Life Span Developmental Psychology

CREDIT HOURS 3
LEVEL LOWER

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# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for the Exam</td>
<td>1</td>
</tr>
<tr>
<td>Before You Choose This UExcel Exam</td>
<td>1</td>
</tr>
<tr>
<td>Uses for the Examination</td>
<td>1</td>
</tr>
<tr>
<td>Examination Length and Scoring</td>
<td>1</td>
</tr>
<tr>
<td>UExcel Exam Resources</td>
<td>1</td>
</tr>
<tr>
<td>Excelsior College Bookstore</td>
<td>1</td>
</tr>
<tr>
<td>UExcel Practice Exams</td>
<td>1</td>
</tr>
<tr>
<td>Excelsior College Library</td>
<td>2</td>
</tr>
<tr>
<td>Online Tutoring</td>
<td>2</td>
</tr>
<tr>
<td>Preparing for UExcel Exams</td>
<td>2</td>
</tr>
<tr>
<td>Take Charge of Your Own Learning</td>
<td>2</td>
</tr>
<tr>
<td>How Long Will It Take Me to Study?</td>
<td>2</td>
</tr>
<tr>
<td>Study Tips</td>
<td>2</td>
</tr>
<tr>
<td>Using UExcel Practice Exams</td>
<td>2</td>
</tr>
<tr>
<td>About Test Preparation Services</td>
<td>3</td>
</tr>
<tr>
<td>Preparing for This Exam</td>
<td>3</td>
</tr>
<tr>
<td>Prior Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>Using the Content Outline</td>
<td>3</td>
</tr>
<tr>
<td>Using the Sample Questions and Rationales</td>
<td>3</td>
</tr>
<tr>
<td>Recommended Resources for the UExcel Exam in Life Span Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Textbooks</td>
<td>4</td>
</tr>
<tr>
<td>Recommended Free Online Resources</td>
<td>4</td>
</tr>
<tr>
<td>Supplemental Resources</td>
<td>6</td>
</tr>
<tr>
<td>Audiovisual Resources</td>
<td>6</td>
</tr>
<tr>
<td>Reducing Textbook Costs</td>
<td>6</td>
</tr>
<tr>
<td>A Word About Open Educational Resources</td>
<td>7</td>
</tr>
<tr>
<td>Choosing Open Educational Resources</td>
<td>7</td>
</tr>
<tr>
<td>Other Online Resources</td>
<td>7</td>
</tr>
<tr>
<td>Content Outline</td>
<td>9</td>
</tr>
<tr>
<td>General Description of the Examination</td>
<td>9</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>9</td>
</tr>
<tr>
<td>Content Outline</td>
<td>10</td>
</tr>
<tr>
<td>Sample Questions</td>
<td>17</td>
</tr>
<tr>
<td>Rationales</td>
<td>22</td>
</tr>
<tr>
<td>Taking the Exam</td>
<td>29</td>
</tr>
<tr>
<td>Registering for Your Exam</td>
<td>29</td>
</tr>
<tr>
<td>Register Online</td>
<td>29</td>
</tr>
<tr>
<td>Examination Administration</td>
<td>29</td>
</tr>
<tr>
<td>Computer-Delivered Testing</td>
<td>29</td>
</tr>
<tr>
<td>On the Day of Your Exam</td>
<td>29</td>
</tr>
<tr>
<td>Important Reminders</td>
<td>29</td>
</tr>
<tr>
<td>Academic Honesty Nondisclosure Statement</td>
<td>29</td>
</tr>
<tr>
<td>Information About UExcel Exams for Colleges and Universities</td>
<td>30</td>
</tr>
<tr>
<td>Life Span Developmental Psychology</td>
<td>30</td>
</tr>
<tr>
<td>Exam Development Committee</td>
<td>30</td>
</tr>
</tbody>
</table>

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Before You Choose This UExcel Exam

Uses for the Examination

• Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination. This examination satisfies the Social Science core requirement in life span developmental psychology for the Excelsior College associate degrees in Nursing.

• Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing.

• Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable grade.

Exam-takers who have applied to Excelsior College should ask their academic advisor where this exam fits within their degree program.

Exam-takers not enrolled in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

Examination Length and Scoring

The examination consists of approximately 130 questions, most of which are multiple choice; for samples of all the item types on this exam, see the sample items in the back of this guide. Some items are unscored, pretest items. The pretest items are embedded throughout the exam and are indistinguishable from the scored items. You will have three (3) hours to complete the examination. Your score will be reported as a letter grade.

UExcel Exam Resources

Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online at (login required): www.excelsior.edu/bookstore

UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. Once you register for your UExcel exam, you are eligible to purchase the corresponding practice exam, which can be taken using any computer with a supported Web browser. Each practice exam includes two forms that you may take within a 180-day period.
Excelsior College Library

Enrolled Excelsior College students can access millions of authoritative resources online through the Excelsior College Library. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. Special library pages relate to the nursing degree exams and other selected exams. To access it, visit www.excelsior.edu/library (login is required).

Our library provides:

- 24/7 availability
- The world’s most current authoritative resources
- Help and support from staff librarians

Online Tutoring

Excelsior College offers online tutoring through SMARTTHINKING™ to connect with tutors who have been trained in a variety of academic subjects. To access SMARTTHINKING, go to www.excelsior.edu/smartthinking. Once there, you may download a copy of the SMARTTHINKING Student Handbook as a PDF.

Preparing for UExcel Exams

Take Charge of Your Own Learning

At Excelsior College, independent, self-directed study supported by resources we help you find is not a new concept. We have always stressed to exam takers that they are acting as their own teacher, and that they should spend as much time studying for an exam as they would spend in a classroom and on homework for a corresponding college course in the same subject area.

Begin by studying the content outline contained in this content guide, at its most detailed level. You will see exactly which topics are covered, and where chapters on those topics can be found in the Recommended Resources. You will see exactly where you might need to augment your knowledge or change your approach.

The content outline, along with the Learning Outcomes for this exam and recommended textbooks, will serve as your primary resources.

How Long Will It Take Me to Study?

A UExcel exam enables you to show that you’ve learned material comparable to one or more 15-week college-level courses. As an independent learner, you should study and review as much as you would for a college course. For a 3-credit course in a subject they don’t know, most students would be expected to study nine hours per week for 15 weeks, for a total of 135 hours.

Study Tips

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

- preview or survey each chapter
- highlight or underline text you believe is important
- write questions or comments in the margins
- practice re-stating content in your own words
- relate what you are reading to the chapter title, section headings, and other organizing elements of the textbook
- find ways to engage your eyes, your ears, and your muscles, as well as your brain, in your studies
- study with a partner or a small group (if you are an enrolled student, search for partners on MyExcelsior Community)
- prepare your review notes as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.

Using UExcel Practice Exams

We recommend taking the first form of the practice exam when you begin studying, to see how much you already know. After taking the first practice exam,
check your performance on each question and find out why your answer was right or wrong. This feedback will help you improve your knowledge of the subject and identify areas of weakness that you should address before taking the exam. Take the second form of the practice exam after you have finished studying. Analyze your results to identify the areas that you still need to review.

Although there is no guarantee, our research suggests that students who do well on the practice exams are more likely to pass the actual exam than those who do not do well (or do not take advantage of this opportunity).

About Test Preparation Services
Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College is not affiliated with any test preparation firm and does not endorse the products or services of these companies. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student's home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, you consider the points outlined on our website at www.excelsior.edu/testprep.

Preparing for This Exam

Prior Knowledge
A knowledge of concepts usually learned in an introductory psychology course is assumed.

Using the Content Outline
Each content area in the outline includes (1) the recommended minimum hours of study to devote to that content area and (2) the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. Chapter numbers and titles may differ in other editions.

This content outline contains examples of the types of information you should study. Although these examples are numerous, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

Using the Sample Questions and Rationales
Each content guide provides sample questions to illustrate those typically found on the exam. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.

Recommended Resources for the UExcel Exam in Life Span Developmental Psychology

The resources and materials listed below were used by the examination development committee to verify all the questions on the exam. Excelsior College
recommends you use these resources as the most appropriate information when ordering textbooks from the college's bookstore (see page 1 of this content guide). You should allow ample time to obtain resources and to study sufficiently before taking the exam, so plan appropriately and systematically.

A word about textbook editions: Textbook editions listed in the UExcel content guides may not be the same as those listed in the bookstore. Textbook editions may not exactly match up in terms of table of contents and organization, depending upon the edition. However, our team of exam developers checks exam content against every new textbook edition to verify that all subject areas tested in the exam are still adequately available in the study materials. If needed, exam developers will list supplemental resources to ensure that all topics in the exam are still sufficiently covered. Public libraries may have the textbooks you need, or may be able to obtain them for you through interlibrary loan to reduce textbook costs. You may also consider financial aid, if you qualify, to further help defray the steep cost of textbooks. A section on OER has been included in this guide to help you locate additional resources to augment your study.

You should allow sufficient time to obtain resources and to study before taking the exam.

Textbooks

The examination development committee recommends this textbook as the primary resource for the exam. It covers the majority of the topics in the exam.


*The developing person through the life span* contains the content you will need to know to achieve the learning outcomes for Life Span Developmental Psychology. Each chapter begins with a content outline and ends with a chapter summary. At the end of each major age span, an overview of the period is presented. Throughout the textbook, you will find key terms highlighted in bold and full-color illustrative photographs, figures, and tables. Special articles and research reports are incorporated into selected chapters to enrich and deepen your learning. You will also find a useful glossary and a detailed bibliography and subject index.


Each chapter in this study guide contains a chapter overview and questions to boost your comprehension as you read the textbook. Study guide chapters also contain review questions and progress tests (with answer keys) designed to help you assess your understanding of textbook content as you learn. The study guide also includes questions (with answer keys) designed to help you think critically about human development.

**Recommended Free Online Resources**

The following topics may be on the exam but are not covered in the recommended textbook. Topics are listed by content area, with free online resources that cover those topics.

**Content Area I**

(IB2) Quantitative research

http://ccit333.wikispaces.com/Qualitative+vs.+Quantitative+Research

(IB5) Privacy and Confidentiality for research subjects

http://ocw.jhsphs.edu/index.cfm/go/viewCourse/course/EthicsHumanSubjectResearch/coursePage/index/

(IC3a) John Watson's study Little Albert

http://www.simplypsychology.org/classical-conditioning.html

(IC3c) Reciprocal determinism


**Content Area II**

(IIB4) Ectoderm

https://www.britannica.com/science/ectoderm

(IIB4) Fallopian tube—covered in Open Course Library PSYC 200, Module 1 Lesson 3

http://www.sciencehelpdesk.com/unit/bg3/4

(IIB4) Amnion

http://en.wikipedia.org/wiki/Amnion

(IID) Karyotyping—covered in Open Course Library PSYC 200, Module 1 Lesson Three

https://drive.google.com/folderview?id=0B0b0oJJwIXARFrjazJUS1VMU0k&usp=sharing&tid=0B9nrmpuRmC4ENjVGdVo3dh6NzQ#list

Content Area III

(IIIB3) Positive child-caregiver interactions—goodness of fit, matching parent caretaking styles to infants’ temperamental traits
http://eab003-exam.wikispaces.com/Exam+Questions+And+Answers

(IIIB3a) Jerome Kagan et al—toddlers with behavioral inhibition also display which other characteristics?
http://www.skillsforaction.com/highly-sensitive-child

(IIIB3b) Harry Frederick Harlow study with infant monkeys; research on attachment
https://mrslocomb.wikispaces.com/Harlow%27s+Monkeys

Content Area IV

(IVB3) Underextension in speech—Open Course Library PSYCH 200, Module 2, Lesson 4
https://drive.google.com/drive/u/0/folders/0B9nrmpuRmC4ENjVgdVo3dVh6NzQ?tid=0B9nrmpuRmC4ENjVgdVo3dVh6NzQ

(IVB3) Overextension in speech—Open Course Library PSYCH 200, Module 2, Lesson 4
https://drive.google.com/drive/u/0/folders/0B9nrmpuRmC4ENjVgdVo3dVh6NzQ?tid=0B9nrmpuRmC4ENjVgdVo3dVh6NzQ

(IVB3) Telegraphic speech—Open Course Library PSYCH 200, Module 2, Lesson 4
https://drive.google.com/drive/u/0/folders/0B9nrmpuRmC4ENjVgdVo3dVh6NzQ?tid=0B9nrmpuRmC4ENjVgdVo3dVh6NzQ

(IVB3) Language development in deaf infants—Open Course Library PSYCH 200, Module 2, Lesson 4
https://drive.google.com/drive/u/0/folders/0B9nrmpuRmC4ENjVgdVo3dVh6NzQ?tid=0B9nrmpuRmC4ENjVgdVo3dVh6NzQ

(IVC2) When does gender role socialization begin—Theories of Gender Socialization, starting on page 65
http://books.google.com/books?hl=en&lr=&id=MF MwjXonRaYC&oi=fnd&pg=PA65&dq=infant+gender+role+socialization&ots=xhNFBfEb7eC&sig=bZ6ZarvZ0 Af7PZCExeV 6xUWHvPlF#v=onepage&q&f=false

(IVC2) Research on gender role behavior—Information in Summary (page 33).

PDF may be purchased for $11.95 at:
http://psycnet.apa.org/index.cfm?fa=buy.optionToBuy&id=2011-17555-001

Students enrolled in an Excelsior College degree program may access the article through the EC Library:

Content Area V

(IVD) Effect on home environment when both parents work outside of home
Ann C. Croutier & Matthew Bumpus, Linking Parents’ Work Stress to Children’s and Adolescents’ Psychological Adjustment
PDF may be purchased for $35.00 at:
http://cdp.sagepub.com/content/10/5/156.short

Students enrolled in an Excelsior College degree program may access this article through the EC Library:

Content Area VI

(VID) Rite of passage
http://www.thefreedictionary.com/rite+of+passage
http://teacherlink.ed.usu.edu/tlresources/units/bymeas-celebrations/rites%20of%20passage.html

(VID) Predictors of juvenile delinquency

Content Area VIII

(VIIIa1) Climacteric
http://www.biomedcentral.com/1472-6874/11/6

Content Area IX
Home health aide programs—What are home health aide programs? What do these programs do?
http://www.bls.gov/ooh/healthcare/home-health-aides.htm

Home Health Aide Training Requirements
http://www.healthaidetraining.org/federal-requirements-to-becoming-a-home-health-aide

Content Area X
(X) Terminal drop
http://www.hqlo.com/content/5/1/51

Supplemental Resources

The examination development committee have also recommended the following textbooks as additional useful resources.


The content of this textbook is presented chronologically. The book is visually interesting, with many well selected color illustrations. Each chapter has concept tables that summarize the main points. Each chapter also contains an outline, an overview, critical thinking exercises, and a list of key terms. Most chapters contain boxed features including themes of sociocultural variations and current issues, as well as reviews of popular books on childrearing and life span issues. You may need to refer to a second textbook to cover all of the material in this content outline.

The text comes with a LifeMap CD-ROM that includes video clips with summaries, interviews with researchers, test questions with feedback, and suggested websites.

A supplement is available to help the student understand human development from a specific professional perspective:

*Guide to life-span development for future nurses*


These study materials may be purchased from the Excelsior College Bookstore.

Audiovisual Resources

The examination development committee has also identified the following audiovisual resources. Some of these resources may provide you with an overview of the material or provide enrichment in areas of interest.

Annenberg Learner (www.learner.org) is a free educational resource for teachers and students.

WQED/Pittsburgh, & the University of Michigan (Producers). (2001). *Seasons of Life* [video series]. (Available from the Annenberg/CPB Multimedia Collection; P.O. Box 2345, So. Burlington VT 05407-9920; Phone: 1-800-LEARNER [1-800-532-7637], Fax: 1-802-864-9846, www.learner.org.) The five video programs in this series are listed below. The series is also available as 26 audio programs.

1. Infancy and Early Childhood
2. Childhood and Adolescence (Ages 6–20)
3. Early Adulthood (Ages 20–40)
4. Middle Adulthood (Ages 40–60)
5. Late Adulthood (Ages 60+)

WGBH/Boston (with the American Psychological Association) (Producers). (2001). *Discovering Psychology* [video series]. (Available from the Annenberg/CPB Multimedia Collection; P.O. Box 2345, So. Burlington VT 05407-9920; Phone: 1-800-LEARNER [1-800-532-7637], Fax: 1-802-864-9846, www.learner.org.) The five video programs in this series that are related to life span development are listed below.

5. The Developing Child
6. Language Development
17. Sex and Gender
18. Maturing and Aging


Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well
as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.

A Word About Open Educational Resources

Open educational resources (OER) are educational materials available for study at no cost on the Web. Some OER are available for anyone to access any time. Others, such as Massive Open Online Courses (MOOCs), require sign-up and are only available during certain windows. Please note that some MOOC providers offer certificates of completion or other products or services for a fee. No MOOC or other OER is a complete substitute for the content guide and officially Recommended Resources listed here in this content guide. However, by definition, MOOCs are essentially free of charge and include access to a main body of learning materials that may help you in your learning.

Being an independent learner preparing for credit by exam, you may not need any of the fee-based options that are offered elsewhere online. But if you are looking for a coherent academic course for self-study, lectures on specific topics, or audio or visual materials that fit your learning style better than print materials alone, a MOOC or other type of OER may be your answer. Keep in mind that none of these OER were designed by Excelsior, nor are they guaranteed to match the exam content outlines completely. They are simply another tool available in your study kit.

We highly encourage using the Recommended Resources. In the content outline, you will see that the topics in the exam are referenced to specific portions of recommended textbooks. Using OER alone will not ensure you’ve completely covered the content in the exam, or it may not cover some topics in sufficient-enough depth without the use of the formal, recommended textbooks.

If the OER course you choose does not include a textbook for reference and you do not have significant practical theory-based experience in the field of study, use a college textbook to ensure adequate preparation for the exam, and use the exam’s content outline as a guide.

Combined with comparable college textbooks, OER provides you with a variety of choices in knowledge sources and learning experiences, to enhance your understanding of the subject matter.

Choosing Open Educational Resources

Most sites for university-based OER can be searched through www.ocwconsortium.org and/or www.oercommons.org.

Sites that specialize in Web courses designed by college professors under contract with the website sponsor, rather than in Web versions of existing college courses, include:

www.education-portal.com
www.opencourselibrary.org (abbreviated as OCL)

We have included specific courses that cover material for one or more UExcel® exams from the sites in the listings above. It’s worth checking these sites frequently to see if new courses have been added that may be more appropriate or may cover an exam topic not currently listed.

In addition, sites like Khan Academy (www.khanacademy.org) and iTunes U feature relatively brief lessons on very specific topics rather than full courses. Full courses are also available on iTunes U (http://www.apple.com/education/ipad/itunes-u/).

We have chosen a few courses and collections for this listing.

Other Online Resources

This section of the OER Guide is provided to allow learners to independently search for resources. Send an e-mail to OER@excelsior.edu if you have questions about a resource’s credibility.

Open Online Textbooks
Boundless open textbooks
https://www.boundless.com/open-textbooks/

BookBoon
http://bookboon.com/en/textbooks-ebooks

Flatworld Knowledge
http://catalog.flatworldknowledge.com/#our-catalog

College Readiness
Khan Academy
http://www.khanacademy.org/

Hippocampus
http://www.hippocampus.org/

Open Course Library
http://opencourselibrary.org/collg-110-college-success-course/
**Study Aids**

Education Portal  
http://education-portal.com/

Khan Academy  
http://www.khanacademy.org/

Annenberg Learner  
http://www.learner.org/

OpenCourseWare  
http://ocwconsortium.org/en/courses/search

OER Commons  
http://www.oercommons.org/

Open Course Library  
http://www.open cours elibrary.org/
Content Outline

General Description of the Examination

The UExcel Life Span Developmental Psychology examination is based on material typically taught in a one-semester lower-level course in developmental psychology.

The examination measures understanding of the concepts, principles, and theories associated with life span development, including genetics, prenatal development, and childbirth; infancy and toddlerhood; early and middle childhood; adolescence; early, middle, and late adulthood; and death and dying; it also measures the ability to apply this understanding in specific situations, and to integrate content across the stages of the life span.

Those beginning to study for this exam should be familiar with concepts generally covered in introductory psychology.

Learning Outcomes

After you have successfully worked your way through the recommended study materials, you should be able to demonstrate the following learning outcomes:

1. Describe the concepts related to the study of life span development.
2. Describe the research methods in the study of and theoretical foundations for life span developmental psychology.
3. Explain basic concepts of genetics.
4. Describe the biosocial, cognitive, and psychosocial development of the developing person through the life span.
5. Identify and describe issues encountered by the developing person through the life span.
6. Describe the conception of death and dying across the life span and in different cultures, and the grieving process, rituals, and customs that accompany death and dying.
Content Outline

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the Life Span Developmental Psychology examination, the percent of the examination, and the hours to devote to each content area are listed below.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Percent of the Examination</th>
<th>Hours of Study</th>
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<tbody>
<tr>
<td>I. The Study of Life Span Developmental Psychology</td>
<td>15%</td>
<td>20</td>
</tr>
<tr>
<td>II. Genetics, Prenatal Development, and Childbirth</td>
<td>10%</td>
<td>14</td>
</tr>
<tr>
<td>III. Infancy and Toddlerhood</td>
<td>10%</td>
<td>14</td>
</tr>
<tr>
<td>IV. Early Childhood</td>
<td>10%</td>
<td>14</td>
</tr>
<tr>
<td>V. Middle Childhood</td>
<td>10%</td>
<td>14</td>
</tr>
<tr>
<td>VI. Adolescence</td>
<td>10%</td>
<td>14</td>
</tr>
<tr>
<td>VII. Early Adulthood</td>
<td>10%</td>
<td>14</td>
</tr>
<tr>
<td>VIII. Middle Adulthood</td>
<td>10%</td>
<td>14</td>
</tr>
<tr>
<td>IX. Late Adulthood</td>
<td>10%</td>
<td>14</td>
</tr>
<tr>
<td>X. Death and Dying</td>
<td>5%</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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A. Concepts related to the study of life span development
1. Defining development and the life span approach
2. Domains of development
   a. Physical, biological, and evolutionary
   b. Cognitive
   c. Social and emotional (psychosocial, personality)
3. The complex nature of development (including the influence of growth, maturation, and learning; heredity and environment)
4. Continuity and discontinuity

NOTE: Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

I. The Study of Life Span Developmental Psychology

15 PERCENT OF EXAM | 20 HOURS OF STUDY

Berger 2014
Ch. 1, The Science of Human Development
Ch. 2, Theories of Development
Online Resources
5. Contexts of development and individual differences (for example: society, culture, home, school, race, gender, socioeconomic status)

B. Research methods in the study of life span development

1. The scientific method (formulate a research question, develop a hypothesis, test the hypothesis, draw conclusions, make findings available)

2. Types of research
   a. Naturalistic observation and field experiments
   b. Controlled experiments (independent and dependent variables)
   c. Surveys
   d. Interviews
   e. Case studies

3. Developmental research designs
   a. Longitudinal
   b. Cross-sectional
   c. Sequential

4. Interpretation of results
   a. Correlation vs. causation
   b. Cohort effects
   c. Issues related to generalizability (for example: sex, culture, socioeconomic status, ecological validity)

5. Ethical considerations (for example: ability to give informed consent, privacy, deception)

C. Theoretical foundations for life span developmental psychology

1. Ethological perspectives (see Ch. 7, section on Attachment, for John Bowlby)

2. Psychodynamic perspectives (for example: Freud, Erikson, Levinson, Vaillant)

3. Learning perspectives
   a. Classical conditioning (for example: Pavlov, Watson)
   b. Operant conditioning (for example: Skinner, Thorndike)
   c. Social learning (for example: Bandura)

4. Cognitive perspectives (for example: Piaget, Case, Bruner)

5. Humanistic perspectives (for example: Maslow, Rogers)

6. Ecological and social-contextual perspectives (for example: Bronfenbrenner, Vygotsky)

II. Genetics, Prenatal Development, and Childbirth

10 PERCENT OF EXAM  |  14 HOURS OF STUDY

Berger
Ch. 3, Heredity and Environment
Ch. 4, Prenatal Development and Birth

Online Resources

A. Basic concepts of genetics

1. Genes and chromosomes

2. Genotype, phenotype, and reaction range

3. Dominant and recessive traits

4. Sex-linked traits

5. Polygenic traits

6. Behavior genetics (for example: twin and adoption studies)

7. Genetic and chromosomal abnormalities (for example: phenylketonuria, Turner syndrome, Down syndrome, Huntington’s disease)

8. Natural selection

B. Prenatal development

1. Conception

2. Prenatal critical periods and stages (germinal, embryonic, fetal)

3. Prenatal environment (for example: maternal nutrition, illness, and stress; teratogens)
4. Prenatal life-support systems (placenta, umbilical cord, amnion)

C. Childbirth
1. Preparation for, and methods of, childbirth
2. Stages of childbirth
3. Complications (for example: prematurity, postmaturity, low birth weight)
4. Neonatal assessment (for example: Apgar scale, Brazelton scale)

D. Issues (for example: genetic assessment and counseling, cultural differences)

III. Infancy and Toddlerhood

10 PERCENT OF EXAM | 14 HOURS OF STUDY

Berger
Ch. 5, The First Two Years: Biosocial Development
Ch. 6, The First Two Years: Cognitive Development
Ch. 7, The First Two Years: Psychosocial Development

Online Resources

A. Characteristics of the newborn
1. Reflexes
2. States and behaviors (for example: sleep/wake cycles)

B. Development in infancy and toddlerhood
1. Physical development
   a. Principles of growth (for example: cephalocaudal, proximodistal, individual differences)
   b. Motor development
   c. Sensory development
   d. Brain development
   e. Nutrition
2. Cognitive development
   a. Methods of studying (for example: habituation)
   b. Sensorimotor intelligence (for example: object permanence, imitation)
   c. Perceptual development (for example: cross-modal perception)
   d. Early language development
3. Social and emotional development
   a. Temperament and personality
   b. Attachment to caregivers
   c. Self-awareness and independence
   d. Emotions and emotional expression
   e. Family processes
4. Issues (for example: attachment vs. bonding, sudden infant death syndrome [SIDS], child abuse and neglect, day care)

IV. Early Childhood

10 PERCENT OF EXAM | 14 HOURS OF STUDY

Berger
Ch. 8, Early Childhood: Biosocial Development
Ch. 9, Early Childhood: Cognitive Development
Ch. 10, Early Childhood: Psychosocial Development

Online Resources

A. Physical development
1. Physical growth
2. Motor development
3. Brain development
4. Nutrition
5. Health and safety

B. Cognitive development
1. Preoperational and symbolic thought
2. Zone of proximal development (Vygotsky)
3. Language development
4. Memory development
5. Early childhood education (for example: Head Start)
C. Social and emotional development
1. The developing self (for example: self-concept, self-awareness, autonomy, initiative)
2. Gender identity and gender roles
3. Moral development and prosocial behavior
4. Family (for example: parenting styles, sibling relationships, extended families)
5. Peers and play
6. Culture, school, and media (for example: television, aggression)
7. Childhood fears

D. Issues (for example: working parents, divorce, day care, sexual abuse)

V. Middle Childhood

Berger

Ch. 11, Middle Childhood: Biosocial Development
Ch. 12, Middle Childhood: Cognitive Development
Ch. 13, Middle Childhood: Psychosocial Development

Online Resources

A. Physical development
1. Physical growth and motor skill development
2. Health and fitness (for example: sports, exercise, childhood obesity)

B. Cognitive development
1. Concrete operational thought
2. Language development and communication (for example: vocabulary, grammar, bilingualism)
3. Memory development and metacognition
4. Intelligence testing and theories (Gardner, Sternberg)
5. Children with specific educational needs (for example: learning disabilities, gifted and talented, attention-deficit hyperactivity disorder)

VI. Adolescence

Berger

Ch. 14, Adolescence: Biosocial Development
Ch. 15, Adolescence: Cognitive Development
Ch. 16, Adolescence: Psychosocial Development

Online Resources

A. Physical development
1. Physical growth (for example: individual and gender differences, growth spurt)
2. Sexual maturation and puberty
3. Health and fitness (for example: sports and exercise, nutrition)

B. Cognitive development
1. Formal operational thought
2. Adolescent egocentrism
3. Decision making
4. Metacognition
C. Social and emotional development

1. Self-concept and identity (for example: Marcia’s theory, cultural and gender differences, body image, risk-taking behavior)
2. Moral development and behavior (for example: Kohlberg, Gilligan)
3. Sexuality (for example: attitudes, knowledge, behavior, values, birth control, sexual harassment and abuse, sexually transmitted diseases, adolescent pregnancy)
4. Family (for example: shared and nonshared values, autonomy and interdependence, relationships with parents and siblings)
5. Peers (for example: adolescent subculture, conformity, cliques and crowds, shared and nonshared values)
6. The school setting (for example: transitions in school, dropping out of school, achievement and socioeconomic status)
7. Problems of adjustment (for example: substance abuse, violence, depression, suicide, eating disorders)

D. Issues (for example: stereotypes about adolescents, cross-cultural perspectives, adolescents who leave home, adolescents who have jobs)

VII. Early Adulthood

10 PERCENT OF EXAM | 14 HOURS OF STUDY

Berger
Ch. 17, Emerging Adulthood: Biosocial Development
Ch. 18, Emerging Adulthood: Cognitive Development
Ch. 19, Emerging Adulthood: Psychosocial Development

No Online Resources

A. Physical development
1. Physical changes
2. Health and fitness (for example: nutrition, exercise, lifestyle, stress)
3. Sexual reproductive systems (for example: fertility, pregnancy)

B. Cognitive development
1. Postformal thought and intelligence (for example: relativistic thinking, dialectical thought)
2. Influences of life events, occupation, and higher education on cognitive development

C. Social and emotional development
1. Models of adult development (for example: Erikson, Gould, Levinson, Loevinger, Schaie, Vaillant)
2. Affiliation and intimacy
a. Friendship (for example: gender differences)
b. Marriage, cohabitation, and love (for example: Sternberg’s triangular theory of love)
c. Parenthood and the family life cycle (for example: birth, adoption, becoming a parent)
d. Couples with no children
e. Divorce
f. Single adults
3. Achievement
a. Education
b. Importance of work
c. Vocational development
d. Mentoring
e. Career changes
f. Employment and parenthood
g. Dual-earner couples

D. Issues (for example: gender identity and roles, spouse abuse, unemployment)
VIII. Middle Adulthood

**10 PERCENT OF EXAM | 14 HOURS OF STUDY**

Berger

*Ch. 20*, Adulthood: Biosocial Development

*Ch. 21*, Adulthood: Cognitive Development

*Ch. 22*, Adulthood: Psychosocial Development

**Online Resources**

A. Physical development
   1. Physical changes (for example: hearing, vision, reaction time, menopause and the climacteric)
   2. Health and fitness (for example: lifestyle, environment, heredity, physiology, stress, personality type [A and B], cardiovascular disorders, cancer)
   3. Changes in sexual functioning

B. Cognitive development
   1. Memory and learning
   2. Intelligence (for example: fluid, crystallized, practical)
   3. Wisdom and expertise

C. Social and emotional development
   1. Affiliation and intimacy
      a. Midlife crisis/shift/transition (for example: empty nest, intergenerational relationships)
      b. Stability of personality
      c. Family configurations (for example: returning adult children, “sandwich generation”)
      d. Divorce and remarriage
      e. Grandparenthood
      f. Changes in gender roles
   2. Achievement and generativity
      a. Career satisfaction and change
      b. Job performance
      c. Work-related problems (for example: alienation, burnout, reevaluation)

D. Issues (for example: unemployment, cultural differences, gender differences)

IX. Late Adulthood

**10 PERCENT OF EXAM | 14 HOURS OF STUDY**

Berger

*Ch. 23*, Late Adulthood: Biosocial Development

*Ch. 24*, Late Adulthood: Cognitive Development

*Ch. 25*, Late Adulthood: Psychosocial Development

**Online Resources**

A. Basic concepts–life expectancy, periods of late adulthood, causal theories of aging (cellular, genetic, wear and tear)

B. Physical development
   1. Physical changes (for example: sensory, motor, sleep patterns, reaction time, physical appearance, physiological reactions, organ reserve)
   2. Health and fitness (for example: nutrition, exercise)
   3. Health problems (for example: depression, dementia, multi-infarct dementia, Alzheimer’s disease, Pick’s disease)

C. Cognitive development
   1. Intellectual changes in information processing
   2. Memory and problem solving in the real world
   3. Intelligence (age influences, history influences, and nonnormative influences; terminal decline)
   4. Emerging cognitive interests (for example: aesthetics, spirituality)

D. Social and emotional development
   1. Affiliation and intimacy
      a. Psychosocial theories of aging (for example: activity theory, disengagement theory)
      b. Relationships with friends and neighbors
c. Divorce and remarriage
d. The single older adult
e. Family relationships
f. Living arrangements

2. Achievement and generativity
   a. Work
   b. Retirement
   c. Leisure
   d. Education

3. Life review, integrity versus despair

E. Issues (for example: health treatment and costs; elder abuse; social and economic issues; poverty; ageism and stereotypes; cross-cultural perspectives; use of alcohol, drugs, and prescription medications)

X. Death and Dying

Berger
Epilogue, Death and Dying

Online Resources

A. Conceptions of death and dying
   (for example: across the life span, in different cultures)

B. Confronting one's own death
   (stages of adjustment)

C. The hospice movement

D. Grief, mourning, and bereavement
   1. The grieving process
   2. Rituals and customs

E. Issues (for example: euthanasia, living wills, suicide)
Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 22–28 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline. For any questions you answer incorrectly, return to that section of the content outline for further study.

1. Which aspect is central in the Lamaze method of childbirth?
   1) Childbirth occurs at home, rather than in a hospital.
   2) Anesthetics and cesarean sections are not used.
   3) The mother learns breathing and other exercises to help manage labor pains.
   4) The mother and infant are submerged in a warm bath.

2. A 23-year-old patient is terminally ill. After a long struggle, she realizes that death is inevitable and begins to make preparations for her funeral and burial. This patient is most likely in which of Kübler-Ross's stages of dying?
   1) acceptance
   2) bargaining
   3) denial
   4) depression

3. A child who is in first grade has messy handwriting, does not know the alphabet, and is easily distracted during class. He has difficulty sitting still for more than a few minutes at a time and his parents describe him as very fidgety. These findings are characteristic of which childhood problem?
   1) attention-deficit hyperactivity disorder
   2) dysgraphia
   3) dyslexia
   4) emotional disturbance

4. A researcher studies language development by collecting data from a specific group of infants starting when they are six months old and continuing at six-month intervals for the next five years. This is an example of which developmental research design?
   1) cross-sectional
   2) experimental
   3) longitudinal
   4) sequential

5. A 60-year-old man runs a 100-yard dash and feels very short of breath. This never happened to him 20 years ago. This reflects which common physiological change that occurs with aging?
   1) lower hormone levels
   2) less cardiovascular efficiency
   3) declining agility
   4) slower neural conduction
6. What is the leading cause of death among preschool children in the United States?
   1) accidents
   2) diarrhea
   3) diphtheria
   4) pneumonia

7. A 14 year old acts responsibly, makes decisions independently, and accepts the consequences of inappropriate behavior. The parents of this adolescent probably relied most upon which parenting style?
   1) authoritarian
   2) authoritative
   3) permissive
   4) restrictive

8. Water from one of two identical full glasses is poured into a taller glass of a different shape. Which child will know that the taller glass contains the same amount of water as the shorter glass?
   A child at the
   1) concrete operational stage who hears the procedure described verbally
   2) preoperational stage who hears the procedure described verbally
   3) concrete operational stage who observes the procedure
   4) preoperational stage who observes the procedure

9. Which is the main factor accounting for the high correlations between IQ and personality traits in identical twins who grew up in different environments?
   1) They shared the same prenatal environment.
   2) They have identical genotypes.
   3) They have identical phenotypes.
   4) Fifty percent of their genes are identical.

10. According to David Elkind, what is one form of adolescent egocentrism?
    1) excessive self-esteem
    2) fear of taking risks
    3) use of concrete operations
    4) imaginary audience

11. How is “grief” best defined?
    1) a change in status and role
    2) the burial rituals used in a culture
    3) an abnormal reaction to death
    4) an emotional response to loss

12. How does Levinson describe adulthood?
    1) a long, stable period
    2) process of continuous change
    3) rapid changes between stable periods
    4) stable periods alternating with transitional periods

13. Which early form of communication consists of only two or more essential words?
    1) functional grammar
    2) overextension
    3) telegraphic speech
    4) underextension

14. Infants who are deaf usually begin to babble at the same age as infants who can hear, even though their vocal language development does not continue. Which concept is illustrated by this situation?
    1) learning
    2) maturation
    3) modeling
    4) reinforcement

15. What usually happens to hearing in middle adulthood?
    1) Females and males both experience very little hearing loss.
    2) Females and males both experience the same amount of hearing loss.
    3) Males experience more hearing loss than females do.
    4) Females experience more hearing loss than males do.
16. A two year old struggles to button his shirt and angrily refuses help from his father. According to Erikson’s theory, this child is most likely in which stage of psychosocial development?
   1) autonomy versus shame and doubt
   2) industry versus inferiority
   3) initiative versus guilt
   4) trust versus mistrust

17. What is the relationship between age and plasticity in the brain?
   Plasticity is
   1) greater at younger ages.
   2) greater at older ages.
   3) greatest at age 35 and then declines.
   4) constant throughout the life span.

18. When a one-week-old infant is held upright so that her feet just touch a surface, which reflex is most likely to occur?
   1) Babinski
   2) Moro
   3) plantar
   4) stepping

19. Which statement best describes research findings regarding personality traits, such as neuroticism and openness, throughout adulthood?
   1) Personality traits are generally stable over the life span.
   2) Personality traits usually change dramatically as a function of an adult’s experiences.
   3) There is greater stability of personality traits in childhood than in adulthood.
   4) There is more variation of personality traits in late adulthood than in early adulthood.

20. A researcher is interested in whether the type of preschool program that children attend affects the children’s grades when they are in elementary school. What is the dependent variable in this study?
   1) age of the child
   2) grades received in elementary school
   3) type of preschool program attended
   4) placement in elementary school

21. Which technique is used to study perceptual development during infancy?
   1) conservation studies
   2) double-blind studies
   3) equilibration studies
   4) habituation studies

22. The process of putting life in perspective occurs in which of Erikson’s stages of psychosocial development?
   1) autonomy versus shame and doubt
   2) integrity versus despair
   3) intimacy versus isolation
   4) generativity versus stagnation

23. Both work and parenthood help to address which psychosocial conflict for most adults?
   1) identity versus role confusion
   2) generativity versus stagnation
   3) integrity versus despair
   4) intimacy versus isolation

24. Carol Gilligan’s theory of moral development emphasizes the importance of which factor?
   1) the rules of society
   2) the rights of individuals
   3) the individual’s level of cognitive development
   4) interpersonal communication and relationships
25. According to Piaget’s theory, which statement best describes the preoperational stage of cognitive development in children?

1) Children are able to solve problems logically, if the problems are focused on the present.
2) Children begin to learn about themselves and the world around them, and begin to form concepts.
3) Children are able to think about objects, events, or people that are not physically present.
4) Children begin to think in abstract terms with little or no help from adults.

26. A couple has been informed that their newborn daughter has stubby fingers and a “webbed” neck. The parents are told that, in the future, their child may have difficulty with spatial and mathematical reasoning, be shorter than average, and probably will not be able to have children. These characteristics are typical of which sex chromosome abnormality?

1) the triple X pattern
2) phenylketonuria (PKU)
3) Klinefelter syndrome
4) Turner syndrome

27. An adolescent’s process of developing an ethnic identity may entail an active “ethnic identity search.” This process is similar to which process in James Marcia’s theory of identity formation?

1) achievement
2) diffusion
3) foreclosure
4) moratorium

28. Which biological theory of aging holds that all human genes are programmed to produce changes that bring about death?

1) cross-linkage theory
2) endocrine theory
3) Hayflick theory
4) wear-and-tear theory

29. At what age do infants typically first display the ability to turn the head in the direction of a sound?

1) at birth
2) one week
3) two weeks
4) three weeks

30. Which stage does Vaillant add to Erikson’s description of human development during early adulthood?

1) career consolidation
2) early adult transition
3) keeping the meaning
4) postformal thought

31. Which developmental theorist emphasized that children’s cognitive development is optimized by having adults or skilled peers actively assist them through the process of solving problems just beyond the child’s ability level?

1) Noam Chomsky
2) Jean Piaget
3) B.F. Skinner
4) Lev Vygotsky

32. Cross-sectional research on fluid and crystallized intelligence supports which conclusion?

1) Fluid intelligence peaks during young adulthood.
2) Crystallized intelligence peaks during young adulthood.
3) Fluid intelligence first declines in late adulthood.
4) Crystallized intelligence first declines in middle adulthood.

33. Which term is used to describe children’s emerging awareness and control of their intellectual skills and abilities?

1) intelligence quotient
2) metacognition
3) operational thought
4) self-awareness
34. The second stage of labor in the birth process is characterized by which occurrence?
   1) The cervix starts to dilate.
   2) Contractions expel the placenta.
   3) The newborn is delivered.
   4) The amniotic sac breaks.

35. Which type of thought has been characterized as relativistic and integrative in nature?
   1) concrete operational
   2) postformal
   3) preoperational
   4) sensorimotor
To keep you from relying on question position rather than knowledge, the sample questions for this examination were not presented in chronological (content outline) order.

1. (IIC1)
   1) The Lamaze method is applicable to both home and hospital births.
   2) The Lamaze method was designed to reduce the use of anesthetics, but it does not eliminate the use of anesthetics or cesarean sections.
   *3) The central aspect of the Lamaze method is to reduce a patient's apprehension and awareness of labor pains by breathing and relaxation training.
   4) Underwater births are not part of the Lamaze method.

2. (XB)
   *1) In the acceptance stage, the person recognizes impending death; preparations for a funeral are often part of this stage.
   2) In the bargaining stage, the person sets distant deadlines, such as an event a year away, to forestall death.
   3) In the denial stage, the person disputes the diagnosis or acts as though unaware of impending death.
   4) In the depression stage, the person is sad and despondent but has not reached acceptance or planned for the inevitable death.

3. (VB5)
   *1) ADHD is characterized by short attention span, distractibility, and high levels of physical activity.
   2) Dysgraphia is a learning disability in which a person is unable to write. Although the handwriting is messy, this child can write.
   3) Dyslexia is a learning disability in which a person is unable to decode text. This child’s reading ability is not indicated.
   4) Emotional disturbance is a general category that does not refer to a specific pattern of symptoms.

4. (IB3a)
   1) In a cross-sectional design, different groups of participants who are of different ages are studied. This study has one group of participants who are the same age.
   2) In an experimental design, some aspect of the participants’ experience is changed (the independent variable is manipulated). In this study, the infants are observed; there is no manipulation of an independent variable.
   *3) In a longitudinal design, a group of participants is studied over a long period of time. In this study, one group of infants is studied over a five-year period.
   4) In a sequential design, different age groups are studied over a long period of time, and new groups are added. In this study, only one group is studied.

*correct answer
5.(IXB1)
1) Lower hormone levels do not cause shortness of breath.

*2) The reduced cardiovascular efficiency characteristic of this age would directly cause shortness of breath during a strenuous activity such as running.

3) A decline in agility may occur with aging and could cause falls, but is not a direct cause of shortness of breath.

4) Slower neural conduction may occur with aging and may affect the speed of fine motor and cognitive tasks, but is not a direct cause of shortness of breath.

8.(VB1)
1) A child at the concrete operational stage will understand the concept of conservation, but will perform conservation best when he or she actually observes the procedure, rather than just hears about it.

2) A child at the preoperational stage cannot mentally reverse a transformation and would say that the taller glass now has more water.

*3) A child at the concrete operational stage can observe a change in a quantity and mentally reverse it, and so will be able to understand that the quantity of water remains the same.

4) A child at the preoperational stage cannot understand that the quantity remains the same even when seeing the procedure demonstrated.

6.(IVA5)
*1) Accidents account for approximately half of the deaths of preschool children in the United States.

2) Diarrhea is not a serious problem in the United States because of the clean water and food supply.

3) Diphtheria is no longer a major cause of death since children in the United States are routinely immunized against diphtheria in infancy.

4) Pneumonia is routinely cured with antibiotics in the United States.

7.(VIC4)
1) The authoritarian parenting style is associated with compliant or rebellious adolescent behavior, but is not usually associated with independent decision making by adolescents.

*2) The authoritative parenting style is associated with adolescents who are self-reliant, responsible, and make decisions independently.

3) The permissive parenting style is associated with adolescents who tend to be less mature and responsible.

4) The restrictive parenting style is associated with adolescents who are compliant or resistive to authority, but do not make decisions independently.

9.(Ila6)
1) There is no evidence that a shared prenatal environment is a critical determinant in the similarity between identical twins.

*2) Identical twins come from the same ovum and sperm, and therefore have identical genetic structure. Genetic code accounts for the IQ and personality trait correlations among twins reared in separate environments.

3) Phenotype refers to outward physical appearance. Phenotypes are usually not identical, even in genetically identical twins.

4) In identical twins, 100% of their genes are identical.

10.(VIB2)
1) Rather than experiencing excessive self-esteem, many adolescents experience a loss of self-esteem at puberty.

2) Adolescence is often marked by increased risk-taking, rather than a fear of taking risks.

3) Concrete operational thinking is associated with middle childhood; in adolescence, there is typically a transition to formal operations, and this transition is related to adolescent egocentrism.

*4) Imaginary audience refers to the adolescent's belief that others are avidly watching and evaluating the adolescent's behavior.
11.(XD)
1) Although the death of a loved one may affect the status and role of the survivor, it is not the same as the survivor's emotional response to the loss.

2) Burial rituals are a part of traditional bereavement but they do not necessarily address the survivor’s emotional response to the loss.

3) Grief is a normal, rather than abnormal, reaction to the death of a loved one.

*4) Grief is an individual’s emotional response to a loss, such as the death of a loved one.

12.(VIIC1)
1) Levinson’s is a stage theory of adulthood, in which periods of change alternate with periods of stability; adulthood is not one long, stable period.

2) Levinson argues that adulthood is marked by periods of stability during which there is little change; adulthood is not a process of continuous change.

3) In Levinson’s theory, when changes occur, they are gradual, not rapid.

*4) Levinson’s study found that stable periods alternate with transitional periods, and that both periods are years in duration.

13.(IVB3)
1) Functional grammar is a working knowledge of appropriate word order and sentence structure.

2) Overextension is the tendency in early childhood to overapply morphological and grammatical rules to exceptional situations (e.g., “foots” instead of “feet”).

*3) Telegraphic speech is the stage when a child can combine words into sentences, but leaves out words and parts of words that are not essential to the meaning (for example, “Mommy go store”). The term “telegraphic” refers to telegrams that charged by the word, so only the essential words were included.

4) Underextension is the failure to apply grammatical and morphological rules in appropriate situations.

14.(IA3)
1) Vocal language learning is not possible in infants who are unable to hear language being spoken.

*2) Maturation refers to development that is based on a person's genetic blueprint and is, therefore, basically unaffected by the presence or absence of environmental input. Babbling begins when the infant is physically able to make sounds, and is an example of maturation.

3) Modeling is a form of learning in which the child imitates the behavior of another person. Early babbling by infants is related to maturation; it is not related to infants imitating behavior. A child who cannot hear cannot imitate babbling or any other speech sounds.

4) Reinforcement refers to strengthening a behavior through a pleasurable consequence. When infants who are deaf babble, their babbling is maturational rather than being affected by reinforcement.

15.(VIIA1)
1) Both females and males experience some hearing loss as they age.

2) Males experience more hearing loss than females as they age.

*3) Males experience more hearing loss than females because of physiological factors.

4) Females do not experience more hearing loss than males as they age.
16.(IC2)  
1) Autonomy vs. shame and doubt is Erikson's second stage, ages 1 to 3. During this stage, children assert their own will; a two year old wants to "do it myself." When parents continue to do everything for children, the children may doubt their abilities and develop shame and doubt.  
2) Industry vs. inferiority is Erikson's stage corresponding to middle childhood. Children can use their increased cognitive and physical abilities in this stage to develop new skills and complete tasks. Experiences of failure during this stage may lead to a sense of inferiority.  
3) Initiative vs. guilt is Erikson's stage of early childhood, ages 3 to 5. During this stage, children may try many new things although they may not successfully complete as many tasks as in the industry stage. Children in very strict environments that do not support curiosity and exploration may develop guilt.  
4) Trust vs. mistrust is Erikson's stage of infancy. An infant who is nurtured learns to trust the world through being fed and held with affection. An infant who is neglected experiences the world as an untrustworthy place.

17.(IIIB1d)  
1) Plasticity is the ability to change and adapt. Early in life, the brain has some potential to adapt to injuries by having different areas of the brain take over the functions of damaged areas.  
2) The brain's ability to change and adapt decreases with age.  
3) Some growth in brain cell projections occurs in middle age; however, the greatest period of brain plasticity occurs in infancy and childhood.  
4) Brain plasticity is not constant throughout the life span, it is greater earlier in life.

18.(IIIA1)  
1) In the Babinski reflex, the toes fan out when the sole of the foot is stroked.  
2) The Moro reflex is a startle response in which the arms fling out and then join together, the skin flushes, and crying may occur.  
3) The plantar reflex occurs when the sole of the foot is irritated and the toes contract. It indicates neurological health.  
4) The stepping reflex occurs when the infant is held upright with the feet touching a surface. Both legs move in a pattern similar to walking although the infant cannot support her weight.

19.(VIIIIC1b)  
1) Longitudinal studies by Costa and McCrae and others have found five basic personality clusters (extraversion, openness, agreeableness, conscientiousness, and neuroticism) that remain stable throughout adulthood in most individuals.  
2) Adult experiences have not been shown to dramatically change personality traits in adulthood.  
3) Personality traits are less stable in childhood as the major characteristics are still developing.  
4) Most people's personality traits are resistant to change in late adulthood.

20.(IB2b)  
1) Age is not a variable in this study since all the children are preschoolers at the onset of the study.  
2) The researcher is measuring the effects of the program by looking at grades. Grades are used as the test or measure of the outcome. When studying the effects of a variation in experience on a resulting behavior, the resulting or outcome behavior is the dependent variable.  
3) The type of preschool program is the independent variable. The researcher is trying to find out how the variation in programs, the independent variable, affects later school grades, the dependent variable.  
4) Placement in elementary school is not being systematically examined in this study.
21.(IIIB2a)
1) Conservation is an aspect of concrete operational thinking that develops around the ages five to seven, not in infancy.
2) Double-blind studies are used to assess the effects of interventions such as drug treatments, when neither the participants nor the researchers know who has the real treatment and who has the placebo.
3) Equilibration studies would be designed by a Piagetian researcher to test the stability of a child's cognitive schemas.

*4) Habituation is a decreased response to a repeated stimulus. In studying infant perception with this technique, when a visual or sound stimulus is presented repeatedly, the infant will show decreased interest. When a different stimulus is presented, if the infant shows renewed interest, we know that the infant perceives the stimuli as different.

22.(IXD3)
1) Autonomy versus shame and doubt is Erikson's second stage, age 1 to 3, when children develop increased control of their bodies and behavior and want to do more things for themselves.

*2) Integrity versus despair is Erikson's stage of late adulthood. In successful aging, one can reflect on one's life as having had meaning; conversely, despair involves the feeling that life was meaningless.

3) Intimacy versus isolation is Erikson's stage of early adulthood during which individuals struggle to develop mature relationships.

4) Generativity versus stagnation is Erikson's stage of middle adulthood in which the developmental goal is to provide for the next generation, through parenting, mentoring at work, and other future-oriented activities.

23.(VIIIIC2)
1) Identity versus role confusion occurs during adolescence as the individual seeks to develop a work identity. For most people, this is an event that occurs prior to the occurrence of parenthood.

*2) Generativity versus stagnation is Erikson's stage of middle adulthood in which the developmental goal is to provide for the next generation, through parenting, mentoring at work, and other future-oriented activities.

3) Integrity versus despair is Erikson's stage of late adulthood. In successful aging, one can reflect on one's life as having had meaning; conversely, despair involves the feeling that life was meaningless.

4) Intimacy versus isolation is Erikson's stage of early adulthood during which individuals struggle to develop mature relationships.

24.(VIC2)
1) Gilligan notes that many women are less concerned with rules and laws than they are with caring for others and maintaining good relationships.

2) Gilligan's theory explicitly rejects the view that good moral decision making must be solely concerned with the rights of individuals. Instead, Gilligan argues that women tend to focus on what is best for many people.

3) Cognitive development can influence moral decision making, but it is not the central factor discussed by Gilligan.

*4) According to Gilligan, women most value the maintenance of good relationships and open lines of communication when they strive to resolve moral dilemmas.
25.(IC4)
1) This statement describes a later stage, concrete operations, when a child can solve logical problems if the objects represented in the problems are present.
2) This statement describes the beginning of concept formation that occurs in infancy during the sensorimotor stage.
3) This statement describes the preoperational stage in which children begin to pretend and to relate past experiences to present ones and to think symbolically.
4) This statement describes the formal operational stage when abstract thought develops.

26.(IIA7)
1) The triple X pattern (having three X chromosomes) results in females with normal physical appearance and mental retardation.
2) PKU is a disorder caused by a recessive gene that prevents the infant from metabolizing a protein. Left untreated, PKU results in mental retardation.
3) Klinefelter's syndrome occurs in males who have an extra X chromosome which results in underdeveloped testes and enlarged breasts.
4) The question describes the physical and cognitive signs of Turner syndrome which occurs in females who are missing an X chromosome, making their chromosomal pattern XO instead of XX.

27.(VIC1)
1) Achievement of identity occurs after a crises has been resolved and a commitment to an identity has been made.
2) Diffusion is experienced by individuals who have not experienced a crisis nor made a commitment. This stage involves the development of a sense of accomplishment, proficiency, and work ethic.
3) Foreclosure occurs when a person makes a commitment to an identity before going through a crisis or searching process.
4) Moratorium involves experiencing a crisis that prompts an individual to actively seek a psychological identity. The adolescent would search for the aspects of ethnic identity that mean the most to her or him, and continue to look for definitions of this identity.

28.(IXA)
1) In the cross-linkage theory, aging and death occur because tissues become less elastic as cellular proteins become bound to each other, and, therefore, the efficiency of cell function is reduced.
2) In endocrine theory, hormonal changes lead to aging and death.
3) In Hayflick theory, there is a genetically set limit to the number of times tissue cells can regenerate. When that limit is reached, organs cease to function and death occurs.
4) In wear-and-tear theory, death occurs because organs wear out and cease to function as a result of age and usage.

29.(IIIA2)
1) Within moments of birth, infants can turn their head in the direction of a sound.
2) See 1).
3) See 1).
4) See 1).

*correct answer
30. (VIIC1)

1) While Erikson focused on psychosocial stages, Vaillant’s longitudinal study put more emphasis on career development and choices.

2) Early adult transition is a stage in Levinson’s description of adult development.

3) Keeping the meaning is a phrase used in the context of Erikson’s stage of generativity versus stagnation.

4) Postformal thought is a stage of development proposed by research in cognitive development in adulthood. Postformal thought is a more contextual form of thinking than formal thought.

31. (IVB2)

1) Chomsky’s theory focused on language acquisition and transformational grammar.

2) Piaget’s approach to cognitive development emphasized the child as an independent explorer who learns from her or his own experience rather than from adult intervention.

3) Skinner focused on behavioral learning and rejected the constructs of cognitive development.

4) Vygotsky found that children can solve problems with adult assistance when the problems are just beyond their level of proficiency. He called this the “zone of proximal development.” Vygotsky’s approach to learning involves more social intervention than the others.

32. (VIIIIB2)

1) Fluid intelligence refers to the capacity to learn new material. Cross-sectional research finds that this ability peaks in early adulthood and then gradually declines.

2) Crystallized intelligence refers to factual knowledge, specific skills, and abilities affected by experiences. Research has shown that this remains stable or increases with age.

3) Research has shown that fluid intelligence begins to decline after young adulthood.

4) Crystallized intelligence remains stable or increases with age.

33. (VB3)

1) Intelligence quotient refers to scores obtained on an intelligence test.

2) Metacognition refers to the knowledge children acquire about their abilities, thought processes, and memories.

3) Operational thought refers to the use of logical thought processing.

4) Self-awareness is a broad term that extends to children’s knowledge of their personalities, social skills, and other characteristics.

34. (IIC2)

1) The cervix begins to dilate in the first stage of labor.

2) The placenta is expelled during the third stage of labor, after the baby is delivered.

3) The second stage of labor begins when the baby’s head emerges and continues until the baby completely emerges.

4) The amniotic sac breaks during the first stage of labor.

35. (VIIB1)

1) Concrete operational thought, age 7 to 11, is rooted in the present and does not involve abstract, relativistic, or integrative thinking.

2) Postformal thought can emerge in adulthood. It is more relativistic and contextual than formal thought. A postformal thinker has the experience to decide what problems are important and to weigh different theories that may account for a set of facts.

3) Preoperational thought is illogical, intuitive, and tied to the here-and-now. No relativistic thinking is possible during this stage, age 2 to 7.

4) Sensorimotor thought develops in infancy and is rooted in sensation and physical action. It is nonsymbolic and concrete. Abstraction, relativism, and integration are not possible during this first year of life.
SECTION FIVE

Taking the Exam

Registering for Your Exam

Register Online

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Follow the instructions and pay by Visa, MasterCard, American Express, or Discover Card.

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Pearson Testing Centers serve as the administrator for all Excelsior College computer-delivered exams. The Disability Services office at Excelsior College is responsible for considering requests for reasonable accommodations (exceptions for individual students with documented disabilities). If you are requesting an accommodation due to a disability, download and complete a Request for Accommodation form that can be accessed by visiting the Excelsior College website at www.excelsior.edu/disability-services.

Computer-Delivered Testing

You will take the exam by computer, entering your answers using either the keyboard or the mouse. The system is designed to be as user-friendly as possible, even for those with little or no computer experience. On-screen instructions are similar to those you would see in a paper examination booklet.

Before taking your exam, we strongly encourage you to go on a virtual tour of the testing center. To access this tour, click the What to Expect in a Pearson VUE test center at the following link: home.pearsonvue.com/test-taker/security.aspx

You also will receive a small, erasable whiteboard if you need one. You may not take your own calculator, if the exam calls for it. One will be provided on the testing screen.

On the Day of Your Exam

Important Reminders

On the day of your exam, remember to:

• dress comfortably: the computer will not mind that you’re wearing your favorite relaxation outfit
• arrive at the test site rested and prepared to concentrate for an extended period
• allow sufficient time to travel, park, and locate the test center
• be prepared for possible variations in temperature at the test center due to weather changes or energy conservation measures
• bring your ID, but otherwise, don’t weigh yourself down with belongings that will have to be kept in a locker during the test.

Academic Honesty

Nondisclosure Statement

• All test takers must agree to the terms of the Excelsior College Academic Honesty Policy before taking an examination. The agreement will be presented on screen at the Pearson VUE Testing Center before the start of your exam.
Once the test taker agrees to the terms of the Academic Honesty Nondisclosure Statement, the exam will begin.

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- your exam will be terminated
- you will be required to leave the testing center
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