Topical Approach to Lifespan Development 10th edition Santrock Test Bank

SKU: 9781260060928-TEST-BANK

Chapter 02
Test Bank

1. Some species are better adapted to their environment in a way that helps them survive and reproduce, while other species do not adapt well and die. This process is called
A. canalization.
B. sociobiology.
C. genetic inheritance.
D. natural selection.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 47
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Natural Selection

2. Natural selection favors individuals of a species that are best able to _____ and _____.
A. survive change; adapt
B. survive; reproduce
C. find food; hide
D. change; adapt

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
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Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Gradable: automatic
Page: 47
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Natural Selection

3. Evolutionary psychology holds that
A. biological evolution explains why humans live well beyond child-bearing years.
B. natural selection does not ring true for personality characteristics.
C. natural selection favors certain behaviors that increase reproductive success.
D. only physical development is a stage-like process.

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Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Gradable: automatic
Page: 47
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Evolutionary Psychology

4. Natural selection operates primarily on characteristics that are tied to
A. reproductive fitness.
B. developmental plasticity.
C. psychological wellness.
D. group social interaction.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
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Accessibility: Keyboard Navigation
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Difficulty Level: Basic
Gradable: automatic
Page: 47
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5. Which of the following statements describes the main idea of David Buss's theory?
A. Behavior is determined by the environmental consequences it brings about.
B. Evolutionary processes can influence behavior as well as physical features.
C. Development proceeds in a series of stages.
D. It is not useful to compare human social behavior with social behavior in other species.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
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Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Gradable: automatic
Page: 47
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Evolutionary Psychology

6. Which of the following explanations do developmental evolutionary psychologists favor for an extended childhood period in human development?
A. Rebellion against authority is a necessary step in the evolutionary development of independent behavior.
B. During this time, humans develop a large brain and gain the experience required to master the complexities of human society.
C. During this time, a human's immune system reaches its full potential.
D. A long childhood period is a "left over" adaptation from the time when the human life span was considerably shorter than it is today.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Gradable: automatic
Page: 48
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Evolutionary Psychology

7. Which of the following is NOT an idea held by evolutionary developmental psychologists?
A. All evolved mechanisms are adaptive in contemporary society.
B. An extended childhood period may be the result of evolution.
C. Evolved characteristics are not always adaptive in contemporary society.
D. Some evolved characteristics could be the cause of problems in contemporary society.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Gradable: automatic
Page: 48
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Evolutionary Developmental Psychology

8. Baltes holds that natural selection operates
A. through the end of late childhood.
B. through the end of the adolescent period.
C. primarily during the first half of life.
D. primarily during late adulthood.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Gradable: automatic
Page: 48-49
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Evolution and Life-Span Development

9. According to Baltes, older adults have an increased
A. generativity.
B. need for culture-based resources.
C. developmental plasticity.

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D. benefit in terms of evolutionary selection.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Gradable: automatic
Page: 49
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Evolution and Life-Span Development

10. A bidirectional view of evolution suggests that
A. evolution dictates social behavior.
B. evolved biology is a product of social behavior.
C. social behavior is a product of evolved biology.
D. environmental and biological conditions influence each other.

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Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 49
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Evolutionary Developmental Psychology

11. Which of the following is a double-helix-shaped molecule that contains genetic information?
A. gene
B. genotype
C. chromosome
D. DNA

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 50
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

12. Approximately how many genes does a typical human have, according to the latest research?
A. more than 100,000
B. around 83,000
C. around 36,000
D. around 21,000

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APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
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Difficulty Level: Basic
Gradable: automatic
Page: 51
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

13. What did researchers working on the Human Genome project accomplish?
A. They estimated how many genes humans have.
B. They determined that many genes are collaborative.
C. They found that the number of human proteins is higher than the number of human genes.
D. All answer choices are correct.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
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Bloom's Taxonomy: Remember

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Topical Approach to Lifespan Development 10th edition Santrock Test Bank

Difficulty Level: Basic
Gradable: automatic
Page: 51
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

14. In his book *The Dependent Gene*, David Moore reports that
A. genes are collaborative.
B. the expression of genes is not affected by environmental conditions.
C. genes act independently.
D. genes have a one-to-one correspondence with proteins.

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Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 51
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

15. Which of the following *best* explains the nature of genetic expression?
A. Only internal events inside a cell can influence genetic expression.
B. The activity of genes is affected by internal and external factors.
C. Events outside of a cell cannot excite or inhibit genetic expression.
D. A single gene is the source of a single protein's genetic information.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Gradable: automatic
Page: 52
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

16. Which of the following has/have 23 unpaired chromosomes?
A. both sperm and egg
B. chromosome
C. zygote
D. mitosis

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 52
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

17. In a human body, all cells except the sperm and egg reproduce by a process called
A. meiosis.
B. fertilization.
C. mitosis.
D. zygote.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 52
Learning Objective: Describe what genes are and how they influence human development.
Topic: Mitosis

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18. _____ is a specialized form of cell division that occurs to form eggs and sperm.
A. Fertilization
B. Meiosis
C. Reproduction
D. Mitosis

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 52
Learning Objective: Describe what genes are and how they influence human development.
Topic: Meiosis

19. How many chromosomes does an egg or a sperm have?
A. 23
B. 24
C. 46
D. 48

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 52
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

20. Fertilization results in the formation of a(n)
A. zygote.
B. gamete.
C. sperm.
D. egg.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 52
Learning Objective: Describe what genes are and how they influence human development.
Topic: Fertilization

21. In _____, the number of cells doubles, whereas in _____, the number of chromosomes in the resulting four cells is half of what the parent cell contained.
A. genotype; phenotype
B. mitosis; meiosis
C. meiosis; mitosis
D. phenotype; genotype

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 53-54
Learning Objective: Describe what genes are and how they influence human development.
Topic: Meiosis
Topic: Mitosis

22. All of a person's genetic material makes up the _____, whereas the _____ consists of only observable characteristics.
A. phenotype; genotype
B. recessive gene; dominant gene

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C. dominant gene; recessive gene
D. genotype; phenotype

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 54
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

23. Angela describes her friend as tall and slender with blue eyes and red hair. Angela is describing her friend's
A. genotype.
B. dominant genes.
C. recessive genes.
D. phenotype.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Basic
Gradable: automatic
Page: 54
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

24. You notice that Lou's eyes are a unique shade of green. You have observed his
A. dominant gene.
B. genotype.
C. phenotype.
D. recessive gene.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Gradable: automatic
Page: 54
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

25. Which of the following principles is demonstrated when one gene overrides the potential effect of a second gene?
A. sex-linked genes
B. polygenic inheritance
C. genetic imprinting
D. dominant-recessive genes

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 54
Learning Objective: Describe what genes are and how they influence human development.
Topic: Dominant-Recessive Genes

26. Kevin has blond hair, but both of his parents have brown hair. What might account for Kevin’s differing phenotype from both of his parents?
A. sex-linked genes
B. genetic imprinting
C. polygenic inheritance
D. dominant-recessive genes

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology

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Topical Approach to Lifespan Development 10th edition Santrock Test Bank

Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 54
Learning Objective: Describe what genes are and how they influence human development.
Topic: Dominant-Recessive Genes

27. *X-linked inheritance* describes the inheritance of a(n)
A. unaltered gene that is carried on the Y chromosome.
B. unaltered gene that is carried on the X chromosome.
C. mutated gene that is carried on the X chromosome.
D. mutated gene that is carried on the Y chromosome.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 54
Learning Objective: Describe what genes are and how they influence human development.
Topic: Sex-Linked Genes

28. Melinda and Joseph both have brown eyes, but their child has blue eyes. This shows that
A. both Melinda and Joseph are carrying a dominant gene for blue eyes.
B. either Melinda or Joseph is carrying a dominant gene for blue eyes.
C. both Melinda and Joseph are carrying a recessive gene for blue eyes.
D. either Melinda or Joseph is carrying a recessive gene for blue eyes.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 54
Learning Objective: Describe what genes are and how they influence human development.
Topic: Dominant-Recessive Genes

29. Most characteristics are the result of the interaction of many different genes. This is the concept of
A. dominant-recessive inheritance.
B. polygenic inheritance.
C. genetic imprinting.
D. sex-linked inheritance.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Gradable: automatic
Page: 54-55
Learning Objective: Describe what genes are and how they influence human development.
Topic: Polygenic Inheritance

30. People who have hemophilia or fragile-X syndrome are
A. mostly male.
B. mostly female.
C. those who have mutated genes carried on the Y chromosome.
D. equally distributed among females and males.

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Difficulty Level: Basic
Gradable: automatic
Page: 54
Learning Objective: Describe what genes are and how they influence human development.

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Topic: Sex-Linked Chromosomal Abnormalities

31. _____ is a genetic disorder that occurs less often in children with mothers who are 16 to 34 years old.
A. Down syndrome
B. Phenylketonuria (PKU)
C. Sickle-cell anemia
D. Turner syndrome

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 55
Learning Objective: Describe what genes are and how they influence human development.
Topic: Down Syndrome

32. Both _____ are genetic disorders caused by the presence of an extra chromosome.
A. Down syndrome and Turner syndrome
B. Klinefelter syndrome and Down syndrome
C. Phenylketonuria (PKU) and XYY syndrome
D. Turner syndrome and sickle-cell anemia

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 55-56
Learning Objective: Describe what genes are and how they influence human development.
Topic: Sex-Linked Chromosomal Abnormalities

33. _____ syndrome causes males to have undeveloped testes, enlarged breasts, and tallness. The majority with this syndrome are not identified until adulthood.
A. Turner
B. Klinefelter
C. Fragile X
D. Down

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 56
Learning Objective: Describe what genes are and how they influence human development.
Topic: Sex-Linked Chromosomal Abnormalities

34. Which of the following characteristics is likely to be exhibited in boys with fragile X syndrome?
A. flattened skull
B. aggression and violence
C. weakened immune system
D. mental deficiency

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 56
Learning Objective: Describe what genes are and how they influence human development.
Topic: Sex-Linked Chromosomal Abnormalities

35. Conditions like phenylketonuria and sickle cell anemia are produced by _____ abnormalities.
A. chromosome

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B. sex-linked chromosome
C. gene-linked
D. both sex-linked chromosome and gene-linked

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 56
Learning Objective: Describe what genes are and how they influence human development.
Topic: Gene-Linked Chromosomal Abnormalities

36. _____ is a genetic disorder that can be controlled by diet.
A. Phenylketonuria (PKU)
B. Sickle-cell anemia
C. Down syndrome
D. Turner syndrome

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 56
Learning Objective: Describe what genes are and how they influence human development.
Topic: Gene-Linked Chromosomal Abnormalities

37. Which of the following genetic disorders occurs most often in African Americans?
A. sickle-cell anemia
B. Down syndrome
C. phenylketonuria (PKU)
D. Turner syndrome

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 56
Learning Objective: Describe what genes are and how they influence human development.
Topic: Gene-Linked Chromosomal Abnormalities

38. Behavior genetics is the field of study that seeks to discover how individual differences in human traits and development are influenced by
A. environment.
B. heredity and environment.
C. heredity.
D. behavior.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 58
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Behavior Genetics

39. Dr. Santos designs studies to examine the influence of heredity and environment on individual differences in human traits and development. Her field of study is
A. evolutionary psychology.
B. behavior genetics.
C. evolutionary genetics.
D. developmental genetics.

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APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Gradable: automatic
Page: 58
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Behavior Genetics

40. Behavior genetics mostly uses which of the following research methods?
A. both twin studies and adoption studies
B. twin studies
C. adoption studies
D. neither twin studies nor adoption studies

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Gradable: automatic
Page: 58
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Behavior Genetics

41. Brent is an athlete who has always loved to play catch or shoot baskets with others, and he frequently seeks to do both with his son Todd. Todd is quickly developing the same affinity for sports. This is an example of which type of genotype-environment correlation?
A. passive
B. niche-picking
C. evocative
D. active

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 60
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Passive Genotype-Environment Correlations

42. _____ occurs when a child seeks out a setting that is suited to his or her genetically influenced abilities.
A. Evocative genotype-environment correlation
B. Passive genotype-environment correlation
C. Active (niche-picking) genotype-environment correlation
D. Supressed genotype-environment correlation

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 60
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Passive Genotype-Environment Correlations

43. Katrina played basketball in high school and in college. She recently enrolled her son in a junior basketball league. This is an example of which type of genotype-environment correlation for Katrina's son?
A. active
B. passive
C. niche-picking
D. evocative

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation

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Topical Approach to Lifespan Development 10th edition Santrock Test Bank

Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 60
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Passive Genotype-Environment Correlations

44. Kylie is friendly and outgoing. Because of this, people treat her well and often seem drawn to her. This is an example of which type of genotype-environment correlation?
A. niche-picking
B. active
C. evocative
D. passive

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 60
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Evocative Genotype-Environment Correlations

45. Hannah is an "easy" child. She rarely cries and is cooperative and pleasant. As a result, she receives much attention and nurturing. This is an example of which type of genotype-environment correlation?
A. passive
B. active
C. evocative
D. niche-picking

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 60
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Evocative Genotype-Environment Correlations

46. Dani loves dinosaurs. She always chooses library books about dinosaurs and has even asked her parents to enroll her in a junior paleontology club. This is an example of which type of genotype-environment correlation?
A. passive
B. evocative
C. active
D. None of the answer choices are correct.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 60
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Active Genotype-Environment Correlations

47. Elise has enrolled in a parenting program aimed at teaching parents to recognize and support a child's natural abilities and chosen activities. If she helps her child pursue only activities her child seems drawn to, which type of heredity-environment correlation will she be encouraging?
A. active
B. passive
C. evocative
D. suggestive

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply

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Difficulty Level: Moderate
Gradable: automatic
Page: 60
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Active Genotype-Environment Correlations

48. Allison learned that she had a good singing voice in childhood. She requested vocal lessons, and now she participates in the school choral program. This is an example of which type of genotype-environment correlation?
A. passive
B. evocative
C. niche-picking
D. None of the answer choices are correct.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 60
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Active Genotype-Environment Correlations

49. Which of the following is a genotype-environment interaction that plays a smaller role in development as children grow older?
A. niche-picking
B. passive
C. active
D. evocative

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Gradable: automatic
Page: 60
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Passive Genotype-Environment Correlations

50. Louis and his twin sister are entering late adolescence and preparing to go to different colleges. They are likely
A. to have completed their twin-separation process in early adolescence.
B. to have more difficulty separating from each other and their primary caregiver than do nontwin siblings.
C. to have less difficulty separating from each other and their primary caregiver than do nontwin siblings.
D. to have more distinct and individual senses of self by the time they separate for college than would nontwin siblings.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 59
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Nonshared Environmental Influences

51. The *G* × *E interaction* involves what two specifically measured factors?
A. a specific aspect of the environment and variation in behaviors of peers and relatives
B. variation in DNA and variation in gene-produced proteins
C. variation in DNA and a specific aspect of the environment
D. variation in DNA and variation in biological heredity

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Gradable: automatic
Page: 61
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Epigenetic View

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52. The epigenetic view of development states that development
A. becomes more influenced by heredity and less influenced by environment as people grow older.
B. is influenced 50 percent by heredity and 50 percent by environment.
C. is the result of an ongoing, bidirectional interchange between heredity and the environment.
D. becomes less influenced by heredity and more influenced by environment as people grow older.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 60
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Epigenetic View

53. The relative contributions of heredity and environment are not additive. This means
A. certain characteristics are more linked to heredity and others to environmental conditions.
B. some characteristics are solely due to heredity and others are due to environmental conditions.
C. a person's characteristics and behavior are a result of a constantly fluctuating mix of gene expression and environment.
D. that the person we become is due to *x* percent genetics and *x* percent environment.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Gradable: automatic
Page: 61
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Epigenetic View

54. What is the emerging view among developmentalists about the contributions of both heredity and environment to development?
A. Genes influence complex behaviors and generally lead to a developmental trajectory, but said trajectory is dependent on environment as well.
B. Environment plays the dominant role in developmental trajectory.
C. Heredity plays the dominant role in developmental trajectory.
D. Genes determine developmental trajectory largely regardless of environment.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Gradable: automatic
Page: 61
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Epigenetic View

55. During which prenatal development period does differentiation of cells take place?
A. fetal
B. germinal
C. embryonic
D. fertilization

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 62
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Germinal Period

56. Which of the following is the prenatal development period that takes place during the first two weeks after conception, includes the creation of a zygote, and ends with attachment of the zygote to the uterine wall?
A. fertilization
B. embryonic
C. germinal

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D. fetal

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 62-63
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Germinal Period

57. When does the zygote implant in the lining of the mother's uterus?
A. within 2 days after conception
B. about 10 to 14 days after conception
C. immediately after conception
D. at the end of the embryonic period

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 63
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Germinal Period

58. During which prenatal developmental period do the mesoderm, ectoderm, and endoderm form?
A. embryonic
B. fetal
C. fertilization
D. germinal

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 63
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

59. Which of the following is the correct order of an embryo's layering of cells, starting from the outermost layer?
A. endoderm, mesoderm, ectoderm
B. mesoderm, ectoderm, endoderm
C. ectoderm, mesoderm, endoderm
D. mesoderm, endoderm, ectoderm

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 63
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

60. When baby Juanita was born, she had problems with her eyes, ears, and nose. *Most* likely, Juanita's problems came from defects in the formation of
A. the ectoderm.
B. the endoderm.
C. the mesoderm.
D. any of the three layers.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic

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Topical Approach to Lifespan Development 10th edition Santrock Test Bank

Page: 63
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

61. Baby Weston's digestive system did not fully develop and does not function properly. This problem likely arose from a defect in the formation of
A. the ectoderm.
B. the endoderm.
C. the mesoderm.
D. any of the three layers.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 63
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

62. The doctor tells Sharice and Jayden that their unborn baby is having problems because of a drastic change in temperature. The _____ has failed to perform its protective function.
A. amniotic fluid
B. umbilical cord
C. placenta
D. trophoblast

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 63
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

63. The _____ connects a baby to the placenta.
A. umbilical cord
B. amnion
C. amniotic fluid
D. uterine wall

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 63
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

64. When a blood test was performed on Cindy's fetus, the doctors found some of Cindy's red blood cells in the fetus's circulatory system. We know that this most likely
A. indicates a problem with the amnion, which should eliminate the mother's red blood cells.
B. indicates a problem with the placenta, which should block the mother's red blood cells.
C. indicates a problem with the blastocyst, which should not contain red blood cells.
D. is normal because the mother's red blood cells are shared with the fetus.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Difficult
Gradable: automatic
Page: 63
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

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65. Iyanla, who is pregnant, is concerned that the bacteria from her ear infection may pass to her unborn baby. She does not need to worry because
A. most bacteria are large molecules and will be filtered out by the placenta and not reach the fetus.
B. the bacteria will be destroyed by the amniotic fluid.
C. the baby's sinuses are filled with amniotic fluid and are immune to sinus bacteria.
D. although the bacteria will pass to the fetus, supercharged white blood cells in the umbilical cord will successfully destroy the infection.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Gradable: automatic
Page: 63
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

66. During which prenatal developmental period do the following changes—rapid weight gain; active movement of arms and legs; face, forehead, eyelids, nose, and chin becoming distinguishable—take place?
A. germinal
B. fertilization
C. fetal
D. embryonic

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 63
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Fetal Period

67. What is approximately the earliest point that a fetus can survive outside the womb?
A. five months
B. six months
C. seven months
D. eight months

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 63
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Fetal Period

68. Sidney is expecting her first child and recently began to feel kicking movements. Sidney is *most* likely in the _____ month of her pregnancy.
A. second
B. fourth
C. sixth
D. seventh

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 63
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Fetal Period

69. Which of the following handle(s) information processing at the cellular level?
A. neural tubes
B. spina bifida
C. anencephaly
D. neurons

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Topical Approach to Lifespan Development 10th edition Santrock Test Bank

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 65
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prenatal Brain Development

70. Teri's doctor has recommended that she take folic acid regularly throughout her pregnancy. The doctor is most likely trying to prevent which of the following from occurring?
A. spina bifida
B. fetal neural tube defects
C. anencephaly
D. All answer choices are correct.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 65
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prenatal Brain Development

71. At approximately 15 weeks after conception, cells move outward from their point of origin to their appropriate locations. This is known as
A. neuronal migration.
B. anencephaly.
C. neurogenesis.
D. spina bifida.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 65
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prenatal Brain Development

72. Which of the following involves the process of cells moving outward from their point of origin to their appropriate locations in the brain?
A. neuronal migration
B. organogenesis
C. neural connectivity
D. neurogenesis

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 65
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prenatal Brain Development

73. Which of the following prenatal diagnostic tests would involve removing a small sample of the placenta?
A. maternal blood sampling
B. amniocentesis
C. chorionic villus sampling
D. ultrasound sonography

APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic

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Topical Approach to Lifespan Development 10th edition Santrock Test Bank

Page: 66
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Chorionic Villus Sampling

74. Which of the following prenatal diagnostic tests could detect an elevated risk for spina bifida, Down syndrome, and congenital heart disease, though not an actual overall picture of the health of the fetus?
A. maternal blood screening
B. amniocentesis
C. ultrasound sonography
D. chorionic villi sampling

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 67
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Maternal Blood Screening

75. Stephanie's doctor reduces the dosage of her daily medication when she begins trying to get pregnant. The principle behind this action states that
A. the effect of any teratogen is dependent on the time of exposure.
B. the effect of any teratogen is dependent on the genetic susceptibility of the fetus.
C. the greater the dose of a teratogen, the greater the effect on prenatal development.
D. the effect of any teratogen is greater in the last stage of prenatal development.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 67
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Teratogen

76. During which prenatal developmental period is the probability of a structural defect the greatest?
A. germinal
B. implantation
C. fetal
D. embryonic

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 67
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

77. Which of the following statements about teratogens is NOT true?
A. Female fetuses are far more likely to be affected by teratogens than male fetuses.
B. The greater the dose of a teratogen, the greater the effect.
C. The time of exposure to a teratogen impacts the type and degree of damage to the fetus.
D. Differences in placental membranes can affect a fetus's exposure to a teratogen.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 67
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Teratogen

78. Exposure to teratogens after organogenesis is complete is most likely to result in
A. severe anatomic defects.
B. stunted growth.

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C. an enlarged cranium.
D. death of the fetus.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Gradable: automatic
Page: 67
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Teratogen

79. Which of the following is/are a nonprescription drug known to cause harmful prenatal effects?
A. estrogen
B. antibiotics
C. aspirin
D. isotretinoin

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: a68utomatic
Page:
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prescription and Nonprescription Drugs

80. Psychoactive drugs primarily affect the _____ system.
A. nervous
B. endocrine
C. respiratory
D. digestive

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 68
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prescription and Nonprescription Drugs

81. Gina is pregnant and is a heavy smoker. Compared to the baby of a nonsmoker, which of the following is the most elevated risk for Gina's baby?
A. sudden infant death syndrome
B. facial and limb deformities
C. tremors and increased general irritability
D. cleft palate

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 69
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Nicotine

82. Which of the following prescription and nonprescription drugs can have harmful effects on an embryo or fetus?
A. aspirin
B. some antibiotics and hormones
C. diet pills
D. All answer choices are correct.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic

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Topical Approach to Lifespan Development 10th edition Santrock Test Bank

Page: 68
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prescription and Nonprescription Drugs

83. If the mother normally drinks alcohol, which of the following is the *best* way to prevent negative effects on the fetus according to the U.S. Surgeon General?
A. Drink only beer during the pregnancy.
B. Maintain good nutrition during the pregnancy.
C. Drink only wine during the pregnancy.
D. Completely abstain from drinking during the entire pregnancy.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Gradable: automatic
Page: 69
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Alcohol

84. Facial deformities, defective limbs, learning problems, and below-average intelligence are all linked to heavy use of which teratogen during pregnancy?
A. nicotine
B. cocaine
C. alcohol
D. psychoactive drugs

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 69
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Alcohol

85. Neonatal deaths, preterm births, low birth weights, respiratory problems, and sudden infant death syndrome are all linked to which teratogen?
A. cocaine
B. psychoactive drugs
C. nicotine
D. alcohol

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 69
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Nicotine

86. Cocaine exposure during prenatal development is linked to which of the following?
A. increased likelihood of being in special education and receiving support services
B. impaired language development and information processing
C. impaired motor development and slower growth rate
D. All answer choices are correct.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 70
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Cocaine

87. What is the *best* way to keep the infant from being infected if the mother is found to have active genital herpes before the child is born?
A. Nothing can be done, because the fetus would have already contracted the disease before delivery.
B. Antibiotics should be administered daily to the fetus until the day of delivery.

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C. Antibiotics should be administered for a minimum of six hours before delivery.
D. A cesarean section should be performed.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 71
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Maternal Diseases

88. If a mother is HIV positive, her infant may
A. not have been infected with HIV.
B. have been infected with HIV but does not show any symptoms at birth.
C. have been infected with HIV and be symptomatic at birth.
D. All answer choices are correct.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 71
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Maternal Diseases

89. Which of the following is a way for a mother infected with HIV to pass the virus to her child?
A. during gestation across the placenta
B. during delivery through contact with maternal blood
C. after birth through breastfeeding
D. All answer choices are correct.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 71
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Maternal Diseases

90. The nutritional status of the fetus during pregnancy is determined
A. by the function of the fetus's digestive system.
B. only by the amount of the mother's protein intake.
C. by the mother's intake of protein, vitamins, minerals, and total calories.
D. only by the mother's calorie intake.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 71
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Maternal Diet and Nutrition

91. Which of the following statements is correct?
A. A pregnant woman's experience with intense fear and anxiety may have a negative impact on the fetus.
B. High maternal stress during pregnancy can have long-term consequences for the child after birth.
C. Children of mothers with a high level of depression during pregnancy are more susceptible to preterm birth and low birth weight.
D. All answer choices are correct.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 72

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Topical Approach to Lifespan Development 10th edition Santrock Test Bank

Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Emotional States and Stress

92. Which of the following statements is correct?
A. The mother's stressful life events may have a negative impact on the fetus even if these events occur before conception.
B. Maternal depression during pregnancy may cause preterm birth.
C. Maternal depression during pregnancy may cause low birth weight for full-term infants.
D. All answer choices are correct.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 72
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Emotional States and Stress

93. Participation in the CenteringPregnancy program has been associated with
A. reduced incidence of Down syndrome.
B. reduced incidence of cognitive impairments.
C. reduced incidence of physical abnormalities.
D. reduced incidence of low birth weight.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 74
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Maternal Age

94. A Norwegian study found the same level of increased risk for fetal deaths in mothers over 30 as in
A. 25- to 29-year-old mothers who were overweight.
B. mothers aged 42 and older.
C. 25- to 29-year-old mothers who used antidepressants.
D. mothers aged 16 and under.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Gradable: automatic
Page: 72
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Maternal Age

95. Which of the following paternal characteristics is LEAST likely to negatively affect a child's development if the father is younger than 40 years of age?
A. exposure to certain pesticides and petrochemicals
B. age
C. exposure to lead and radiation
D. cigarette smoking

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Gradable: automatic
Page: 73
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Paternal Factors

96. CenteringPregnancy, an innovative prenatal care program, is rapidly expanding in the United States and provides
A. free prenatal care to low-income mothers.
B. confidential prenatal care to pregnant adolescents.
C. in-home prenatal care by a midwife.

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D. prenatal care in a peer group setting.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Gradable: automatic
Page: 73
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prenatal Care

97. Which of the following outcomes of prenatal care is of the *greatest* value for pregnant women living in poverty?
A. Classes encourage these mothers to bottle-feed so they can maintain employment.
B. These women can be linked with other valuable social services.
C. Participants are offered free postpartum birth control.
D. Participants receive coupons for free goods and services.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Gradable: automatic
Page: 73
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prenatal Care

98. During which stage of childbirth does the cervix dilate?
A. first
B. second
C. third
D. afterbirth

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 75
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Stages of Birth

99. During which stage of childbirth does the fetus emerge from the womb?
A. first
B. second
C. third
D. afterbirth

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 75
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Stages of Birth

100. Which of the following statements is correct?
A. Three basic kinds of drugs used for labor are analgesia, anesthesia, and oxytocin/Pitocin.
B. Analgesia is used to relieve pain.
C. Higher doses of drugs given to the mother during delivery potentially have a more negative effect on the fetus than lower doses.
D. All answer choices are correct.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Basic
Gradable: automatic
Page: 76

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Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Medication

101. Which of the following is/are NOT used by the natural or prepared childbirth methods during labor and delivery?
A. Lamaze breathing
B. education about anatomy and physiology
C. relaxation techniques
D. nonprescription drugs to reduce pain

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 76
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Natural and Prepared Childbirth

102. Melissa plans to use the prepared childbirth method during labor and delivery. Which of the following will she employ?
A. prescription drugs to reduce pain
B. prescription drugs to promote contraction
C. nonprescription drugs to reduce pain
D. Lamaze breathing

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 76
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Natural and Prepared Childbirth

103. Which of the following is a method to reduce pain during delivery without using medication?
A. water birth
B. massage
C. acupuncture
D. All answer choices are correct.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 76
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Caesarean Delivery

104. If the fetus is in a breech position,
A. a cesarean section will not be recommended because it will compromise the safe delivery of the baby.
B. the fetus will be at increased risk for respiratory problems during delivery.
C. delivery will be easy and cause less complications.
D. the head of the fetus will emerge first during delivery.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 77
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Caesarean Delivery

105. Diane's doctor has suggested that a cesarean delivery of her child may be necessary. What is NOT a likely reason for this determination?
A. The fetus's head will emerge first during delivery.
B. The fetus's buttocks will emerge first during delivery.
C. The fetus is in a breech position.
D. The position of the fetus in the uterus is likely to cause respiratory problems.

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APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 77
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Caesarean Delivery

106. An Apgar Scale score of 3 signals a newborn's condition
A. is critical and that the baby may not survive.
B. is good.
C. is excellent.
D. may result in developmental difficulties.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 78
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Apgar Scale

107. Renee's baby was born just minutes ago, and the doctor is checking the baby with the Apgar Scale. Renee's baby is being checked for her
A. heart rate and respiratory effort.
B. muscle tone and body color.
C. reflex irritability.
D. All answer choices are correct.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 77-78
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Apgar Scale

108. The designation of *preterm* is determined by
A. the occurrence of birth three weeks or more before full term is reached.
B. the weight at birth.
C. the time period of gestation plus weight.
D. the ratio of weight at birth to the time of gestation.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Gradable: automatic
Page: 79
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Low Birth Weight and Preterm Infants

109. Baby Alec was born during his mother's 38th week of pregnancy and weighed 5 pounds and 2 ounces. He is considered
A. to have very low birth weight.
B. to have low birth weight.
C. to be large for the date.
D. to be preterm.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 79
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.

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Topic: Low Birth Weight and Preterm Infants

110. Twins Diego and Demare were delivered during their mother's 34th week of pregnancy. Diego weighed 4 pounds and 3 ounces. Demare weight 4 pounds and 15 ounces. They are both considered
A. full term and small for date.
B. preterm and very low birth weight.
C. full term and low birth weight.
D. preterm and low birth weight.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 79
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Low Birth Weight and Preterm Infants

111. Angie was born after 40 weeks of gestation and weighed 4 pounds. Angie is considered
A. large for date.
B. low birth weight.
C. preterm.
D. very low birth weight.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Gradable: automatic
Page: 79
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Low Birth Weight and Preterm Infants

112. Tamara delivered her babies preterm. Which of the following is NOT among the possible reasons for the preterm delivery?
A. Tamara had low stress.
B. Tamara was pregnant with triplets.
C. Tamara was 43 years old.
D. Tamara used tobacco.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Gradable: automatic
Page: 79
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Low Birth Weight and Preterm Infants

113. According to Tiffany Field's research, what can increase weight gain, alertness, and activity in preterm infants?
A. breastfeeding
B. letting a mother be the first to hold the baby
C. massage therapy
D. visual stimulation

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 81
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Low Birth Weight and Preterm Infants

114. Which of the following statements about the postpartum period is accurate?
A. Most women in the postpartum period do not experience emotional fluctuations, which are considered abnormal reactions.
B. It typically lasts from three to four months, returning a woman's body to a prepregnant state.
C. It involves a steep drop in estrogen and progesterone levels.

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D. It is typically characterized by increased levels of sleep.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Gradable: automatic
Page: 82
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: The Postpartum Period

115. Of the following, which is the highest risk factor for developing postpartum depression?
A. migrant status
B. age above 35
C. a history of smoking
D. obesity

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Gradable: automatic
Page: 82
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: The Postpartum Period

116. Describe natural selection and adaptive behavior.

Natural selection is the evolutionary process that favors individuals of a species that are best adapted to survive and reproduce. Adaptive behavior promotes an organism's survival in its natural habitat.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Gradable: manual
Page: 47
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Adaptive Behavior
Topic: Natural Selection

117. Describe evolutionary psychology.

Evolutionary psychology emphasizes the importance of adaptation, reproduction, and "survival of the fittest" in shaping behavior. Evolution favors certain behaviors that can increase chances for reproductive success.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Gradable: manual
Page: 47
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Evolutionary Psychology

118. Evolution has not weeded out many harmful conditions that have their onset in old age. Give a possible reason for this.

Natural selection operates primarily on characteristics that are tied to reproductive fitness.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Gradable: manual
Page: 48-49
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Evolutionary Psychology
Topic: Natural Selection

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119. Briefly discuss the relationships among human chromosomes, DNA, and genes.

Each human cell contains 46 chromosomes that come in 23 pairs. Chromosomes contain DNA, a complex molecule containing genetic information. Genes are short segments of DNA.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Gradable: manual
Page: 50
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

120. Why is genetic variability in the population valuable?

Genetic variability provides more characteristics for natural selection to operate on.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Gradable: manual
Page: 53
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

121. Explain the difference between genotype and phenotype.

Genotype is all of a person’s genetic material. Phenotype is the way an individual's genotype is expressed in observable and psychological characteristics.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Gradable: manual
Page: 53
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

122. Explain the dominant-recessive genes principle, and give an example of a dominant characteristic that rules over its recessive counterpart.

The dominant-recessive genes principle is that if one gene in a pair is dominant and one is recessive, the dominant gene exerts its effect and overrides the potential influence of the recessive gene. The recessive gene only expresses itself if the two genes of a pair are both recessive.
Example: In genes that determine hair color, dark brown is dominant and blonde is recessive.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Gradable: manual
Page: 54
Learning Objective: Describe what genes are and how they influence human development.
Topic: Dominant-Recessive Genes

123. Describe the chromosomal abnormality of two sex-linked syndromes.

Klinefelter syndrome: occurs in males when there is an extra X chromosome, making them XXY instead of XY
Fragile X syndrome: abnormality in the X chromosome that becomes constricted and often breaks
Turner syndrome: occurs in females when one of the X chromosomes is missing (making them XO instead of XX) or when the second X chromosome is partially deleted
XYY syndrome: occurs in males when there is an extra Y chromosome, making them XYY instead of XY

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Difficult

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Topical Approach to Lifespan Development 10th edition Santrock Test Bank

Gradable: manual
Page: 55-56
Learning Objective: Describe what genes are and how they influence human development.
Topic: Sex-Linked Genes

124. How might the results from a twin study be misinterpreted?

The environments of identical twins may be more similar than those of fraternal twins. Environmental influences might get overlooked when results are interpreted.

APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Gradable: manual
Page: 58
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Behavior Genetics

125. Describe the three types of heredity-environment correlations, and give an example of each.

Passive genotype-environment correlations occur because biological parents provide a rearing environment for the child. (Any example of a parent(s) providing opportunities for their child(ren) for which the parent(s) may have a predisposed biological ability or preference.)
Evocative genotype-environment correlations occur when a child's genetically-shaped characteristics elicit certain types of physical and social environments. (Any example of a child's natural abilities or personality characteristics evoking certain reactions from parents.)
Active (niche-picking) genotype-environment correlations occur when children seek out environments that they find compatible or stimulating. (Any example of a child preferring and choosing certain settings, friends, and activities.)

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
APA Outcome: 1.3: Describe applications of psychology
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Apply
Bloom's Taxonomy: Remember
Difficulty Level: Difficult
Gradable: manual
Page: 60
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Active Genotype-Environment Correlations
Topic: Evocative Genotype-Environment Correlations
Topic: Passive Genotype-Environment Correlations

126. Describe what constitutes the postpartum period.

The postpartum period generally lasts for about six weeks after birth—or until the mother’s body has almost returned completely to a nearly pregnant state. During the postpartum period, the mother adjusts physically and psychologically to the process of childbearing.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Gradable: manual
Page: 82
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: The Postpartum Period

127. Describe the potential treatments for postpartum depression and their effectiveness.

At least one study has shown that less than half of women who experience postpartum depression seek help. For those that do, several antidepressant drugs have shown to be effective both for breastfeeding women and their newborns. Regular exercise may help to relieve the symptoms of postpartum depression. Psychotherapy has also been shown to benefit those suffering from postpartum depression.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Gradable: manual
Page: 82-83
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: The Postpartum Period

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128. Describe an epigenetic view of development.

Development is the result of an ongoing bidirectional interchange between heredity and the environment. Developmental outcome is not determined by a certain percentage of heredity and a certain percentage of environment. Genetic expression happens throughout the life span.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Gradable: manual
Page: 60
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Epigenetic View

129. List three developmental characteristics or events from each of the germinal, embryonic, and fetal periods of prenatal development.

Germinal:
–takes place in first 2 weeks after conception
–includes creation of a zygote
–rapid cell division begins
–cell differentiation begins

Embryonic:
–occurs from 2 to 8 weeks after conception
–zygote attaches to the uterine wall
–rate of cell differentiation intensifies
–support systems for cells form
–organs appear
–endoderm, ectoderm, and mesoderm develop
–organogenesis occurs
–amnion, umbilical cord and placenta form and begin to function

Fetal:
–begins 2 months after conception and lasts for 7 months
–fetus becomes active, moving limbs, head, and opening and closing mouth
–face, forehead, eyelids, nose, and chin are distinguishable
–genitals can be identified as male or female (in most cases)
–rapid growth and weight gain
–prenatal reflexes become stronger
–skin structures form
–organ function intensifies
–fatty tissues develop

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Gradable: manual
Page: 62-64
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period
Topic: Fetal Period
Topic: Germinal Period

130. Describe the three layers of cells that develop at the beginning of the embryonic period.

Endoderm: the inner layer of cells, which will develop into the digestive and respiratory systems
Ectoderm: the outermost layer, which will become the nervous system, sensory receptors (e.g., ear, nose, and eyes), and skin parts (e.g., hair and nails)
Mesoderm: the middle layer, which will become the circulatory system, bones, muscle, excretory system, and reproductive system

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand

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Difficulty Level: Difficult
Gradable: manual
Page: 63
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

131. Describe four prenatal diagnostic tests and when they are administered.

Ultrasound sonography: High-frequency sound waves are directed into the pregnant woman's abdomen to assess growth and development; can be given anytime during pregnancy.
Fetal MRI: This is used to diagnose fetal malformations. MRI (magnetic resonance imaging) uses a powerful magnet and radio waves to generate detailed images of the body's organs and structures. This provides more detailed images than ultrasound. In many instances, ultrasound will indicate a possible abnormality and fetal MRI will then be used to obtain a clearer, more detailed image. Among the fetal malformations that fetal MRI may be able to detect better than ultrasound sonography are certain central nervous system, chest, gastrointestinal, genital/urinary, and placental abnormalities.
Chorionic villus sampling: A small sample of the placenta is removed; done between the 10th and 12th week of pregnancy.
Amniocentesis: A sample of amniotic fluid is withdrawn by syringe to determine if any chromosomal or metabolic disorders are present in the developing fetus; done between the 15th and 18th weeks of pregnancy.
Maternal blood screening: Blood is drawn and tested to determine if the pregnancy has a higher risk for defects such as spina bifida and Down syndrome, as well as congenital heart disease risk for children. The test is given between the 16th and 18th week of pregnancy.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Gradable: manual
Page: 66-67
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prenatal Diagnostic Tests

132. Define *teratogen* and list five teratogens.

A teratogen is any agent that can cause a birth defect. Teratogens include, but are not limited to, nicotine, alcohol, heroin, caffeine, toxins (such as lead and various pollutants), cocaine, marijuana, some prescription and nonprescription drugs, infectious diseases, radiation, and others.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Gradable: manual
Page: 67
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Teratogen

133. Discuss three conditions that affect the severity of the damage and/or type of birth defects teratogens may cause.

Dose: The greater the dose of a teratogenic agent, the greater its effect.
Genetic susceptibility: Genotypes of the woman and of the embryo or fetus influence the effect of a given teratogen.
Time of exposure: Teratogens do more damage at some points in development than others.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Gradable: manual
Page: 67
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Teratogen

134. Define *fetal alcohol spectrum disorders* (*FASD*), and list two possible abnormalities that can occur as a result.

Fetal alcohol spectrum disorders are a cluster of abnormalities that appear in the offspring of mothers who drink alcohol heavily during pregnancy. Abnormalities include: (1) facial deformities, (2) defective limbs, face, and heart (3) learning problems, (4) below-average intelligence, (5) intellectual disability.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember

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Difficulty Level: Moderate
Gradable: manual
Page: 69
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Alcohol

135. Explain three effects of nicotine on fetal development.

Nicotine use by the mother when pregnant can lead to the following problems in the fetus or infant: (1) respiratory problems, (2) ADHD, (3) low birth weight, (4) preterm births, (5) a higher incidence of fetal and neonatal deaths, and (6) a higher incidence of SIDS.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Gradable: manual
Page: 69
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Nicotine

136. What are the three ways that a mother infected with HIV may transmit the virus to her offspring?

1. During gestation across the placenta
2. During delivery through contact with maternal blood or fluids
3. After birth through breastfeeding

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Gradable: manual
Page: 71
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Maternal Diseases

137. What are the three possible outcomes for a child born to a mother infected with HIV?

1. Infected and symptomatic
2. Infected and asymptomatic
3. Not infected

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Gradable: manual
Page: 71
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Maternal Diseases

138. List three environmental hazards that can endanger the fetus.

1. Radiation
2. Toxic wastes
3. Other chemical pollutants

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Gradable: manual
Page: 73
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Environmental Hazards

139. List three paternal factors that can influence fetal development.

1. Exposure to radiation
2. Exposure to lead

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3. Exposure to certain pesticides
4. Exposure to petrochemicals
5. Smoking

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Gradable: manual
Page: 73
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Paternal Factors

140. List two characteristics of each of the three stages of birth.

First stage:
–longest of the three stages
–uterine contractions begin
–cervix stretches and opens

Second stage:
–lasts an average of 45 minutes to one hour
–baby's head starts to move through the cervix and the birth canal
–baby completely emerges from the mother's body

Third stage (or afterbirth):
–shortest of the three stages
–placenta, umbilical cord, and other membranes are detached and expelled

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Gradable: manual
Page: 75
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Stages of Birth

141. What would necessitate a cesarean delivery?

If the baby is in a breech position, a cesarean delivery is usually performed because a breech birth can cause respiratory problems for the baby.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Gradable: manual
Page: 77
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Caesarean Delivery

142. List four of the five health signs evaluated by the Apgar Scale.

1. Heart rate
2. Respiratory effort
3. Muscle tone
4. Body color
5. Reflex irritability

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Gradable: manual
Page: 77-78
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Apgar Scale

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143. Define *low birth weight, preterm*, and *small for date*.

Low birth weight infants weigh less than 5½ pounds at birth.
Preterm infants are those born three weeks or more before the pregnancy has reached full term (35 or fewer weeks after conception).
Small for date infants may be preterm or full term and have a below-normal weight for their gestational age.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Gradable: manual
Page: 79
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Low Birth Weight and Preterm Infants

144. List three possible consequences of low birth weight.

1. Brain damage
2. Learning problems or disabilities
3. Attention hyperactivity deficit disorder
4. Autism spectrum disorders
5. Breathing problems

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Gradable: manual
Page: 79
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Consequences of Low Birth Weight

145. Discuss three points in the issue of bonding between mother and newborn.

1. Bonding is the formation of a connection between parent and newborn.
2. Sometimes hospital conditions can interfere with bonding (pain drugs that make the mother drowsy, separation of mother and newborn after delivery, preterm infants may be isolated from the mother, etc.).
3. Some physicians believe that parent and child need to form an emotional attachment shortly after birth in order for optimal development in years to come.
4. The extreme form of the bonding hypothesis—that a newborn absolutely must have close contact with the mother in the first few days of life to develop optimally—is simply not true.
5. Many hospitals offer rooming-in arrangements in which a baby can remain in the mother's room most of the time during its hospital stay.

APA Outcome: 1.2: Develop a working knowledge of psychology's content domains
Accessibility: Keyboard Navigation
Bloom's Taxonomy: Analyze
Difficulty Level: Difficult
Gradable: manual
Page: 80-82
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Bonding

Category	*# of Questions*
Accessibility: Keyboard Navigation	145
APA Outcome: 1.1: Describe key concepts, principles, and overarching themes in psychology	48
APA Outcome: 1.2: Develop a working knowledge of psychology's content domains	141
APA Outcome: 1.3: Describe applications of psychology	28
Bloom's Taxonomy: Analyze	1
Bloom's Taxonomy: Apply	26
Bloom's Taxonomy: Remember	79
Bloom's Taxonomy: Understand	40
Difficulty Level: Basic	81
Difficulty Level: Difficult	9
Difficulty Level: Moderate	55
Gradable: automatic	115
Gradable: manual	30

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Learning Objective: Characterize the course of prenatal development and its hazards.	54
Learning Objective: Describe what genes are and how they influence human development.	32
Learning Objective: Discuss the evolutionary perspective on life-span development.	13
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.	20
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.	26
Topic: Active Genotype-Environment Correlations	4
Topic: Adaptive Behavior	1
Topic: Alcohol	3
Topic: Apgar Scale	3
Topic: Behavior Genetics	4
Topic: Bonding	1
Topic: Caesarean Delivery	4
Topic: Chorionic Villus Sampling	1
Topic: Cocaine	1
Topic: Consequences of Low Birth Weight	1
Topic: Dominant-Recessive Genes	4
Topic: Down Syndrome	1
Topic: Embryonic Period	11
Topic: Emotional States and Stress	2
Topic: Environmental Hazards	1
Topic: Epigenetic View	5
Topic: Evocative Genotype-Environment Correlations	3
Topic: Evolution and Life-Span Development	2
Topic: Evolutionary Developmental Psychology	2
Topic: Evolutionary Psychology	5
Topic: Fertilization	1
Topic: Fetal Period	4
Topic: Gene-Linked Chromosomal Abnormalities	3
Topic: Genes	13
Topic: Germinal Period	4
Topic: Low Birth Weight and Preterm Infants	7
Topic: Maternal Age	2
Topic: Maternal Blood Screening	1
Topic: Maternal Diet and Nutrition	1
Topic: Maternal Diseases	5
Topic: Medication	1
Topic: Meiosis	2
Topic: Mitosis	2
Topic: Natural and Prepared Childbirth	2
Topic: Natural Selection	5
Topic: Nicotine	3
Topic: Nonshared Environmental Influences	1
Topic: Passive Genotype-Environment Correlations	5
Topic: Paternal Factors	2
Topic: Polygenic Inheritance	1
Topic: Prenatal Brain Development	4
Topic: Prenatal Care	2
Topic: Prenatal Diagnostic Tests	1
Topic: Prescription and Nonprescription Drugs	3
Topic: Sex-Linked Chromosomal Abnormalities	4
Topic: Sex-Linked Genes	2
Topic: Stages of Birth	3
Topic: Teratogen	5
Topic: The Postpartum Period	4

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