Life Span Human Development for Helping Professionals 5th edition Broderick Test Bank

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The Life Span: Human Development for Helping Professionals

Fifth Edition

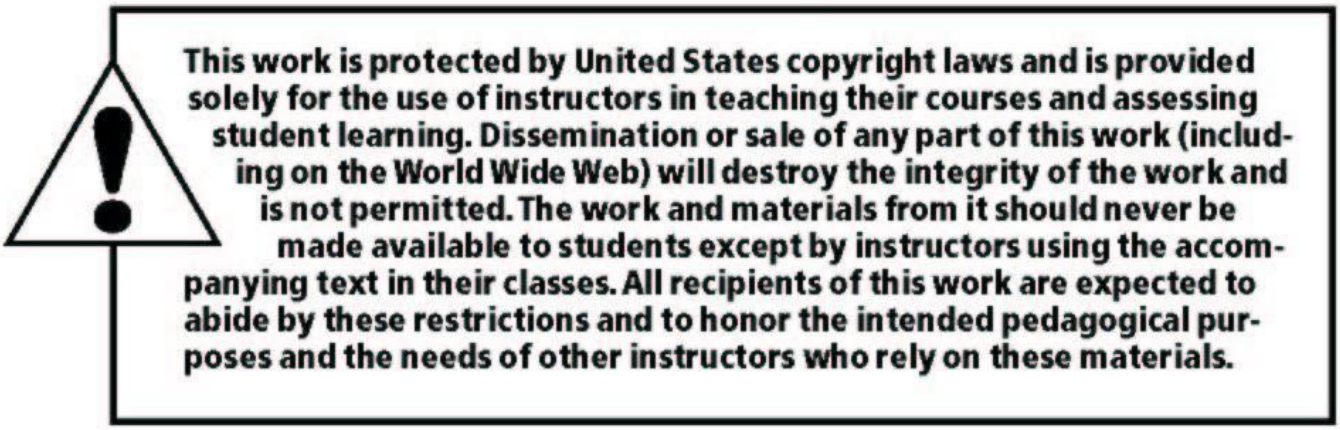
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Chapter 1

Organizing Themes in Development

Multiple Choice Questions

1. Dr. Jones encountered a problem with a new client in therapy. Using the model of reflective practice described in Chapter 1, what is the sequence of steps he should use in order to work with this client effectively?
   a. Reflect on what has worked best in his own personal experience and apply that knowledge to the client's problem.
   b. Reflect on well-established theories; apply the theoretical knowledge to the individual's case; and then test out new ways of thinking about the problem if prior theory does not suffice.
   c. Apply experience-based knowledge first, and then use theory-based knowledge.
   d. First test out any method by subjecting it to rigorous scientific experimentation and then apply it for use with the client.

2. Theories of development differ from opinion primarily because
   a. they provide a complete picture of development.
   b. they have been proven to be true.
   c. they are based on scientific research.
   d. they are more abstract than opinions.

3. Which of the following terms is most closely associated with *stage theory* of development?
   a. Gradual transformation
   b. Instability
   c. Incrementality
   d. Discontinuity

4. Which of the following helpers is most likely to have an implicit "incrementalist" belief about intelligence?
   a. A counselor who recommends a strategy of academic skill building for a client who is experiencing academic problems.
   b. A therapist who helps the client adjust to the limitations of his academic ability.
   c. A school counselor who bases the decision about which career information to provide on the client's intelligence test results.
   d. A counselor who develops a program to track elementary school-aged children in classes that reflect their academic achievement.

5. Stage theories of development typically describe _____ changes in behavior, cognition, or social relationships.
   a. quantitative
   b. incremental
   c. qualitative
   d. cumulative

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6. Sigmund Freud developed a psychoanalytic theory about three aspects of adult personality. According to Freud, which of these aspects is the last to emerge during development?
   a. Id
   b. Ego
   c. Superego
   d. Autonomy

7. Based on Erik Erikson's psychosocial stages, what is the positive outcome of the *industry versus inferiority* stage that typically occurs between the ages of 6 and 12?
   a. Fidelity
   b. Willpower
   c. Competence
   d. Purpose

8. Jean Piaget's cognitive development theory is based on stages of reasoning and understanding ability (cognition). Which stage describes the cognition of children during most of their years of schooling from elementary through middle school (typically ages 7 through 12)?
   a. Operational
   b. Concrete operational
   c. Sensorimotor
   d. Formal operational

9. Theoretical models that portray development as a continuous process emphasize which of the following?
   a. Stages of change
   b. Steps on a ladder of change
   c. Incremental change
   d. Periods of stability

10. A child at school performs a behavior such as being the quietest one in her group. This behavior, an operant, is followed by something that makes the child feel rewarded—being selected to go to recess first. The reward is also called which of the following?
   a. Reinforcement
   b. Respondent
   c. Conditioned stimulus
   d. Conditioned response

11. Mrs. Washington is conducting her weekly group counseling session for single young adults. Karen, a lonely young professional woman, talks about feeling abandoned by her boyfriend. The other group members listen patiently and respond empathically. Mrs. Washington reflects Karen's feeling with concern and sensitivity. What would operant learning theory predict about Karen's behavior in the next group session?
   a. Karen will be embarrassed about her past self-disclosures and feel anxious about speaking up.

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b. Karen will not self-disclose because she fears the group will lose patience.
c. Karen will not self-disclose because her problems have been resolved.
d. Karen will speak openly because she has previously received attention and support.

12. Mrs. Washington is conducting her weekly group counseling session for single young adults. Karen, a lonely young professional woman, talks about feeling abandoned by her boyfriend. The other group members listen patiently and respond empathically. Mrs. Washington reflects Karen's feeling with concern and sensitivity. What would social learning theorists predict about the behavior of others in the group in the next session?
a. Group members will be encouraged to self-disclose after observing the positive way Karen's self-disclosure was received.
b. Group members will be discouraged from self-disclosing because they do not want to imitate Karen's example.
c. Karen's behavior will have no effect on other members of the group.
d. Group members will scapegoat Karen for her self-absorption.

13. Using Erikson's developmental theory as a framework, which of the following statements is an accurate representation of his ideas?
a. An individual cannot progress to a later stage unless the earlier stage has been resolved successfully and completely.
b. Successful progression through the stages of development depends upon effective resolution of the Oedipal crisis.
c. Successful resolution of a psychosocial crisis at each stage depends upon having more positive than negative experiences in the area of major concern.
d. Highly intelligent individuals can skip specific stages and make progress at a faster rate than other people.

14. Which one of the following theorists emphasized continuity in development?
a. Sigmund Freud
b. Albert Bandura
c. Erik Erikson
d. Jean Piaget

15. Models of development based on assumptions that change typically occurs in shifts between periods of relative stability and periods of disequilibrium are called
a. incremental models.
b. stage models.
c. multidimensional model.
d. information-processing models.

16. Models of development based on the assumption that change occurs as a continuous process are called
a. incremental models.
b. stage models.
c. multidimensional models.

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d. information-processing models.

17. In Bronfenbrenner's multidimensional model of development, what aspect of the environment has the most immediate influence on a child's development?
    a. Microsystem
    b. Mesosystem
    c. Exosystem
    d. Macrosystem

18. According to life span developmental theory, which of the following individuals has the greatest need for resources supplied by their culture in order to maintain a high level of functioning?
    a. A young adult
    b. A young child
    c. A retired individual
    d. An adolescent

19. Models of development based on the assumption that change occurs as a function of reciprocal influences, both from within the person and from the external environment are called
    a. incremental models.
    b. stage models.
    c. multidimensional models.
    d. information-processing models.

20. In Bronfenbrenner's model, proximal processes refer to
    a. independent changes in mental processes.
    b. favorable developmental conditions that are more likely to exist in one particular stage of development than in another.
    c. reciprocal interactions between an organism and its immediate environment.
    d. indirect influences on an organism.

21. What is the current assumption of modern multidimensional theories about the role of nature versus nurture in development?
    a. Environment influences development more than heredity.
    b. Heredity influences development more than environment.
    c. Heredity and environment are interdependent.
    d. Heredity and environment independently influence development.

22. Juan, a 7-month-old infant, lives in a city where the availability of high quality child care is very limited. His mother is forced to leave Juan in the care of a young woman who also cares for five other infants and toddlers in her small apartment. According to Bronfenbrenner's theory, which of the following influences on Juan's development represents an example of a proximal process?
    a. The quality of care-giving Juan receives in day care
    b. Juan's genetic inheritance
    c. State legislation regarding licensing of day care providers
    d. Juan's cultural and economic background

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23. Juan, a 7-month-old infant, lives in a city where the availability of high quality child care is very limited. His mother is forced to leave Juan in the care of a young woman who also cares for five other infants and toddlers in her small apartment. Which of the following influences represents an example of a distal process?
    a. The sensitivity of Juan's caregiver
    b. Governmental policies and subsidies for child care that apply in the city
    c. The quality of care-giving provided by Juan's mother
    d. The quality and characteristics of the apartment complex in which Juan and his mother reside

24. Seven-month-old Juan and his mother live in a small rented apartment in a large city. Affordable, high quality child care centers are very hard to find in her neighborhood. Which level of the environment, according to Bronfenbrenner's model, is limiting her access to high quality day care in her community?
    a. Macrosystem
    b. Exosystem
    c. Microsystem
    d. Mesosystem

25. Contemporary developmentalists focus on which question concerning nature and nurture?
    a. Is nature the most important determinant of developmental change?
    b. Is nurture the most important determinant of developmental change?
    c. How do we explain the mechanisms by which nature and nurture interact to affect development?
    d. Why is nurture most influential at certain developmental periods?

26. A kitten whose eyes are covered during the first months of its life loses the ability to see clearly in ways that would have been possible without the loss of early visual stimulation. This effect remains despite later attempts to remediate the loss. This is an example of which of the following?
    a. Behavior genetics
    b. Critical period
    c. Plasticity
    d. Visual demand

27. According to neuroscientists, at what period of development are our brains static?
    a. Our brains are static during the infancy period of development.
    b. Our brains aren't static during any period of development.
    c. Our brains are static throughout adulthood.
    d. Our brains are static during the aging period (approximately from age 50).

28. Much of the social science research that shaped developmental theories in the past has been done on a narrow sample of people. Which set of descriptors best identifies the narrow sampling?
    a. Western, diverse levels of education and diverse economic strata

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b. World-wide, culturally diverse, young, and poorly educated
c. World-wide, well-educated, wealthy, and industrialized
d. Western, educated, industrialized, rich, and democratic

29. Developmental scientists are interested in the role of culture in development. According to their findings, which of the following cultural groups is most likely to focus holistically on interrelationships rather than analytically?
a. Cultural groups in the Western hemisphere
b. Cultural groups in Europe
c. Cultural groups in North America
d. Cultural groups in the Eastern hemisphere

30. A group of people characterized by shared traditions, attitudes, values, and beliefs handed down from one generation to another constitute _____.
a. a socioeconomic group.
b. a racial group.
c. an ethnic group.
d. a cohort.

31. The measure of social status that combines aspects of education background, income, and occupation is called
a. socioeconomic status.
b. social standing.
c. social class.
d. economic class.

32. Helping professions have established standards for good practice. Which helping professions emphasize the importance of learning about diverse cultures and applying culturally appropriate care?
a. Psychology, nursing, and social work
b. Nursing and social work
c. Only social work
d. Psychology and social work

33. Developmental psychopathology is a relatively new field that integrates work from disciplines such as developmental, clinical, and abnormal psychology. In this field, which of the following approaches to life span development is emphasized?
a. Stage theories of development
b. Behavioral theories of development
c. Multidimensional theories of development
d. The role of environment in development

34. Which of the following is most likely to view development in terms of stages rather than incremental changes?
a. Learning theories in the behaviorist tradition
b. Piaget's cognitive development theory
c. Information processing theories

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d. Social learning theories

35. Helping professionals are encouraged to integrate their knowledge of theories and empirical data with their own beliefs, experiences, and assumptions. This model or concept is called
a. theoretical application.
b. reflective practice.
c. technical application.
d. theory-driven hypothesis.

36. When does the human brain exhibit plasticity?
a. During infancy and early childhood
b. Throughout life
c. Throughout adolescence
d. During adulthood

37. Most learning theories and information processing theories take a similar theoretical approach to development. How do they typically view development?
a. As a series of stages
b. As a process based on heredity
c. As a process based on environmental change
d. As a continuous process

38. Which one of the following developmental theorists takes the most multidimensional approach, incorporating relationships among complex interacting causes for change (both external and internal) in biological, psychological, social and cultural dimensions?
a. Urie Bronfenbrenner
b. Jean Piaget
c. B. F. Skinner
d. Erik Erikson

39. Keisha is a 35-year-old African-American woman who is depressed. Her presenting concerns include marital distress, the imminent possibility of losing her job, overeating, and chain-smoking. As you listen to her story, you begin to construct a picture of her developmental history. Which of these explanations would someone using a stage theory of development be most likely to offer for Keisha's problems?
a. Keisha's difficulties most likely developed through the interaction of her family experiences and societal conditions like poverty and racism.
b. Keisha's problems are most likely related to insufficient emotional gratification during infancy when oral needs are paramount.
c. Keisha's problems are most likely related to lack of appropriate models of effective marital communication.
d. Keisha has experienced reward from her eating and smoking habits, and so she seeks these rewards in stressful situations.

40. Keisha is a 35-year-old African-American woman who is depressed. Her presenting concerns include marital distress, the imminent possibility of losing

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her job, overeating, and chain-smoking. As you listen to her story, you begin to construct a picture of her developmental history. Which of these explanations would someone using an incrementalist developmental perspective be most likely to offer for how Keisha's problems have developed?

a. Keisha's difficulties most likely developed through the interaction of her family experiences and societal conditions like poverty and racism.
b. Keisha's problems are most likely related to insufficient emotional gratification during infancy when oral needs are paramount.
c. Keisha's problems are most likely related to lack of appropriate models of effective marital communication.
d. Keisha has experienced reward from her eating and smoking habits, and so she seeks these rewards in stressful situations.

41. Keisha is a 35-year-old African-American woman who is depressed. Her presenting concerns include marital distress, the imminent possibility of losing her job, overeating, and chain-smoking. As you listen to her story, you begin to construct a picture of her developmental history. Which of these explanations would someone using a multidimensional perspective be most likely to offer for Keisha's problems difficulties?

a. Keisha's difficulties most likely developed through the interaction of her family experiences and societal conditions like poverty and racism.
b. Keisha's problems are most likely related to insufficient emotional gratification during infancy when oral needs are paramount.
c. Keisha's problems are most likely related to lack of appropriate models of effective marital communication.
d. Keisha has experienced reward from her eating and smoking habits, and so she seeks these rewards in stressful situations.

42. In *lifespan developmental theories***,** significant developmental changes are thought to be largely complete by

a. the age of 18.
b. the age of 30.
c. the age of 50.
d. death.

43. The idea that children's development is affected by biological factors, and that biological factors are also affected by the environment and experience, is part of

a. developmental stage theories.
b. incremental developmental theories.
c. social learning theories.
d. multidimensional systems theories.

44. An attempt to forestall the development of problems by promoting health and wellness in the general population is called

a. tertiary prevention.
b. secondary prevention.
c. primary prevention.
d. mediation.

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45. Counselors apply multidimensional models most explicitly in their work with clients when they
    a. recognize the primary importance of genetic influences on behavior.
    b. consider levels of influence on the individual and select interventions that are targeted to more than one level.
    c. pay close attention to the stage of development that characterizes the client.
    d. understand that client's developmental tasks must be met in each stage of development.

46. When clinicians assess a client's presenting problem(s) in order to plan for treatment, which of the following approaches to diagnosis reflects a developmental viewpoint?
    a. Consider those issues in a client's life which result from multifinality.
    b. Count the number of symptoms currently manifested in order to reach a specific diagnosis.
    c. Assess the person's level of symptomology on a checklist and assign a diagnosis only when a certain percentile has been reached.
    d. Assess the nature of the problem by considering the person's unique history, interpersonal context, and challenges in the extrapersonal environment.

47. Gisela is a 6-year-old Peruvian girl who lives with her family on a farm in a rural village. She often helps her father take produce to a market to sell. She does not know how to read, but she understands the cost of items and can make change without errors. Sophie is a 6-year-old who lives in the US. She is in the 1st grade, is making great progress in learning to read and write, and is gaining skill in computer use. What is the best way to explain the development of these two children?
    a. The progression of cognitive development is not universal; it is different for children in different cultures.
    b. The processes involved in cognitive development are similar across cultures, but the specific kinds of knowledge acquired may differ depending upon children's culture.
    c. The content of children's knowledge is similar across cultures, but the processes involved in cognitive development differ depending upon children's culture.
    d. Cognitive development is the same for all children, regardless of culture.

48. Guidelines for the application of developmental research in helping professions include
    a. keeping abreast of issues in the field and taking a multidimensional view of the influences on an individual.
    b. always assessing the developmental stage of each client.
    c. giving developmental theories an equal weight with your personal opinions.
    d. recognizing that developmental stage limits therapeutic progress.

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49. The scientific usage of the word *theory* is best described as
    a. a proposed explanation whose status is conjectural and untested.
    b. a personal opinion that is part of one's worldview.
    c. a tested and supported explanation that synthesizes a large body of information to account for known facts or phenomena.
    d. an explanation of facts or phenomena that fits with an individual's best assessment of a situation.

Essay Questions (Chapter 1)

50. Compare and contrast stage, incremental, and multidimensional models of development. What specific contributions does each perspective make to our knowledge of development?

51. Create a case scenario using an example of a helping professional that describes the process of reflective practice.

52. Explain why having a working knowledge of development or a "developmental template" is useful to helping professionals.

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ANSWERS

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Chapter 1
Organizing Themes in Development

Answers to Multiple Choice Questions

Question Number	Answer	Answer Content
1	b	Reflect on well-established theories; apply the theoretical knowledge to the individual's case; and then test out new ways of thinking about the problem if prior theory does not suffice.
2	c	they are based on scientific research.
3	d	Discontinuity
4	a	A counselor who recommends a strategy of academic skill building for a client who is experiencing academic problems.
5	c	qualitative
6	c	Superego
7	c	Competence
8	b	Concrete operational
9	c	Incremental change
10	a	Reinforcement
11	d	Karen will speak openly because she has previously received attention and support.
12	a	Group members will be encouraged to self-disclose after observing the positive way Karen's self-disclosure was received.
13	c	Successful resolution of a psychosocial crisis at each stage depends upon having more positive than negative experiences in the area of major concern.
14	b	Albert Bandura
15	b	stage models.
16	a	incremental models.
17	a	Microsystem
18	c	A retired individual
19	c	multidimensional models.
20	c	reciprocal interactions between an organism and its immediate environment.
21	c	Heredity and environment are interdependent.
22	a	The quality of care-giving Juan receives in day care
23	b	Governmental policies and subsidies for child care that apply in the city
24	b	Exosystem
25	c	How do we explain the mechanisms by which nature and nurture interact to affect development?
26	b	Critical period

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27	b	Our brains aren't static during any period of development.
28	d	Western, educated, industrialized, rich, and democratic
29	d	Cultural groups in the Eastern hemisphere
30	b	a racial group
31	a	socioeconomic status.
32	a	Psychology, nursing, and social work
33	c	Multidimensional theories of development
34	b	Piaget's cognitive development theory
35	b	reflective practice.
36	b	Throughout life
37	d	As a continuous process
38	a	Urie Bronfenbrenner
39	b	Keisha's problems are most likely related to insufficient emotional gratification during infancy when oral needs are paramount.
40	c	Keisha's problems are most likely related to lack of appropriate models of effective marital communication.
41	a	Keisha's difficulties most likely developed through the interaction of her family experiences and societal conditions like poverty and racism.
42	d	death.
43	d	multidimensional systems theories.
44	c	primary prevention.
45	b	consider levels of influence on the individual and select interventions that are targeted to more than one level.
46	d	Assess the nature of the problem by considering the person's unique history, interpersonal context, and challenges in the extrapersonal environment.
47	b	The processes involved in cognitive development are similar across cultures, but the specific kinds of knowledge acquired may differ depending upon children's culture.
48	a	keeping abreast of issues in the field and taking a multidimensional view of the influences on an individual.
49	c	a tested and supported explanation that synthesizes a large body of information to account for known facts or phenomena.

Suggested Answers for Essay Questions (Chapter 1)

50.
Compare and contrast stage, incremental, and multidimensional models of development. What specific contributions does each perspective make to our knowledge of development?

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Stage, incremental, and multidimensional models of development are similar in that they attempt to explain a wide variety and breadth of behaviors. Stage theories, such as Piaget's theory of cognitive development, characterize development as a discontinuous process, whereas, incremental theories view change as a continuous process. Metaphorically, stage theories, conceptualize change as resembling a staircase. In contrast, incremental theories view change as more like a steadily rising slope. Stage theories are useful for addressing issues related to developmental readiness to learn. They also help us understand limitations associated with trying to accelerate an individual's capacity to learn and mature. Stage theories focus on qualitative differences in mental processes and behavior, compared to incremental theories that emphasize quantitative changes.

Incremental theories are based on the assumption that developmental change is not marked by major reorganizations that affect many behaviors at once, as in stage theories. Rather, change is gradual and steady and specific to particular mental activities or behaviors. Incremental theories also differ from stage theories in the kinds of processes they assume to underlie psychological change, such as the kinds of processes involved in learning. For example, social learning theory and most information processing theories are among the incremental models available to explain development and how knowledge is acquired.

In the multidimensional model, development is considered to be the result of many causal components that impact all domains of development from cognitive to social. According to this model there are different layers and levels of interacting causes for behavior change: physical, biological, social, psychological and cultural. Changes at one level cause and are influenced by what happens at other levels. Thus, the relationships among causes are reciprocal. Bronfenbrenner's bioecological model is a good example of a multidimensional model because it specifies how the following different levels of environment influence a person's development:

- Microsystem: immediate environment where proximal processes are played out. For example family, school, neighborhood.
- Mesosystem: full set of relationships among the microsystems. For example, parental involvement in school affects the child's education.
- Exosystem: includes settings that may not directly interact with the child but will influence the child indirectly. The teacher's family life influences the teacher and thereby influences the child.
- Macrosystem: the customs and character of the larger culture that help shape the microsystem. For example, cultural attitudes toward senior citizens would influence the structure of the family and interactions with grandparents.

51.

Create a case scenario using an example of a helping professional that describes the process of reflective practice.

An experienced counselor is working with a young adolescent who recently lost her best friend in a car accident. The counselor is an experienced grief counselor and knows what type of therapeutic techniques to guide the client through such a loss. The counselor has recently experienced the pain of losing a close family member. She is

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very self-aware of her own feelings and when to self-disclose appropriate information to her client about her own grieving process. The counselor carefully self-monitors her own emotions related to death and dying and is able to appropriately share her life experiences with her client. The counselor has mastered reflective practice, which is a creative method of mastering the knowledge and skills base pertinent to one's profession, but goes beyond rote technical applications to generate new kinds of understanding and strategies of action. Her counseling approach involves problem-solving strategies that depend on a deep understanding in fundamental knowledge germane to the field. A common challenge for counselors is that they come to the process with a base of personal life experiences and views, which can influence their ability to be objective. The best way for counselors to avoid misapplication of their personal views is through self-monitoring – being aware of their personal theories and recognizing that they are only one of a set of possibilities.

A robust research-practice relationship offers benefits to both parties. Researchers need the input of clinicians to help identify important questions, to provide access to research participants, and to learn what works in the real world to alleviate suffering. Helping professionals understand that they can benefit from scientific advances by improving the quality and delivery of the care they provide.

52.
Explain why having a working knowledge of development or a "developmental template" is useful to helping professionals.

The value of developmental knowledge to helping professionals cannot be underestimated because it brings an important perspective to practice. This unique perspective includes some elements: a sensitivity to the fact that persons grow and change over time and that their capacities and concerns also shift over the life course; a recognition of the influence of culture and environment over time; an appreciation for scientific knowledge about development; and a commitment to applying this knowledge to improve the lives of people across the lifespan.

Use of research-based developmental knowledge as a kind of metatheory helps practitioners clarify complex mechanisms underlying human growth and change and sets the stage for effective prevention and intervention of problems. Developmentally-sensitive research can identify periods within the life span and intra-individual variables that present opportunities for maximal receptivity to certain interventions.

A developmental approach to mental health treatment also leads to personalized care because it emphasizes individual *and* cultural differences. Culturally competent practice is now considered the standard for performance across many helping professions.

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