 60-year-olds about their gender role attitudes, this would be an example of which sort of research design?
- a. cross-sectional
 - b. longitudinal
 - c. time-sequential
 - d. sequential
- 1-9. (factual-24) A good standardized test has validity, which means_____.
- a. it measures what it claims to measure
 - b. it measures results consistently
 - c. it provides a comparison of means
 - d. it provides a solid positive correlation
- 1-10. (conceptual-27-29) Which of the following research designs would be the least useful when using a sample population of a typical college freshman class to make comparisons of preretirement and postretirement exercise regimen on positive outlooks?
- a. experimental design
 - b. quasi-experimental design
 - c. correlational design
 - d. surveys

ANSWER KEY: Chapter 1 QUICK QUIZ

1. Answer: a

Page in text: 5-6

Topic: Basic Concepts in Adult Development

Question type: factual; Difficulty level: moderate

2. Answer: a

Page in text: 7-8

Topic: Sources of Change

Question type: applied; Difficulty level: moderate

3. Answer: c

Page in text: 7-8

Topic: Sources of Change

Question type: conceptual; Difficulty level: difficult

4. Answer: d

Page in text: 8-9

Topic: Sources of Change

Question type: factual; Difficulty level: easy

5. Answer: a

Page in text: 9

Topic: Sources of Change

Question type: factual; Difficulty level: moderate

6. Answer: a

Page in text: 19-20

Topic: Developmental Research

Question type: conceptual; Difficulty level: moderate

7. Answer: d

Page in text: 19-23

Topic: Developmental Research

Question type: factual; Difficulty level: easy

8. Answer: a

Page in text: 18-20

Topic: Developmental Research

Question type: applied; Difficulty level: easy

9. Answer: a

Page in text: 24

Topic: Developmental Research

Question type: factual; Difficulty level: easy

10. Answer: a

Page in text: 27-29

Topic: Developmental Research

Question type: conceptual; Difficulty level: moderate

CHAPTER 1
INTRODUCTION TO ADULT DEVELOPMENT

MULTIPLE CHOICE QUESTIONS

- 1-1. (factual-4) According to the text, emerging adulthood begins in the age decade of _____.
*a. the 20s
b. the 30s
c. the 40s
d. the 50s
- 1-2. (factual-5-6) In explaining adult development, psychologists must _____.
*a. explain both changes with age and continuities
b. focus primarily on explaining changes with age
c. focus primarily on explaining continuities with age
d. deal most centrally with individual differences in responses to life problems
- 1-3. (conceptual-7-8) According to the theory about the impact of the social clock of adult life events, which of the following individual patterns is associated with the most upheaval or disruption or personal difficulty—at least for current cohorts?
*a. having your parents both die when you are in your 20s
b. having a first child at age 30
c. receiving your last work promotion at age 40
d. retiring at age 65
- 1-4. (conceptual-7) Biologically influenced changes in adulthood occur _____.
a. at the same age in all adults
*b. at varied ages but in a similar sequence
c. at varied ages and in varied sequences
d. at the same age and in the same sequence
- 1-5. (conceptual-7) Which shared developmental change is most likely to be universal?
a. retirement at age 65
b. negative ageism
*c. reduced muscle mass in old age
d. young adults leaving home at age 18
- 1-6. (applied-7-8) Which of the following timing/experience combinations would be likely to create the LEAST stress and disruption, according to the shared experiential/social clock model?
*a. the death of your father when you are 60 years old
b. retirement because of ill health at age 50
c. being fired from your job when you are 40 years old
d. becoming a parent for the first time when you are 16 years old
- 1-7. (conceptual-7) Which of the following is an example of a potential shared, “age-graded” change in adulthood?

*a. a loss of fitness (e.g., aerobic capacity) beginning in the 30s and 40s and continuing into old age

- b. a decrease in the frequency of contact with siblings between middle age and old age
 - c. a lower average number of years of education among current 25-year-olds than among current 65-year-olds
 - d. a lesser susceptibility to disease among current 65-year-olds than among current 30-year-olds
- 1-8. (factual-7) Experiences linked to age and occurring with most adults are called _____.
- a. tribalizations
 - *b. normative age-graded influences
 - c. age periods
 - d. cohorts
- 1-9. (conceptual-7-8) In U.S. culture, adults in their early 20s are expected to marry, start families, establish themselves in their jobs or careers, and settle into separate households; 45-year-olds are expected to be launching their children into independence, to be reaching the peak of their careers, and to be caring for their own aging parents. Such expectations illustrate which concept?
- a. cohorts
 - b. generations
 - *c. shared experiences
 - d. cross-sectional comparisons
- 1-10. (factual-7–10) Which is NOT a major category of influence that helps to explain both the ways we tend to be alike and the ways we tend to be different in our adult journeys?
- *a. biologically influenced change
 - b. unique experiences
 - c. cultural-cohort effects
 - d. shared, age-graded change
- 1-11. (factual-8) What is the term used to describe large social environments where development takes place?
- a. cohorts
 - b. generations
 - *c. cultures
 - d. age periods
- 1-12. (factual-18, 23-24) One of the most common instruments to gather data is a personal interview. Which of the following questions/statements might a researcher ask in a structured interview?
- a. If you could have the perfect job, what would it be?
 - b. Describe a time when you communicated some unpleasant news or feelings to a friend. What happened?
 - *c. Would your spouse describe you as a warm fuzzy or a cold prickly?
 - d. Think of a day when you had many things to do and describe how you scheduled your time.
- 1-13. (conceptual-8–10) For which of the following cross-sectional research findings would you be MOST likely to suspect a “cohort effect” as the primary explanation?
- a. lower bone density among 70-year-olds than among 35-year-olds
 - b. faster recall of lists of words by 20-year-olds than by 60-year-olds
 - *c. higher percentage of blue-collar workers among 50-year-olds than among 30-year-olds
 - d. a lower rate of marital satisfaction among couples in their 30s than among couples in their 50s
- 1-14. (factual-8–9) Which of the following groups would be described as a “cohort”?
- a. all adults presently with middle-class jobs

- b. all unemployed adults
 - c. all adults who exercise regularly
 - *d. all adults born between 1970 and 1975
- 1-15. (factual-8–9) Which of the following groups would be described as a “cohort”?
- a. everyone who was once a preschooler with a working mother
 - *b. everyone born during the Great Depression of the 1930s
 - c. everyone in whose mother was named Anna
 - d. everyone who lives in the western hemisphere
- 1-16. (factual-9) Which of the following is a common characteristic of U.S. adults who were young children during the Great Depression of the 1930’s, according to Elder’s research?
- *a. negative effects in adulthood
 - b. a large number of children
 - c. stable careers
 - d. late marriage
- 1-17. (applied-10) Which of the following scenarios is MOST likely a nonnormative life event?
- a. A couple in their 20s first marry then have a child.
 - b. A grandfather of two retires at age 65.
 - *c. Two nursing home residents marry at ages 80 and 82.
 - d. A young woman graduates with a bachelor’s degree at age 22.
- 1-18. (factual-12) Which of the following is a major research technique used in “behavior genetics”?
- a. comparisons of individuals from different ethnic groups
 - *b. comparisons of identical and fraternal twins
 - c. comparisons of young and old subjects
 - d. comparisons of males and females
- 1-19. (conceptual-17–21) If I want to know whether IQ scores tend to remain constant in individuals over the adult years, which of the following research designs should I use to study the question?
- *a. longitudinal
 - b. experimental
 - c. a survey questionnaire
 - d. qualitative
- 1-20. (applied-18-20) If a researcher interviews a group of 20-year-olds, a group of 40-year-olds, and a group of 60-year-olds about their gender role attitudes at one point in time, this would be an example of which sort of research design?
- *a. cross-sectional
 - b. longitudinal
 - c. time-sequential
 - d. cross-sequential
- 1-21. (factual-18-20) The large-scale research project known as the Midlife in the United States (MIDUS) National Survey included questions pertaining to personal health that was sent out to 7000 participants between the ages of 25 and 74. This type of study in which data is gathered at one time from groups of participants who represent different age groups is an example of what general type of research design?
- *a. cross-sectional
 - b. longitudinal

- c. sequential
- d. panel

- 1-22. (factual-18-20) When researchers compare the behavior or responses of adults in different phases of the family life cycle, this is most like which type of research design?
- *a. cross-sectional
 - b. sequential
 - c. longitudinal
 - d. correlational
- 1-23 (factual-18-20) Of the following research methods, select the one that studies the same subjects over a period of time, observing whether their responses remain the same or change in systematic ways?
- a. sequential
 - b. experimental
 - c. cross-sectional
 - *d. longitudinal
- 1-24. (applied-18–20) After doing a large-scale cross-sectional study, a researcher finds that each successively older group does slightly less well on a test of memory for 10-digit telephone numbers. Which of the following is the best interpretation of this result?
- *a. A basic biological change underlies the observed steady reduction of memory skill.
 - b. The differences can be explained by gender of the participants.
 - c. The difference has nothing to do with practice of memory skills.
 - d. No interpretation can be made using this result.
- 1-25. (factual-20) If, every five years, I study the gender-role attitudes of the same group of individuals, this would be an example of what kind of research design?
- a. cross-sectional
 - b. sequential
 - *c. longitudinal
 - d. correlational
- 1-26. (conceptual-19). Some cross-sectional studies do not use age groups. Instead, they use stages in life. Which cross-sectional study would be the most suitable using stages in life?
- *a. comparing young couples without children to couples who have already had their first child to see the effects of parenthood on marriage
 - b. comparing answers to survey questions from men and women aged 35–44 years old
 - c. comparing a freshman and senior high school student grade point average and athletic ability
 - d. comparing twins' personality inventories every five years
- 1-27. (applied-16) Although Alex's biological mother used crack cocaine during her pregnancy, Alex was adopted at birth into a loving home with parents who did the best that they could to give her every opportunity possible. She ended up graduating from high school and is now beginning a culinary program at a local community college. Alex's scenario best exemplifies:
- a. contextualism.
 - *b. plasticity.
 - c. normative history-graded influences.
 - d. the multidisciplinary nature of development.
- 1-28. (factual-20) If I select one sample of 30-year-olds and follow them over a decade, interviewing or testing them repeatedly, this would be an example of what kind of research design?

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

1-29. (conceptual-20) Which of the following is a major argument AGAINST the use of cross-sectional research designs in studying adult development?

- a. They require too much time to collect data.
- b. They typically involve non-representative samples.
- *c. They confound age and cohort.
- d. They do not allow comparisons of sub-groups, such as middle-class and working-class, or black and white.

1-30. (factual-20) If a researcher begins a study of a group of 20-year-olds and then a few years later continues the study on the same group, this would be an example of what type of research design?

- a. cross-sectional
- b. time-sequential
- *c. longitudinal
- d. cohort-sequential

1-31. (applied-19-20) Using a standard treadmill test, I observe that today's 30-year-olds are more aerobically fit than are today's 60-year-olds. Which of the following is the LEAST plausible explanation of this observation?

- a. Fitness is more highly valued in today's society, so the younger cohort exercises more regularly than the older cohort does now or did when they were 30.
- b. In U.S. society, jobs and lifestyles become more and more sedentary as adults get older. The observed difference thus reflects a genuine change with age, but not an inevitable one.
- c. Inevitable physical changes associated with basic biological aging lie behind the observed difference.
- *d. It is more difficult to test the aerobic capacity of 60-year-olds, so the findings are probably misleading.

1-32. (conceptual-20) A researcher finds in a longitudinal study that her subjects are significantly more open to new experiences at age 50 than they were at 30. This change most likely reflects _____.

- a. a cohort difference
- b. the classic nature nurture dichotomy
- *c. a developmental change
- d. attrition

1-33. (conceptual-22) If I want to know whether successive cohorts show the same pattern of decline in frequency of close friendships in their 30s, which research design should I use?

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

1-34. (conceptual-20-22) What would be the very best research design to determine whether middle-aged adults are really more psychologically "mature" than young adults?

- a. a longitudinal design, with a large representative sample studied from 20 to 45
- b. a cross-sectional study in which a large, representative sample of adults of each age from 20 to 45 (e.g., 20-year-olds, 25-year-olds, etc.) is studied once

- c. the same cross-sectional design as in b, but repeated at 10-year intervals
 - *d. a sequential design in which each age interval is studied longitudinally in more than one cohort
- 1-35. (factual-21) A researcher selects a sample of 65-year-olds and interviews and tests them every two years for 14 years. Over these years, some of the subjects die or drop out of the study. This phenomenon is referred to as _____.
- *a. attrition
 - b. terminal drop
 - c. longitudinal loss
 - d. selective bias
- 1-36. (factual-20) If I were to select a sample of 30-year-olds, another sample of 40-year-olds, and a third sample of 50-year-olds, test or interview them once, and then test or interview them again 10 years later, this would be an example of what kind of research design?
- a. cross-sectional
 - *b. sequential
 - c. longitudinal
 - d. correlational
- 1-37. (factual-22) A sequential research design _____.
- a. is more commonly used than cross-sectional designs because they take less time
 - *b. includes two or more longitudinal comparisons taken at different times
 - c. is carried out at one point in time
 - d. includes one cohort studied over time
- 1-38. (applied -19-20) Which of the following scenarios best represents a cross-sectional research design?
- *a. A study examines individual political views across a life span. The researcher's hypothesis is that as individuals age, they become more conservative. The researcher randomly selects a sample from various age cohorts, to examine their political views on capital punishment, immigration, and federal spending.
 - b. A study examines individual political views across a life span. The researcher's hypothesis is that as individual's age, they become more conservative. The researcher randomly selects a sample from selected high school population and follows them for 50 years.
 - c. A study examines the relationship of individual political views and the amount of education they have completed. The researcher's hypothesis is that there is a positive relationship between education and liberal political views.
 - d. A study examines how individual political views change between 1981–1991 and 2001–2011.
- 1-39. (applied-25) Suppose I am interested in knowing whether adults who are very introverted at age 20 are still highly introverted at age 50. Which of the following statistical analyses will I be most likely to use?
- a. a comparison of average introversion scores for a sample of adults aged 20 and another sample aged 50
 - b. a comparison of average introversion scores at age 20 and age 50 for the same adults assessed longitudinally
 - c. an analysis of the average amount in introversion between any two measurements of the same people over time
 - *d. a calculation of the correlation between scores on the key variable at two time points in a group of subjects studied longitudinally between age 20 and age 50

- 1-40. (factual-25) Which of the following correlation coefficients shows the strongest relationship between the two variables entered into the correlation?
- a. $-.35$
 - b. $+.70$
 - *c. $-.82$
 - d. $+.55$
- 1-41. (applied-25) Three groups of males take a timed reaction test. All the males in Group 1 are aged 20. The males in Group 2 are all aged 40. The males in the last group (Group 3) are all aged 60. The statistic reported to describe the differences in reaction times between groups is each group's mean score. However, this mean score does NOT identify _____.
- a. which group has the fastest reaction times
 - b. a trend for reaction times based on age
 - *c. any individual's reaction time
 - d. the group that would include the best candidates for a job requiring excellent reaction times
- 1-42. (applied-25) There is a significant positive correlation between IQ scores and academic performance (grades). Given this statistic, we can reasonably conclude that _____.
- a. low IQ scores and low grades are not at all related
 - *b. high IQ scores are a predictor of good grades
 - c. high IQ scores are the only established cause of high grades
 - d. low IQ scores are a result of neglectful parenting.
- 1-43. (applied-7–10, 19–20) Suppose a researcher, using a cross-sectional design, finds that the incidence of depression is highest among young adults and lowest among the elderly. Which of the following is a possible valid interpretation of this result?
- a. It reflects a basic, shared biological change with age.
 - b. It reflects a shared, "age-graded" change resulting from common adult tasks and family life cycles.
 - c. It reflects cohort differences; current young adults experience more stress than the previous generation did.
 - *d. any of the above.
- 1-44. (applied-27) Dr. Schwebel combined data from 30 studies to examine the link between optimism and health. This is an example of a(n):
- *a. meta-analysis
 - b. quasi-experimental design
 - c. experiment
 - d. survey

SHORT ANSWER QUESTIONS

- 1-45. What is a meta-analysis and why would a researcher choose to do it?
- 1-46. A researcher reports that adults in their forties have fewer close friends than do adults in their twenties. List briefly at least two (three if you can manage it) broad types of explanations for this finding.
- 1-47. Describe and discuss at least two categories of shared, age-graded experiences that can shape adult development.
- 1-48. Briefly describe two of the significant problems with longitudinal design.
- 1-49. There are at least three factors or processes that produce age-graded changes. Briefly list and describe them.

ESSAY QUESTIONS

- 1-50. Explain briefly why differences in the average level of education between older and younger adults might affect our interpretation of age differences in such variables as intellectual performance or work satisfaction.
- 1-51. Compare the advantages and disadvantages of cross-sectional and longitudinal research designs.
- 1-52. Suppose you wanted to know whether adults become more religious in their forties and fifties than they were at earlier adult ages. Briefly describe a study you would design to answer this question.
- 1-53. Describe two different types of sequential research designs and give an example of each—either an example of an actual study, or one you make up.
- 1-54. Design an experiment to test the proposition that older adults gain less (learn less in a given amount of time) from training in some new skill than do younger adults.
- 1-55. What are the advantages of a sequential study compared to a cross-sectional study?
- 1-56. How can we tell the difference between a cohort effect and a genuine developmental pattern? What kind of evidence do we need to make the distinction?
- 1-57. Describe the major adult age strata present in U.S. culture, and describe the major expectations and responsibilities associated with each stratum.
- 1-58. Describe the difference between shared and non-shared events. Include examples of each.
- 1-59. Explore the concepts of individual difference in terms of stability and change, using either an example from your family or one that you make up from imagination, providing definitions in your own words and applied examples.
- 1-60. Give an example of a research question that you think would lend itself best to a qualitative approach. Explain why you might want to use this type of analysis rather than a quantitative analysis.

1-61. Evaluate the impact of stability and change during your developmental process. Explain, with at least one example each, how the concept of change and stability manifest in your life, and whether you envision a stable theme throughout your life.

1-62. Explain in what ways a person's social age will impact his or her activity level in public places if his or her chronological age is between 60–70 years old. Provide an example that illustrates this impact.