Adult Development and Aging 9th edition Cavanaugh Test Bank

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Name:_____ Class:_____ Date:_____

Chapter 01: Studying Adult Development and Aging

1. A human resources director only schedules interviews with applicants under age 60. This is an example of
   a. ageism.
   b. gerontology.
   c. life-span perspective.
   d. age effects.

ANSWER: a

2. Believing that all old people are senile is an example of
   a. a stereotype that could lead to ageism.
   b. ageism that could lead to discrimination.
   c. accurate information about aging learned from online discussions.
   d. accurate information based on current research.

ANSWER: a

3. The uniforms for a fast-food franchise are designed to fit young adults comfortably. This practice is known as
   a. contextualism.
   b. socialization.
   c. ageism.
   d. dysthymia.

ANSWER: c

4. Gerontology is the
   a. same thing as ageism.
   b. study of prejudice and discrimination toward the elderly.
   c. study of aging.
   d. study of how chronic illnesses progress over time.

ANSWER: c

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

ANSWER: d

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

ANSWER: a

7. Plasticity refers to

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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.

ANSWER: b

8. Understanding that development is shaped by biological, psychological, sociocultural, and life-cycle forces defines which feature of the life-span perspective?
a. Multidirectionality
b. Plasticity
c. Historical context
d. Multiple causation

ANSWER: d

9. According to Baltes et al. (2006), life-span development consists of the dynamic interaction among all of the following factors EXCEPT
a. geographic location.
b. growth.
c. maintenance.
d. loss regulation.

ANSWER: a

10. Relative to the population of older White Americans, the number of older people of color is
a. decreasing.
b. increasing.
c. similar.
d. decreasing among women, while increasing among men.

ANSWER: b

11. Population trends in the United States, specifically the continuing rise in the number of older people, are
a. unique and specific to the United States.
b. not unique because the population of older persons is increasing in most parts of the world.
c. also seen in Africa but not elsewhere in the world.
d. also seen in Europe but not elsewhere in the world.

ANSWER: b

12. Thinning and graying of hair is an example of which force of development?
a. Life-cycle forces
b. Psychological forces
c. Biological forces
d. Histological forces

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ANSWER: c

13. Characteristics that make us individuals, such as perception and emotional factors, are the result of
    a. life-cycle forces.
    b. psychological forces.
    c. biological forces.
    d. histological forces.

ANSWER: b

14. Together with life-cycle forces, the _____ provides a complete overview of the shapers of human development.
    a. context-specific approach
    b. internal perceptions scaffold
    c. biopsychosocial framework
    d. genetic forces model

ANSWER: c

15. Which of the following is an example of a normative age-graded influence on development?
    a. Entering kindergarten
    b. Living during the 9/11 attacks
    c. Winning the lottery
    d. Becoming addicted to methamphetamine

ANSWER: a

16. The age at which one begins their first marriage or retires from a career are
    a. normative age-graded events.
    b. normative history-graded events.
    c. normative individual-graded events.
    d. nonnormative events.

ANSWER: a

17. 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. often give a generation its unique identity.

ANSWER: d

18. The advent of social media internet technology is an example of a
    a. normative age-graded event.
    b. normative history-graded event.
    c. normative individual-graded event.

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d. nonnormative event.

ANSWER: b

19. The retiring from the world of work at age 35 is an example of a
a. normative age-graded event.
b. normative history-graded event.
c. normative individual-graded event.
d. nonnormative event.

ANSWER: d

20. 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. Surviving a natural disaster

ANSWER: d

21. What is extremely important in gerontology because it shapes how people define core concepts such as age, growing older, and normative life course?
a. The age of the individual
b. Ethnicity
c. Culture
d. Socialization

ANSWER: c

22. Normative age-related developmental changes, such as the slowing of one's reaction time and the loss of family members and friends, are considered
a. primary aging.
b. secondary aging.
c. tertiary aging.
d. quaternary aging.

ANSWER: a

23. Developmental changes that are related to disease, lifestyle, and other environmental factors that are not inevitable are termed
a. primary aging.
b. secondary aging.
c. tertiary aging.
d. holistic aging.

ANSWER: b

24. Loss of memory due to Alzheimer's disease is an example of

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a. primary aging.
b. secondary aging.
c. tertiary aging.
d. quaternary aging.

ANSWER: b

25. What involves a rapid loss that occurs just before death?
a. Primary aging
b. Secondary aging
c. Tertiary aging
d. Pathological aging

ANSWER: c

26. A resident of an assisted living center experiencing a marked decline in intellectual abilities in the years directly preceding death, known as terminal drop, is an example of which type of aging?
a. Primary
b. Secondary
c. Tertiary
d. Biopsychosocial

ANSWER: c

27. Lolita is 49-year-old. However, posting selfies in a bungie jumping harness to her social media page made her feel much younger than her 49 years. The two types of age described here are
a. sociocultural and biological.
b. chronological and perceived.
c. perceived and biological.
d. chronological and biological.

ANSWER: b

28. Measuring the functioning of various vital or life-limiting systems, such as the human sensory system, is an assessment of
a. biological age.
b. chronological age.
c. sociocultural age.
d. psychological age.

ANSWER: a

29. The index of age that represents a person's intellectual, memory, or learning ability is called
a. biological age.
b. perceived age.
c. sociocultural age.
d. psychological age.

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ANSWER: d

30. Emerging adulthood is best understood as the
    a. transition from working life to retired life.
    b. period of time from late adolescence until one's early to mid-20s.
    c. transition from early to late adolescence.
    d. period of time during which one's children leave home resulting in an "empty nest."

ANSWER: b

31. How much of one's development is influenced by heredity and how much is influenced by experience is referred to as the
    a. nature–nurture controversy.
    b. continuity–discontinuity controversy.
    c. stability–change controversy.
    d. universal versus context-specific controversy.

ANSWER: a

32. In order to understand a newborn's future, we must simultaneously consider their inborn, hereditary characteristics, and the environmental influences. This is an example of which of the following controversies?
    a. Continuity–discontinuity
    b. Stability–change
    c. Longitudinal–sequential
    d. Nature–nurture

ANSWER: d

33. If we consider whether personality in young adulthood predicts personality in late adulthood, we are concerned with which of the following controversies or issues?
    a. Nature–nurture
    b. Stability–change
    c. Continuity–discontinuity
    d. Quantitative–qualitative

ANSWER: b

34. Which controversy is a derivative of the stability–change issue and examines whether development occurs as a smooth transition over time or as a series of abrupt shifts?
    a. Nature–nurture
    b. Quantitative–qualitative
    c. Continuity–discontinuity
    d. Heredity–environment

ANSWER: c

35. As people age, the speed at which they react decreases. This phenomenon is an example of

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a. continuity.
b. universality.
c. plasticity.
d. a cohort effect.

ANSWER: a

36. The belief that one's capacity can be learned or improved with practice is called
a. age effects.
b. plasticity.
c. discontinuity.
d. instability.

ANSWER: b

37. Understanding the cultural and ethnic differences between !Kung African and European American family structures falls under which controversy?
a. Nature–nurture
b. Continuity–discontinuity
c. Stability–change
d. Universal versus context-specific

ANSWER: d

38. If you are using a questionnaire to assess memory in older individuals, and each time you administer the questionnaire it produces different results, it can then be said that the measure has low
a. representativeness.
b. utility.
c. validity.
d. reliability.

ANSWER: d

39. The degree to which a questionnaire measures what it is supposed to measure is an indication of its
a. representativeness.
b. utility.
c. validity.
d. reliability.

ANSWER: c

40. Structured observations differ from naturalistic observations in that they
a. use correlations to assess the strength and direction of a relationship.
b. create a situation that is likely to elicit the behavior of choice.
c. sample behaviors of interest in everyday situations.
d. manipulate independent variables to see the effects on dependent variables.

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ANSWER: b

41. The main question with the sampling behavior approach is its
    a. observability.
    b. reliability.
    c. specificity.
    d. validity.

ANSWER: d

42. If the spring semester class of adulthood and aging students filled out questionnaires regarding stereotypes about aging people, the class would be a
    a. population of people.
    b. sample of people.
    c. independent variable.
    d. dependent variable.

ANSWER: b

43. You are conducting a study on adult development and aging. Your sample is 30 middle-class European Americans. This brings into question whether your sample is
    a. representative of the larger population.
    b. assessed using reliable measures.
    c. biased in their results due to naturalistic observation.
    d. biased in their self-reports.

ANSWER: a

44. The experimental design uses all of the following EXCEPT
    a. random sampling.
    b. manipulating a key factor.
    c. a control group.
    d. nonrepresentative sampling.

ANSWER: d

45. Which variables are manipulated by the researcher(s) in an experiment?
    a. Dependent variables
    b. Independent variables
    c. Codependent variables
    d. Confounding variables

ANSWER: b

46. In an experiment, which group receives the manipulation?
    a. The control group
    b. The experimental group

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c. The sample
d. The population

ANSWER: b

47. Which of the following cannot be an independent variable?
a. Drug dosage
b. Use of memory aids
c. Amount of sleep
d. Age

ANSWER: d

48. The reason that most research on aging is not truly experimental is because
a. age cannot be measured accurately in most people.
b. most statistical techniques are not able to use age as a variable.
c. age cannot be manipulated, so it cannot be an independent variable.
d. it is hard to get large enough samples to represent different age groups.

ANSWER: c

49. A research design that seeks to determine the nature of the relationship between two variables, such as amount of in-ear headphone use and the prevalence of hearing loss in old age, is called a(n)
a. self-report study.
b. observational study.
c. experiment.
d. correlational study.

ANSWER: d

50. If a study concludes that increases in yoga pants purchases are correlated with increases in brain functioning in older adults, what can we assume to be suggested by the study?
a. The increased yoga pants purchases caused an increase in brain functioning.
b. The two variables are unrelated.
c. The variables are positively related or correlated.
d. The two variables are inversely or negatively correlated.

ANSWER: c

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

ANSWER: c

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52. Dr. Fuentes, a gerontologist, is intensely studying one individual who has shown a remarkable lessening of Alzheimer's symptoms after taking a new drug. This reversal has never before been observed in other individuals. This research design is known as a(n)

a. experiment.
b. correlational study.
c. case study.
d. unethical research method.

ANSWER: c

53. While going through her late 40s and early 50s a woman is experiencing menopause. This is an example of a(n)

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

ANSWER: a

54. The term used to refer to differences caused by experiences and circumstances unique to the generation to which one belongs is known as the

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

ANSWER: d

55. Being born in the year 2000 is a variable that could produce a(n)

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

ANSWER: d

56. Testing people's fear of bridges shortly following a well-publicized bridge collapse might produce a(n)

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

ANSWER: b

57. Which of the following are developmental researchers NOT interested in understanding?

a. How people change over time
b. Age-related changes
c. Age-related differences or variations

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d. Causes of psychological disorders

ANSWER: d

58. In which research design are groups of participants who vary in age studied at one point in time?

a. Cross-sectional
b. Longitudinal
c. Cross-sequential
d. Longitudinal–sequential

ANSWER: a

59. Dr. Itis wants to survey people 21-year-old and 90-year-old to get their opinions concerning national health care. Which research design is Dr. Itis most likely to use?

a. Cross-sectional
b. Longitudinal
c. Time-lag
d. Sequential

ANSWER: a

60. Dr. Brook wants to survey young adults, middle-aged adults, and older adults on their use of social media. Which research design is Dr. Brook likely to use?

a. Cross-sectional
b. Longitudinal
c. Experimental
d. Sequential

ANSWER: a

61. 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

ANSWER: c

62. A study of 70-year-olds finds that they are more likely to vacation in January than younger individuals. What can be concluded?

a. Increased age caused participants to vacation more.
b. Sex of participant is a confounding variable.
c. Both age and cohort are confounding variables.
d. Time of measurement is a confounding variable.

ANSWER: c

63. You recently read a study in which the researchers concluded that after age 60, women's IQs drop

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dramatically. This conclusion was based upon comparisons of women born between 1910 and 1930 and women born between 1960 and 1980. Based upon this information, the comment you would most likely make is

a. this is not a valid result because men were not included in the study.
b. longitudinal research doesn't work well when looking at IQ over time.
c. cohort effects likely account for the observed differences.
d. whoever conducted this study is negatively biased against women.

ANSWER: c

64. A commonly used design in adult development and aging research is the extreme age design ("young" vs. "older"). Which of the following is NOT 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. The research design is commonly used in aging research.

ANSWER: d

65. 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

ANSWER: b

66. A graduate student wants to follow the 2020 class of medical school graduates across the first decade after their graduation. Which research design will the graduate student most likely use?

a. Cross-sectional
b. Longitudinal
c. Time-lag
d. Sequential

ANSWER: b

67. A researcher decides to investigate whether there are any significant changes in personality from early adulthood through late adulthood. The researcher 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 is

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

ANSWER: b

68. Age changes are studied most effectively using which research design?

a. Cross-sectional

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b. Longitudinal
c. Time-lag
d. Sequential

ANSWER: b

69. Children in a day care setting, ages 6 to 18 months, are participating in a study examining the development of gross and fine motor skills. They are tested each week so that the researchers can observe their progress as it occurs. This type of study is known as a(n)
a. experiment.
b. microgenetic study.
c. macrogenetic study.
d. cohort study.

ANSWER: b

70. Practice effects are a major problem with
a. cross-sectional designs.
b. longitudinal designs.
c. time-lag designs.
d. sequential designs.

ANSWER: b

71. If participants at the end of a longitudinal study tend to be those who were initially higher on some variable, then we have a case of
a. negative selective survival.
b. positive selective survival.
c. elective selective survival.
d. equally selective survival.

ANSWER: b

72. If the surviving participants in the last wave of testing in a longitudinal study on health and aging are 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.

ANSWER: a

73. A research design that combines two or more cross-sectional designs is
a. cross-sequential.
b. longitudinal.
c. cross-sectional.
d. longitudinal sequential.

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ANSWER: a

74. A developmental psychologist wants to survey several cohorts of people aged 60-years-old to get their opinions concerning Medicare (e.g., assessing 60-year-olds in 2010, then another group of 60-year-olds in 2015, and yet another in 2020). Which research design is best suited to this task?
    a. Cross-sequential
    b. Longitudinal-sequential
    c. Microgenetic
    d. Cross-sectional

ANSWER: a

75. The career development center at a local university wants to know what will happen to the 2015, 2020, and 2025 classes of gerontology graduates during the decade following their graduation. Which research design will the center most likely use?
    a. Cross-sequential
    b. Longitudinal
    c. Time-lag
    d. Longitudinal–sequential

ANSWER: d

76. 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.

ANSWER: a

77. In which type of sequential design are cohort and time-of-measurement effects examined?
    a. Cross-sequential
    b. Time-sequential
    c. Time-lag sequential
    d. Longitudinal–sequential

ANSWER: d

78. The procedures used in research to ensure that participants are treated fairly and with care are known as
    a. ethical principles.
    b. psychological principles.
    c. psychometrics.
    d. debriefing.

ANSWER: a

79. Correlations can range from −1.0 to 1.0, reflecting three different types of relations between study time and

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number of grocery items from a list that are remembered. Which of the following statements satisfies the condition "$r = 0$"?

a. Study time has no relation to remembering grocery items from a list.
b. As study time increases (or decreases), the number of grocery items remembered also increases (or decreases).
c. When study time increases (or decreases), the number of grocery items remembered decreases (or increases).
d. Study time has relation to remembering items from the list.

ANSWER: a

80. *Confounding* refers to

a. any situation in which one cannot determine which of two or more effects is responsible for the behaviors being observed.
b. any situation in which one can determine which of two or more effects is responsible for the behaviors being observed.
c. any situation in which one cannot determine the behaviors being observed.
d. effects that are responsible for the behaviors being observed.

ANSWER: a

81. Which type of commitment is NOT possible for most researchers?

a. Generating sequential designs
b. Following many people over long periods of time
c. Fixing the development issues while creating sequential designs
d. Obtaining advanced degrees in their field of study

ANSWER: b

82. A meta-analysis is a

a. powerful tool as it allows scientists to determine whether a finding generalizes a study.
b. powerful tool as it allows people to determine whether a finding generalizes across many studies that used different methods.
c. confusing tool that does not allow people to determine whether a finding generalizes a study.
d. special type of longitudinal design where participants are tested repeatedly over a span of a few weeks.

ANSWER: b

83. What makes research ethical?

a. When designing a research study, investigators must do so in a way that does not violate the rights of the people who participate.
b. Local panels of experts and community representatives do not review proposed studies before any data are collected.
c. Scientists can begin their study without receiving approval from an expert panel.
d. Researchers being able to investigate what they want and how they want.

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ANSWER: a

84. Professional organizations and government agencies adhere to ethical codes such as "Minimize risks to research participants" which will specify the rights of research participants and procedures. What does "Minimize risks to research participants" mean?

a. Have the least potential for causing harm or stress.
b. During the research, do not seek to avoid any unforeseen stress or harm.
c. Have the substantial potential for causing harm or stress and proceed with the research regardless.
d. During the research process, conceal elements of the study that could harm participants.

ANSWER: a

85. Results of the participants who participated in the research should be

a. named.
b. published.
c. anonymous.
d. ominous.

ANSWER: c

86. Which of the following factors will likely discourage potential participants to participate in the research?

a. Participants must be told the purpose of the project.
b. Participants must be warned about potential risks or harm.
c. Participants must be told whether they are free to discontinue participation at any time without penalty.
d. Participants must be deceived during the recruitment process.

ANSWER: d

87. One of the perspectives of life-span development is that people develop within a certain set of circumstances that are determined by the culture in which they were born. This perspective is called

a. plasticity
b. multidirectionalism
c. historical context
d. multiple causation

ANSWER: c

88. There will be a strain in the healthcare and social service systems because people over the age of _____ are the most rapidly growing segment of the U.S. population.

a. 16
b. 85
c. 35
d. 50

ANSWER: b

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89. Which of the following is NOT one of the interactive forces generally considered by developmentalists?
    a. Intrapsychic
    b. Biological
    c. Psychological
    d. Sociocultural

ANSWER: a

90. A study in which participants answer questions on topics of interest is called
    a. sequential design.
    b. multidirectional testing.
    c. plasticity testing.
    d. self-reporting.

ANSWER: d

91. When a researcher manipulates a key factor that they think is responsible for specific behavior and allocates testing participants according to which factor is tested, the resulting groups are called _____ groups.
    a. ethnic
    b. research
    c. experimental
    d. placebo

ANSWER: c

92. What additional evidence would have strengthened Schaie's (1956) longitudinal study of intellectual abilities over time?
    a. People who live in different geographical areas would provide evidence as to whether the results are limited geographically.
    b. People with different economic backgrounds would provide insight into the effects on intellectual development variables.
    c. People with differing levels of access to health care would provide insight on the effects of these variables on intellectual ability over time.
    d. People who participated in the study had responses that were kept confidential over time.

ANSWER: d

93. According to Schaie (1994), how can someone reduce the risk of cognitive decline in older age?
    a. Remaining cognitively active through lifelong reading and learning
    b. Not treating cardiovascular and other chronic diseases in middle age
    c. Having a rigid and structured lifestyle in middle age
    d. Remaining unmarried throughout life

ANSWER: a

94. What type of investigation design was invented by Schaie?

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a. Sequential design
b. Parallel design
c. Disordered design
d. Experimental design

ANSWER: a

95. What is the time frame of testing participants in Schaie's sequential design?
a. Three years
b. Five years
c. Seven years
d. One year

ANSWER: c

96. In the case of a very specific personality trait, such as shyness, you can expect to see _____ over time throughout adulthood.
a. change
b. stability
c. erasure
d. decline

ANSWER: b

97. For most gerontologists, whether stability or change is the rule depends on what
a. traits you have in your childhood.
b. other aspects are being considered.
c. practical perspective one is adopting.
d. personal aspect is being considered.

ANSWER: d

98. The life-span perspective divides human development into an early phase and a later phase.
a. True
b. False

ANSWER: True

99. A meta-analysis allows researchers to synthesize the results of many studies to estimate relations between variables.
a. True
b. False

ANSWER: True

100. Gerontology is the study of aging from maturity through older age.
a. True
b. False

ANSWER: True

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101. Discrimination against older people simply because they are older is called ageism.
a. True
b. False
ANSWER: True

102. Development is said to have plasticity when there is more than one path to successful aging.
a. True
b. False
ANSWER: False

103. Events are characterized as normative if they are important to the individual but do not happen to most people.
a. True
b. False
ANSWER: False

104. Culture can be defined as shared basic value orientations, norms, beliefs, and customary habits, and ways of living.
a. True
b. False
ANSWER: True

105. Secondary aging refers to normal, disease-free development in adulthood.
a. True
b. False
ANSWER: False

106. An index variable is a variable that is used to represent the complex interrelated influences on people over time, such as chronological age.
a. True
b. False
ANSWER: True

107. Intelligence and memory abilities are examples of your social age.
a. True
b. False
ANSWER: False

108. Reliability is an indication that a measure is actually assessing what it was designed to measure.
a. True
b. False
ANSWER: False

109. A cohort is a collection of people born in the same time period and/or who experience the same historical events.
a. True
b. False
ANSWER: True

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110. When one cannot determine which of two or more variables is responsible for an observed behavior or outcome, the results are said to be uncorrelated.

a. True

b. False

ANSWER: False

111. When a person is asked to write down their responses to a set of questions, they are completing a questionnaire.

a. True

b. False

ANSWER: True

112. In a case study, a single person is examined in great detail.

a. True

b. False

ANSWER: True

113. When participants begin but do not finish a longitudinal assessment or study, there may be a problem with dropout.

a. True

b. False

ANSWER: True

114. Informed consent involves gaining permission from the participant before collecting data and telling the participant about any potential risks and benefits.

a. True

b. False

ANSWER: True

115. When a participant cannot give informed consent, such as in the case of a participant with advanced Alzheimer's disease, then a family member may give consent.

a. True

b. False

ANSWER: True

116. Explain how stereotypes of aging can lead to the practice of ageism. Include a definition and an example of each term.

ANSWER: Ageism is the unfounded notion that one age is better than another. It also includes prejudice and discrimination against those who are elderly based on the notion that older persons are not as capable as younger people are. Stereotypes are untrue assumptions made about groups of people. For example, stereotypes about the elderly are that they have poor memories, cannot learn new things, and are not interested in sex. These notions are related. If one has stereotypes about the elderly, that might lead one to act in ways that are based on ageism, such as not offering a job to a person over the age of 65.

117. Evaluate the four main factors in Baltes' (2006) life-span perspective and rank them in order from most influential to least influential. Provide a rationale for the rank assigned to each factor.

ANSWER: Baltes identified four key features of the life-span perspective. They are as follows: (1) Multidirectionality. Some growth may slow and some may accelerate across time in the same individual. (2) Plasticity. This means that skills are not set in stone. They can be improved or taught even in late life. (3) Historical context. Each of

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us is shaped by the particular historical time and culture into which we were born. (4) Multiple causation. People are influenced by biological, psychological, sociocultural, and life-cycle forces.

118. Compare and contrast the challenges facing developing and developed countries by 2050.

ANSWER: By the year 2050, the shape of the population in developed countries will resemble a beehive. The shape of the population in developing countries will resemble a pyramid that is swelling in the upper regions as infant mortality rates decline and the number of individuals living into their 80s, 90s, and 100s increases. While there is growing concern that the cost of programs to support older adults will be severely strained, such as national health care programs, developed countries have greater economic resources available to meet these needs. Additionally, this situation may cause intergenerational conflict as larger numbers of people will be supported by programs fueled by smaller numbers of younger taxpayers.

119. Describe why adult development and aging is best examined from a multiple forces perspective.

ANSWER: To understand the complete aging person, one must examine the biological, psychological, sociocultural, and life-cycle aspects of their lives. Furthermore, the person's culture and historical time must be taken into account as well. This multiple forces approach gives a more complete view of aging over time. Focusing on one or even two of these forces would give an incomplete view of an individual.

120. Define and explain how a first marriage could be an example of a normative age-graded event, a normative history-graded event, and a nonnormative event.

ANSWER: 1. Normative age-graded influences generally happen to people in a culture at around the same time. For example, in the United States experiencing a first marriage at 25-year-old. Normative history-graded influences happen to people living at a certain time. For example, experiencing a first marriage on the day of the 9/11 World Trade Center attacks that changed global attitudes about safety and security. Nonnormative influences are those that are important to one person but do not happen to most people. For example, experiencing a first marriage on the stage during a famous country music performer's concert would fall under this category. Events in each category, whether they are positive or negative, all impact development.

121. Explain why there is very little research on how culture and ethnicity affect how people experience older age.

ANSWER: Most research on aging has been conducted on European Americans. Due to demographic trends, this focuses much change to better understand the experiences of growing older in the United States and other cultures.

122. Explain the universal versus context-specific development controversy. Cite an example to support your analysis.

ANSWER: The universal versus context-specific development controversy concerns whether there is one path of development or several. For example, the !Kung people of the Kalahari have little concept of aging and show little difference in social roles by age. Age differences in social roles are large in the United States where a more complex concept of aging is held by many.

123. If you read a study that said eating foods that contained antioxidants was associated with greater longevity and increased mental stamina in old age, what additional study information would you want to know in order to evaluate this finding?

ANSWER: You would want to understand more about how the study was conducted in order to evaluate whether or not the findings are generalizable to the larger population. You would want to know how many people were studied (10 individuals or thousands of people?) and for how long (1 day or over a period of years?) Was the sample representative in terms of the distribution of the subjects' ages, sexes, races, ethnicities, socioeconomic statuses, weights, health levels, and types of diet? How was longevity and mental stamina defined? What type of research design was used (experimental or correlational)? Finally, you would want to know who funded the research. Was it a well-respected medical hospital, or was it a group that has stock in a company that makes antioxidant foods?

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124. Differentiate among age, cohort, and time-of-measurement effects. Provide an example of each.

ANSWER: Age effects in research are usually represented as chronological age. However, age effects are due to biological, psychological, and sociocultural changes in individuals. These are not dependent upon age, per se. For example, going through puberty. Cohort effects are specific to the generation to which one belongs. A cohort can consist of people born in a certain year or of people who lived during a normative historical event, such as the election of the first Black president. Time-of-measurement effects have to do with the larger societal events happening at the time of data collection. For example, people's views on the role of government may be influenced by a recent scandal in government.

125. Describe one disadvantage and one advantage of using the extreme age group design in research.

ANSWER: The extreme age group design (assessing a group of 20-year-olds and a group of 80-year-olds at one point in time using the same measures) is problematic in three ways. First, the samples are not representative, and the findings may not generalize, except to people who have characteristics similar to those included in the study. Second, age is better conceptualized as a continuous category, not as "old" and "young." Finally, the measures and terms may not mean the same things to both groups. Hence, there are issues with reliability and validity of the measures used with each cohort; however, if applied carefully, the extreme age group design can provide useful information.

126. When conducting research, what ethical considerations should be considered?

ANSWER: Participants must be volunteers. Risk must be minimized. The study must be explained to them in detail. Care must be taken so that subjects are not harmed in any way. Subjects are free to cease participation in the study at any time. They have the right to confidentiality and/or anonymity, which means that their particular data cannot be connected to their name and/or that only the researcher knows their identity. Subjects should be debriefed after the study and have an opportunity to have any questions answered. If deception was used at the beginning of the study to protect the authenticity of the results or findings, then this should be clarified in the debriefing. Children and others who cannot give consent may have another responsible adult give consent on their behalf. Obtaining consent from the elderly takes special care and must consider the person's ability to understand the study requirements. Human Subjects Review Boards evaluate all research studies to make sure participants are treated fairly and ethically. Any changes to the study protocol must be reevaluated by the review board.

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Instructor Manual

John C. Cavanaugh, Adult Development and Aging, 2024, 978-0-357-79627-6; Chapter 1: Studying Adult Development and Aging

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Purpose and Perspective of the Chapter

The chapter introduces students to the idea that aging is a lifelong process, which has already begun for them. It is important for students to understand that adult development and aging is just one part of the life span, and to truly understand this, we must consider not only a person's chronological age but also what life experiences a person has had. To this end, a discussion of research methods used in adult development research can illustrate some of these points (e.g., age effects, cohort effects, and time-of-measurement).

Chapter Objectives

The following objectives are addressed in this chapter:

1.1 Describe the life-span perspective and the characteristics of the adult population.
1.2 Identify the basic forces of human development and the concept of age.
1.3 Describe the scientific methods used to conduct research in adult development and aging.

What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

- New Controversies feature on the importance of lenses in understanding issues related to gender, ethnicity, and race.
- Introduces the concept of intersectionality as an important concept in understanding how different demographic categories interact in their influence on people.
- New subsection on Tools for Doing Developmental Research that discusses online research skills training, tools for constructing surveys, and various data libraries and repositories.
- Reframed discussion on sociocultural forces now includes gender and biological sex as key aspects.
- Introduces COVID-19 as a major event that has had a pervasive influence on all aspects of adult development and aging.

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CHAPTER OUTLINE

The following outline organizes activities and assessments (including any existing ones in the PowerPoint or the textbook) by chapter (and therefore by topic), so that you can see how all the content relates to the topics covered in the textbook. LO#.# refers to the objective related to the content.

I. Chapter Objectives
II. Perspectives on Adult Development and Aging (LO 1.1, PPT Slides 3–9)
    a. The Life-Span Perspective
    b. Characteristics of the Older Adult Population
        i. **Knowledge Check Activity 1: 1–2 minutes.** (LO 1.1, PPT Slides 10–11)
III. Issues in Studying Adult Development and Aging (LO 1.2, PPT Slides 12–19)
    a. The Forces of Development
    b. Interrelations Among the Forces: Developmental Influences
    c. Cultural, Ethnic, Racial, Biological Sex, Gender, and Socioeconomic Factors
    d. The Meaning of Age
    e. Core Issues in Development
        i. **Knowledge Check Activity 2: 1–2 minutes.** (LO 1.2, PPT Slides 20–21)
IV. Research Methods in Adult Development and Aging (LO 1.3, PPT Slides 22–29)
    a. Measurement in Adult Development and Aging Research
    b. General Designs for Research
    c. Designs for Studying Development
    d. Tools for Doing and Archiving Developmental Research
    e. Integrating Findings from Different Studies
    f. Conducting Research Ethically
        i. **Discussion Activity 1: 10–15 minutes.** (LO 1.3, PPT Slide 30)
V. End of Chapter Book Activities (All objectives)
    a. **Self-Assessment: 5 minutes.** (LO 1.1, 1.2, 1.3, PPT Slide 31)
    b. **Summary** (PPT Slide 32)

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Discussion Questions

The following are additional discussion questions not included in the textbook or PPTs—they are for you to use if you wish. LO#.# refers to the objective related to the content.

1. In what ways are people the products of interactions between heredity and environment? (LO 1.2)
2. What types of normative history-graded events are taking place today? How might you be affected by these events? (LO 1.2)
3. Consider the COVID-19 pandemic. Would you consider that experience a normative history-graded event? How has that experience impacted development? (LO 1.2)
4. Why are we interested, as a society, in continually increasing longevity, despite the strain this causes on health and social services? Is increased longevity a worthwhile goal? Why or why not? (LO 1.1)
5. What advantages are there to conceptualizing age in numerous ways? How might your knowledge of the existence of these different types of age affect your response to the question "What is your age?" (LO 1.2)
6. What makes people who age "successfully" different from those who do not? Students may find it helpful to visit the New England Centenarian Study website (see "Suggested Websites") for some hints. (LO 1.2)
7. What are the implications for our society from the rapid increase in the number of older adults? (LO 1.1)
8. How might the United States face the challenges of an aging population different from China? Consider individual vs. collective cultural differences and similarities. (LO 1.2)
9. In what ways might elderly adults be taken advantage of by researchers, perhaps unwittingly? Consider the ethical guidelines provided in the chapter when answering. (LO 1.3)

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Additional Activities and Assignments

The following are additional activities and assignments not included in the textbook or PPTs—they are for you to use if you wish. LO#.# refers to the objective related to the content.

1. **"Stages" of Life.** (LO 1.1)

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- Identify "stages" of life (e.g., childhood, adolescence, mid-life, and old age) and discuss how these fit with the lifespan perspective. How do the "stages" fit with the stability-change and the continuity–discontinuity controversy?

2. **Stereotypes.** (LO 1.1)
   - Identify societal stereotypes and attitudes of aging. This can easily be achieved through examining greeting cards, popular magazines, and television.
     - Discuss the pros and cons of the attitudes/stereotypes.
     - Discuss the accuracy of these attitudes/stereotypes and possible explanations for why they exist.
3. **Centenarian.** (LO 1.1)
   - Have students review the website of the **New England Centenarian Study** and ask each student to summarize a different aspect or finding of the study. The students can then share the information they found with each other. Then ask them to discuss how this activity put a human face on aging for them.
4. **Myths about Aging.** (LO 1.1)
   - Have students take **Dr. Linda Woolf's myths about aging quiz**. This true–false quiz is a great way to introduce students to the course and assess their preconceptions about aging.
5. **Biological Age.** (LO 1.2)
   - Have students take the **"What is your real age?"** quiz. This quiz allows students to determine their estimated biological age and what factors make them older or younger.
6. **Longer Life.** (LO 1.2)
   - Have students read **"Dr. Oz's 24 Hours to a Longer Life"** article and then discuss the steps that seem feasible for them in their current lifestyles, the changes they might make to make other steps more feasible, and whether they think these steps are possible for most elderly adults to take.
7. **Changing Demographics.** (LO 1.1)
   - Examine maps that illustrate changes in the elderly population of the United States. How are the demographics changing for the United States and other countries? Are there particular areas that seem to be growing fastest? You can also examine longevity and health status changes that accompany the increases in the elderly population. For many students, this can help make the topic more understandable and meaningful.
8. **Defining Age.** (LO 1.2)

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- To explore various definitions of age, have students take a "What is the right age?" quiz. This can include things like "What is the best age to get married?" "What is the right age to have children or grandchildren?" "What is the right age to retire?" Do these for women and for men. This can quickly illustrate sociocultural and social clock differences. You can also point out that the questions asked are normative age-graded experiences. Further, this activity can also be used to point out generational differences if your class includes traditional and nontraditional students.

9. **Emerging Adulthood.** (LO 1.2)
   - Break students into small groups and assign each group one or two sections of **an article by Jeffry Arnett.** Have a member of each group report to the large group their reactions to the article when students have completed a small group discussion on their section.
10. **Normative Age-Graded Influences.** (LO 1.2)
    - Provide examples of normative age-graded influences, normative history-graded influences, and nonnormative influences that students and their parents have experienced. Discuss the similarities and differences between their experiences and those of their parents. This is a good way to introduce cohort differences.
11. **Aging.** (LO 1.2)
    - Using yourself as an example, determine your aging using chronological, biological, psychological, and sociocultural definitions.
12. **Research Protections.** (LO 1.3)
    - Have students choose small groups (2–4 students in each) and ask them to explore the **Human Research Protection** page. Each group should choose to read one of the linked publications or ethical guidelines and summarize the key points. These summaries can then be shared with the class.
13. **Research Design.** (LO 1.3)
    - Choose a research question or a social problem and have students design research projects using the various designs and approaches in the text. Alternatively, have students read research articles and identify the research design used and answer the following questions about the research:
      - Label the research design
      - Identify the independent and dependent variable(s) and confounds
      - Indicate if age change or age difference is being researched
      - Qualitative vs. Quantitative
      - Which approach would be used?

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Additional Resources

Internet Resources

- **Administration on Aging:** This site provides a wealth of data on the status of the elderly in this country. This is a good site for finding statistical data specific to those over 65 years of age including demography, health status and longevity changes, short- and long-term health care, income, etc. There are also links to additional websites on aging and related issues.
- **New England Centenarian Study**: This is the site of a study being conducted by Dr. Thomas Perls and colleagues on persons living beyond 100 years. This study is trying to understand genetic and lifestyle factors that influence the aging process. While this site will be useful in upcoming chapters, it can serve as a basis for students to get familiar with older adults. This site provides tips on living longer and a calculator to estimate one's longevity.
- **US Census:** This site provides U.S. population data useful for both the instructor and student. There is data by state and region on population estimates, which include diversity, employment, and poverty measures. Many tables and charts can be downloaded and used for lecture.
- **Jeffrey Jensen Arnett Emerging Adulthood: Books and Articles**: The page includes suggested titles for reading and web links to published articles on emerging adulthood.
- **American Psychological Association's Responsible Conduct of Research:** The American Psychological Association (APA) provides many guidelines for the ethical conduct of psychologists. Their Responsible Conduct of Research page includes information on conflicts of interest, human research protections, lab animal welfare and publications practices. The section on the protection of human participants is particularly relevant to Chapter 1 and it may be useful to have students read sections of the documents on that page.

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