

EXAM  
CODE **355**

CATALOG  
NUMBER **PSYx315**

TAKE ADVANTAGE OF ONLINE  
**PRACTICE  
EXAMS**  
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# Psychology of Adulthood & Aging

CREDIT  
HOURS

**3**

LEVEL

**UPPER**

PUBLISHED FEBRUARY 2021

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## SECTION ONE

# Preparing for the Exam

## Before You Choose This UExcel Exam

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### Uses for the Examination

- Excelsior College, the test developer, recommends granting three (3) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination.
- 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 score.

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

Examinees **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.

For more information on exam availability and actual testing information, see the [Exam Registration and Information Guide](#).

### Examination Length and Scoring

This examination consists of 120 multiple choice and other type questions. You will have two (2) hours to complete the exam. Your score will be reported as a letter grade. Questions are scored either correct (1) or incorrect (0). There is no partial credit. Each credit-bearing exam contains pretest questions, which are embedded throughout the exam. They are indistinguishable from the scored questions. It is to your advantage to do your best on all the questions. Pretest questions are being tried out for use in future versions of the exam.

The UExcel exams do **not** have a fixed grading scale such as A = 90–100%, B = 80–90%, and so forth, as you might have seen on some exams in college courses. Each UExcel test has a scale that is set by a faculty committee and is different for each exam. The process, called standard setting, is described in more detail in the [Technical Handbook](#). Excelsior puts each exam through a standard setting because different test questions have different levels of difficulty. To explain further, getting 70% of the questions right on the exam when the questions are easy does not show the same level of proficiency as getting 70% of questions correct when the questions are hard. Every form of a test (a form contains the test questions) has its own specific grading scale tailored to the particular questions on each exam form.

Please also note that on each form, some of the questions (referred to as pretest questions) count toward the score and some do not; the grading scale applies only to those questions that count toward the score. The area with percentage ratings on the second page of your score report is intended to help identify relative strengths and weaknesses and which content areas to emphasize, should you decide to take the examination again. Your grade

is **based on only the scored questions**. Therefore, the percentage ratings do not necessarily reflect the total percentage that counted toward your grade.

For the best view of the types of questions on this exam, see the sample questions in the back of this guide. Practice, practice, practice!

## Score Reporting

For most of our examinations, based on performance, an examinee is awarded a letter grade of A, B, C, or F. A letter grade of D can be given, but credit is awarded for A, B, and C letter grades only. The letter grades reported to examinees indicate that their performance was equivalent to the performance of students who received the same letter grade in a comparable, on-campus course.

More specifically, the letter grade indicates the examinee's proficiency relative to the learning outcomes specified in the exam content guide. Following are general descriptions of examinee performance at each level:

## Letter Grade Description

- A Highly Competent: Examinee's performance demonstrates an advanced level of knowledge and skill relative to the learning outcomes.
- B Competent: Examinee's performance demonstrates a good level of knowledge and skill relative to the learning outcomes.
- C Marginally Competent: Examinee's performance demonstrates a satisfactory level of knowledge and skill relative to the learning outcomes.
- D Not Competent (no credit recommended): Examinee's performance demonstrates weak knowledge of the content and minimal skill relative to the learning outcomes.<sup>①</sup>
- F Fail (no credit recommended): Examinee's performance demonstrates no knowledge of the content and no skill in the subject relative to the learning outcomes.

Credit is transcribed by Excelsior College for examinees who achieve letter grades of C or higher.

We encourage colleges and universities to use the Excelsior College letter grades of A, B, and C as acceptable standards for awarding credit.

<sup>①</sup> In general, two-hour exams do not award a D letter grade.

See page 26, at the back of this content guide, for a sample UExcel Grade Report for Examinations.

## 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](http://www.excelsior.edu/bookstore)

## Excelsior College Library

Library services are available to students enrolled in a degree program at Excelsior College. 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. To access the Excelsior College Library, visit [www.excelsior.edu/library](http://www.excelsior.edu/library) (login is required). Access to the library is available 24/7.

## Take Charge of Your Own Learning

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At Excelsior College, independent, self-directed study supported by resources we help you find is not a new concept. We have always stressed to students who take exams 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?

Study for a UExcel exam is comparable to an equivalent college-level course. As an independent

learner, you should study and review as much as you would for the same subject in a campus-based college course. If you already have a background in the subject, you may be able to pass the exam successfully with fewer hours of study. It depends upon the learner as well as the subject, the number of credits (for example, a 6- or 8-credit exam will require more hours of study than a 3-credit exam), and the length of the exam. We strongly encourage you to create a long-term action or study plan, so that you have a systematic approach to prepare for the exam. We've included guidelines for creating such a plan.

## How Can I Create an Effective Long-Term Study Plan?

**1. Determine the time you will require to complete your preparation for this exam.** If you have not studied the subject before, you should plan to budget approximately 45 hours of study time for every credit: 135 hours for 3 credits, 180 hours for 4 credits, 270 hours for 6 credits, and 360 hours for 8 credits. These hours are rules of thumb based on expectations for a student taking a course in the subject; it may take you more or less time, depending on how familiar you are with the material and how easily you absorb the information studying on your own. Aside from the content review, you should then factor in time to search for and use other resources, and to complete any projects and assignments in the study materials that will clarify your understanding of the topics in the content outline (that part in the content guide where the specific areas of study are spelled out). Spend more time on concepts and areas in which you feel you are weak. Totaled, this is approximately the amount of time you should expect to devote to a three-credit, campus-based course. The actual amount of time you require depends on many factors, and will be approximate. If your background is weak, you may need to set aside substantially more than 135–150 hours. If your background is strong, you may budget less time.

Take a few minutes to review the content outline to assess your familiarity with the content. Then, in the space below, write the number of hours you will allocate to complete preparing for the exam.

Hours Required =

## 2. Determine the time you will have available for study.

In self-study, you need structure, as well as motivation and persistence, and a methodical approach to preparation. There is no set class to keep you on task. You have to do that yourself. Construct a time-use chart to record your daily activities over a one-week period. The most accurate way to do this is to complete the chart on a daily basis to record the actual amount of time you spend eating, sleeping, commuting, working, watching television, caring for others and yourself, reading, and everything else in an adult's life. However, if your schedule is regular, you might prefer to complete the chart in one sitting and, perhaps, by consulting your appointment book or planner.

After you have recorded your activities, you will be ready to schedule study periods around these activities or, perhaps, instead of some of them. In the space below, write the number of hours you will be able to set aside for study each week.

Hours Required =

## 3. Divide the first number by the second number.

This will give you the number of weeks you will need to set aside for independent study. For example, if you think you will require 170 hours of study and you have 10 hours available to study each week, divide 170 hours by 10 hours and you will get 17. This means that you will need about 17 weeks to complete this course of study. However, you will also need to allow about a week for review and self-testing. Moreover, to be on the safe side, you should also add two weeks to allow for unforeseen obstacles and times when you know you will not be able to study (e.g., during family illnesses or holidays). So, in this case, you should allot a total of 18 to 19 weeks to complete your study.

## 4. Schedule your examination to coincide with the end of your study period.

For example, if you plan to allow 18 weeks for study, identify a suitable examination date and begin study at least 18 weeks before that date. (The date you begin study assumes that you will have received all of your study materials, particularly textbooks, by that time.)

### **5. Format a long-term study plan.**

You will need to use a calendar, planner, or some other tool to format and track your long-term study plan. Choose a method that is convenient and one that keeps you aware of your study habits on a daily basis. Identify the days and exact hours of each day that you will reserve for study throughout your whole independent study period. Check to see that the total number of hours you designate for study on your long-term study plan adds up to the number of hours you have determined you will need to complete this course of study (Step 1).

### **6. Record in your long-term study plan the content you plan to cover during each study period.**

Enter the session numbers, review, and examination preparation activities you will complete during each study period. While it is suggested that approximately 160–170 hours of study is required for this exam, each and every student may require different timelines based on their comfort with, and comprehension of, the material.

You now have a tentative personal long-term study plan. Keep in mind that you will have to adjust your study plan, perhaps several times, as you study. It is only by actually beginning to work systematically through the material, using the content outline, that you will be able to determine accurately how long you should allow for each unit.

## **What Learning Strategy Should I Use?**

The following guidelines are intended to help you acquire the grounding in the knowledge and skills required for successful completion of this examination.

### **1. Approach learning with a positive attitude.**

Most students are capable of learning subject content if they devote enough time and effort to the task. This devotion will give you a positive edge and a feeling of control.

### **2. Diligently complete the exact work you specified in your study plan.**

Your study plan is being designed for the specific purpose of helping you achieve the learning outcomes for this exam.

### **3. Be an active learner.**

You should actively engage in the learning process. Read critically, take notes, and continuously monitor your comprehension. Keep a written record of your progress, highlight content you find difficult to grasp, and seek assistance from someone in your learning community who can help you if you have difficulty understanding a concept.

### **4. Be patient: you may not understand everything immediately.**

When encountering difficulty with new material, be patient with yourself and don't give up. Understanding will come with time and further study. Sometimes you may need to take a break and come back to difficult material. This is especially true for any primary source material (original letters, documents, and so forth) that you may be asked to read. The content outline will guide you through the material and help you focus on key points. You will find that many concepts introduced in earlier sessions will be explained in more detail in later sessions.

### **5. Apply your learning to your daily life.**

Use insights you gain from your study to better understand the world in which you live. Apply the learning whenever you can. Look for instances that support or contradict your reading on the subject.

### **6. Accommodate your preferred way of learning.**

How do you learn best? Common ways to learn are reading, taking notes and making diagrams, and by listening to someone (on video or live). Others learn by doing. Do any of these descriptions apply to you? Or does your learning style vary with the learning situation? Decide what works for you and try to create a learning environment to accommodate your preferences.

## **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**
- **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.

Study smart for your UExcel exam! Success starts with establishing a relationship with your advisor.

## Using UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. They can be taken using any computer with a supported web browser such as Google Chrome.

The practice exam package comes with two sets of questions. Please be aware that there will be fewer questions on the practice exams than there will be on the exam you take for credit. Generally, the practice questions will not be the same as the ones you will see when you take the actual exam for credit. They are intended to expose you to the types of questions you'll encounter in the actual exam. Practice questions are a tool, and do not provide a full exam experience. For example, the practice question sets do not have time limitations. Begin with the Content Guide, especially the detailed content outline. Memorizing specific questions and answers on the practice sets is not as effective as using the questions to practice, along with the content outline, to see which concepts you may need to study further. To register for the practice exam, visit [www.excelsior.edu](http://www.excelsior.edu) and log into your MyExcelsior

account. **Please note: You must be registered for the corresponding credit-bearing exam before you can register for the practice exam.**

Practice exams are not graded. Rather, they are intended to help you make sure you understand the subject and give you a sense of what the questions will be like on the exam for credit. Ideally, you would check any questions you got wrong, look at the explanations, and go back to the textbook to reinforce your understanding. After taking both forms of the practice exam, you should feel confident in your answers and confident that you know the material listed in the content outline.

Practice exams are one of the most popular study resources. Practice exams are typically shorter than the credit-bearing exam. Since the questions are drawn from the same pool of questions that appear on the credit-bearing exam, what you will see when you sit for the graded exam will be roughly the same. Used as intended, these practice exams will enable you to:

- Review the types of questions you may encounter on the actual exam.
- Practice testing on a computer in a timed environment.
- Practice whenever and wherever it is convenient for you.

Take two different forms of a practice exam within a 180-day period. (We highly recommend that you take the first form of the practice exam as a pretest, early in the study period. Use the results to identify areas to further study and carry out a plan. Then take the second form as a post-test and see how much you have improved.)

Although there is no guarantee, our research suggests that exam takers who do well on the practice exams are more likely to pass the actual exam than those who do not take advantage of the opportunity. Note that since the practice exams are not graded (calibrated) the same way as the scores on the credit-bearing exam, it will be hard for you to use the practice exams as a way to predict your score on the credit-bearing exam. The main purpose of the practice exams is for you to check your knowledge and to become comfortable with the types of questions you are likely to see in the actual, credit-bearing exam.

## 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 does not endorse the products and services of any tutorial or test preparation firm. We do not review the materials provided by these firms for the content or compatibility of their material and resources with UExcel® exams or Excelsior College Examinations®. 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](http://www.excelsior.edu/testprep).

## Exam Preparation Strategies

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Each learner is different. However, all learners should read the content outline in the exam's Content Guide and ensure that they have mastered the concepts. For someone with no prior knowledge of the subject, a rule of thumb is 135 hours of study for a 3-credit exam—this number is just to give you an idea of the level of effort you will need, more or less.

## Content Guides

This content guide is the most important resource. It lists the outcomes, a detailed content outline of what is covered, and textbooks and other study resources. It also has sample questions and suggestions for how to study. Content guides are updated periodically to correspond with changes in particular examinations and in textbook editions. Examinees can download any of the latest free UExcel content guides by visiting the individual exam page or from the list at [www.excelsior.edu/contentguides](http://www.excelsior.edu/contentguides).

### Using the Content Outline

Each content area in the content outline includes 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 among textbook editions.**

This content outline contains examples of the types of information you should study. Although these examples are many, 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 Psychology of Adulthood & Aging

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The resources listed below were selected by the faculty members on the examination committee for use in developing this exam.

Resources listed under “Strongly Recommended” were used by the committee to verify all the questions on the exam. Please refer to the Content Outline to see which parts of the exam are cross-referenced to these resources.

Resources listed under “Optional” provide additional material that may deepen or broaden your understanding of the subject, or that may provide an additional perspective on the exam content. Textbook resources, both Strongly Recommended and Optional, may be purchased from the [Excelsior College Bookstore](#).

You should allow ample time to obtain the necessary resources and to study sufficiently before taking the exam, so plan appropriately, with an eye towards your own personal learning needs. See the sections in this guide on the Excelsior College Bookstore and the Excelsior College Library, and under Reducing Textbook Costs, to help you secure the Strongly Recommended resources successfully.

## 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 additional Strongly Recommended 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 open educational

resources (OER) has been included in this guide to help you locate additional, possibly free resources to augment your study.

## Strongly Recommended

These textbooks were used by the examination development committee to verify all questions on the exam. The Cavanaugh book should be your primary text.

Cavanaugh, J. (2015). *Adult development and aging* (7th ed.). Stamford, CT: Cengage Learning.

Osterbur, E. (Ed.). *Aging* (Annual editions). New York: McGraw Hill.

## Optional Resources

The examination development committee did not identify any specific Optional resources for this exam. If you would like to explore topics in more depth, we encourage you to refer to available Open Educational Resources (OER).

The study materials may be purchased from the [Excelsior College Bookstore](#).

## Library Resources for Psychology of Adulthood & Aging

This content guide is the first place to start to study. Excelsior's Library has also developed an Exam Resources page for the exam, based on this content guide. The [Exam Resources page](#) provides additional materials that complement the resources in this guide.

## 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.

## Open Educational Resources

There are many resources available online free of charge that may further enhance your study for the exam. Known as Open Educational Resources (OER), these may be textbooks, courses, tutorials,

or encyclopedias. Any additional OER that you find independently should be used to augment study—not as replacements for the Strongly Recommended resources.

Most sites for university-based OER can be searched through [www.ocwconsortium.org](http://www.ocwconsortium.org) and/or [www.oercommons.org](http://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](http://www.education-portal.com)

[www.opencourselibrary.org](http://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.

Sites like Khan Academy ([www.khanacademy.com](http://www.khanacademy.com)) 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.

<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.opencourselibrary.org/>

To achieve academic success, rate yourself at Excelsior College's Self-Regulated Learning Lab. Visit the Diagnostic Assessment & Achievement of College Skills site at <https://srl.daacs.net/>

It's free!

### **Open Online 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

## SECTION TWO

# Content Outline

### **General Description of the Examination**

The UExcel Psychology of Adulthood & Aging examination is based on material typically taught in a one-semester upper-level course in the psychology of adulthood and aging.

The examination measures understanding of the psychological, biological, and social aspects of aging throughout adulthood, based on classic and contemporary research and theory related to adult development and aging.

Those beginning to study for this exam should be familiar with the concepts generally covered in general 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. Define the basic conceptualizations of “age,” and describe various models of aging. (Aligns to GECC 2.1)
2. Describe the various types of research paradigms, assess problems of validity, and identify practical and ethical issues involved in the psychological study of the older adult. (Aligns to GECC 2.1)
3. Describe the major theories of personality development. (Aligns to GECC 2.1)
4. Identify physiological, systemic, biological, lifestyle, and sociocultural factors affecting adult psychology. (Aligns to GECC 5.1)
5. Recognize the changes in cognition and mental functioning associated with aging, and identify factors influencing memory recall. (Aligns to GECC 2.1)
6. Describe measures of intelligence, creativity, and wisdom, and discuss the role of physical health and performance in the evolution of intelligence. (Aligns to GECC 2.1)
7. Analyze the interrelated roles of work, retirement, leisure, and relationships in adult developmental psychology. (Aligns to GECC 5.1)
8. Describe the psychology of death across the life span; identify stages of grief and mourning; and discuss the ethical, medical, and legal issues surrounding the various definitions of death. (Aligns to GECC 2.1 and 5.1)
9. Examine the theories of psychological adjustment to aging, including the effects of disease and social relations, and identify psychological treatments to assist the aging adult. (Aligns to GECC 2.1)

## General Education Career Competencies Addressed in this Exam

GECC-2: Mathematical and Scientific Problem Solving: Apply scientific knowledge and reasoning to make evidence-based decisions.

GECC-5: Global Understanding: Explain how social, political, economic, or cultural forces shape relations between individuals and groups around the world.

## 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 Psychology of Adulthood & Aging examination, the percent of the examination, and the hours to devote to each content area are listed below.

Content Area	Percent of the Examination	Hours of Study*
I. Concepts of Age and Demographics	7%	10
II. Research Methods and Designs	10%	14
III. Personality	7%	10
IV. Biology, Physiology, Health, and Chronic Conditions	19%	26
V. Cognitive Aspects	17%	23
VI. Work, Retirement, Leisure, and Relationships	15%	20
VII. Death, Dying, and Bereavement	7%	10
VIII. Mental Health, Adjustment, and Psychopathology	18%	24
<b>Total</b>	<b>100%</b>	

\*Approximate: For those examinees who know the topic well, less time may be needed to learn the subject matter. For those who are new to the subject matter, more time may be required for study.

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. Concepts of Age and Demographics

### 7 PERCENT OF EXAM

#### Cavanaugh

##### Ch. 1, Studying Adult Development and Aging

#### A. Concepts of age

1. Models of aging
  - a. Mechanistic
  - b. Organismic
  - c. Contextual
  - d. Normative
2. Definitions of age (for example: chronological, biological, psychological, functional, social)

#### B. Demographics

1. History
  - a. Changes in family/economic structure
  - b. Changes in numbers/percentages in different age groups
  - c. Maximum life span, life expectancy, and longevity now vs. then
2. Gender/ethnic/cultural differences in demographics, including the racial crossover effect

## II. Research Methods and Designs

### 10 PERCENT OF EXAM

#### Cavanaugh

##### Ch. 1, Studying Adult Development and Aging

#### A. Research methods and designs

1. Correlational vs. experimental research

2. Qualitative/interview research
  3. Cross-sectional designs
  4. Longitudinal designs
  5. Unconfounding age, period, and cohort effects
    - a. Cohort-sequential
    - b. Time-sequential
    - c. Cross-sequential
    - d. Schaie's "most efficient design"
  6. Problems with these designs, including ecological validity
  7. Validity issues, including ecological validity
- #### B. Practical and ethical issues when studying older adults

## III. Personality

### 7 PERCENT OF EXAM

#### Cavanaugh

##### Ch. 9, Personality

#### A. Trait theories (for example: Costa and McCrae [NEO])

#### B. Personality styles (for example: Neugarten's work)

#### C. Stage theories

1. Erikson—for the life cycle approach
2. Levinson
3. Jung

## IV. Biology, Physiology, Health, and Chronic Conditions

### 19 PERCENT OF EXAM

#### Cavanaugh

##### Ch. 3, Physical Changes

##### Ch. 4, Longevity, Health, and Functioning

#### A. Physiological capabilities and system changes in early, middle, and later adulthood

1. Aging vs. disease (primary and secondary aging, including environmental effects)
2. System changes
  - a. Nervous system, including changes in sleep
  - b. Endocrine system
  - c. Immune system
  - d. Cardiovascular and respiratory system
  - e. Muscular/skeletal system
  - f. Integument system
  - g. Reproductive system (for example: infertility, risks during pregnancy, menopause)
  - h. Sensory
    - 1) Vision
    - 2) Hearing
    - 3) Other senses (for example: olfactory, balance, skin)

**B. Biological theories of aging**

1. Genetic
2. Nongenetic

**C. Factors affecting health and chronic conditions**

1. Family history/genetic issues, including ethnic and gender factors
2. Socioeconomic issues, including access to health care and ethnic and gender factors
3. Diet and eating disorders (for example: anorexia, bulimia)
4. Exercise
5. Alcohol and other drugs
6. Smoking
7. Stress and control issues
8. Sleep and sleep problems
9. Causes of morbidity and mortality across the life cycle (for example: HIV, accidents, cancer, violence)

**V. Cognitive Aspects**

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**17 PERCENT OF EXAM**

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**Cavanaugh**

**Ch. 6, Attention and Memory**

**Ch. 7, Intelligence, Reasoning, Creativity, and Wisdom**

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**A. Age changes in information processing from early to middle and middle to late**

1. Sensory registers
  - a. Timing of responses/reaction time
  - b. Attention
2. Short-term memory
3. Working memory
4. Long-term memory
  - a. Types of memory: semantic, episodic, procedural, and autobiographical
  - b. Recognition vs. recall (cued/noncued)
  - c. Acquisition, consolidation, retrieval
  - d. Implicit/explicit
5. Factors influencing memory
  - a. Anxiety
  - b. Pacing
  - c. Motivation
  - d. Expertise—compensation for losses
  - e. Interventions
  - f. Ecological validity—meaningfulness of information (laboratory vs. everyday problem solving, for example: driving)
  - g. Normal vs. pathological losses
  - h. Memory aids

**B. Intelligence, creativity, and wisdom from early to middle and middle to late adulthood**

1. Types of intelligence measures
  - a. Primary abilities

- b. Fluid and crystallized intelligence and changes with age
- c. Other measures of intelligence
- 2. Factors influencing performance
  - a. Cohort effects/educational effects
  - b. Test-taking anxiety
  - c. Cautiousness
  - d. Timed tests
  - e. Motivation
  - f. Terminal drop
  - g. Cognitive reserve
- 3. Creativity, including measures of, and changes in, creativity vs. productivity
- 4. Wisdom
  - a. Formal and postformal operations (for example: relativism, dialectical thought, contextual thought, strategic compensation, problem finding)
  - b. Practical and philosophical wisdom

- f. Postretirement employment
- 2. Retirement — factors that influence the timing of, and adjustment to, retirement (for example: age, socioeconomic status [SES], health)
  - a. Gradual vs. abrupt retirement
  - b. Phases of retirement (Atchley)
  - c. Gender and racial differences
  - d. Sense of control
  - e. Community involvement, including volunteerism, politics, and religion
- 3. Leisure/recreation/education

## B. Relationships

- 1. Family life cycle, including racial, gender, and ethnic differences
  - a. Marital satisfaction
  - b. Biological clock
  - c. Pre-children
  - d. Midlife issues, for example: sandwich generation, empty nest, revolving door
  - e. Divorce
  - f. Reconstituted family
  - g. Post-children
  - h. Widowhood adjustment
  - i. Family relationships across the life cycle
    - (1) Caregiver burden
    - (2) Elder abuse
  - j. Grandparenting, including styles such as surrogate or primary caregiver
- 2. Singlehood
- 3. Cohabitation
- 4. LGBTQ
- 5. Friendship
- 6. Sexuality

## VI. Work, Retirement, Leisure, and Relationships

**15 PERCENT OF EXAM**

### Cavanaugh

[Ch. 11, Relationships](#)

[Ch. 12, Work, Leisure, and Retirement](#)

#### A. Work, retirement, and leisure

- 1. Work in early, middle, and later adulthood
  - a. Occupational cycle — normative and nonnormative, including Super's work
  - b. Job satisfaction
  - c. Gender and class issues in the occupational cycle
  - d. Stereotypes and evidence concerning age differences in job performance
  - e. Unemployment across age

## VII. Death, Dying, and Bereavement

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### 7 PERCENT OF EXAM

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#### Cavanaugh

##### Ch. 13, Dying and Bereavement

#### A. Ethical, medical, and legal issues

1. Definitions of death (for example: brain, clinical, cortical, psychic, and social)
2. Context of dying (for example: advance directives, euthanasia, hospices)

#### B. Reactions to death

1. Death anxiety across the adult life span
2. Attitudes toward death across the life span
3. Kübler-Ross's stages

#### C. Grief and mourning

1. Process of grief, including rituals and religion
2. Coping with dying and death
  - a. Stages
  - b. Normal grief reactions

## VIII. Mental Health, Adjustment, and Psychopathology

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### 18 PERCENT OF EXAM

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#### Cavanaugh

##### Ch 10, Clinical Assessment, Mental Health, and Mental Disorders

#### Online Resources

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#### A. Mental health

1. Life satisfaction (for example: health, social support, religion)
2. Stress and adaptation (for example: Neugarten's theory)
  - a. Negative life events
  - b. Defense mechanisms
3. Coping strategies

#### B. Social theories

1. Activity
2. Disengagement  
To enhance your understanding of this topic, go to: <https://courses.lumenlearning.com/boundless-sociology/chapter/the-functional-perspective-on-aging/>
3. Social clock

#### C. Psychopathology

1. Depression
  - a. Differences across adulthood
  - b. Treatment issues (for example: cognitive therapy)
  - c. Suicide
2. Anxiety disorders
3. Alcohol and drug problems
4. Dementias
  - a. Irreversible
    - 1) Alzheimer's
    - 2) Others: multi-infarct, Parkinson's disease, and AIDS dementia
  - b. Reversible or apparent dementias (for example: pseudodementia)
    - 1) Drug interactions
    - 2) Nutrition deficits
  - c. Delirium
5. Paranoia and relationships with sensory changes

#### D. Treatments that are unique to the older population

1. Sensory training
2. Reality orientation
3. Remotivation
4. Life review therapy  
<https://www.encyclopedia.com/social-sciences-and-law/sociology-and-social-reform/sociology-general-terms-and-concepts/life-review>
5. Pet therapy

## SECTION THREE

# 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 18–22 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. A 40-year-old first-year college student could be considered young by which definition of age?
  - 1) biological
  - 2) chronological
  - 3) psychological
  - 4) social
2. Which is an example of a normative age-graded event?
  - 1) taking early retirement
  - 2) reaching menopause at 50
  - 3) winning a lottery
  - 4) testing positive for AIDS
3. Which pair of variables is confounded in longitudinal research?
  - 1) age changes and cohort
  - 2) cohort and selective dropout
  - 3) time of measurement and cohort
  - 4) age changes and time of measurement
4. Which statement is consistent with current research ethics?
  - 1) Subjects must be informed of risks that might influence their participation.
  - 2) Compensation can be withheld if a subject prematurely withdraws from a study.
  - 3) Language or cultural barriers do not have to be considered when seeking informed consent from possible participants.
  - 4) Informed consent should be obtained from subjects after they participate in research.
5. Mark is happy one moment and irritable the next, whereas Dorothy is even-tempered most of the time. As defined by Costa and McCrae, these two individuals differ along which dimension of personality?
  - 1) conscientiousness
  - 2) extroversion
  - 3) neuroticism
  - 4) openness to experience
6. According to Erikson, which struggle has been resolved by an older adult who can look back on life and be satisfied with what has been accomplished?
  - 1) autonomy versus shame and doubt
  - 2) generativity versus stagnation
  - 3) integrity versus despair
  - 4) intimacy versus isolation

7. According to disengagement theory, what is the result of the voluntary withdrawal of an older adult from society?
  - 1) loneliness and depression
  - 2) better health
  - 3) increased life satisfaction
  - 4) social isolation and rejection
  
8. What is the most likely cause of an older adult's increased difficulty in hearing higher pitched sounds?
  - 1) presbycusis
  - 2) presbyopia
  - 3) presbystasis
  - 4) tinnitus
  
9. Why would a physician recommend that a 30-year-old woman take a calcium and vitamin D supplement for her future health?
 

To reduce the

  - 1) night sweats associated with menopause
  - 2) possibility of osteoporosis
  - 3) likelihood of pregnancy
  - 4) possibility of Alzheimer's disease
  
10. Which genetic theory predicts the maximum life span of humans to be 110 to 120 years?
  - 1) Hayflick's aging clock
  - 2) wear-and-tear theory
  - 3) free radical theory
  - 4) cross-linkage theory
  
11. An older adult must enter a nursing home because of chronic health problems. Which action would best help this individual to adapt to the new setting?
 

The individual should be

  - 1) encouraged to take an active role in selecting and moving into the facility.
  - 2) encouraged to allow family members to select the facility and plan for the move.
  - 3) told that the move to the facility is necessary and given enough time to accept the idea.
  - 4) provided with many details, pictures, and descriptions of the activities of the facility.
  
12. Which behavior change would have the greatest impact on improving health in the United States?
  - 1) increasing exercise
  - 2) quitting smoking
  - 3) eating healthier foods
  - 4) reducing levels of stress
  
13. Which memory task shows the most decline with age?
  - 1) holding information in the sensory store
  - 2) visualizing stimuli in iconic memory
  - 3) retrieving information from long-term memory
  - 4) manipulating information in short-term memory
  
14. Which type of intelligence most often increases with age?
  - 1) crystallized
  - 2) fluid
  - 3) full-scale
  - 4) performance
  
15. Which characterizes postformal thought?
  - 1) using logical, hypothetical-deductive reasoning
  - 2) distinguishing between mental symbols and real-life objects
  - 3) committing oneself to absolute truths
  - 4) understanding ideas within frames of reference
  
16. Which is the most accurate conclusion that can be drawn from the research on the effect of job loss on men?
 

Job loss

  - 1) has a greater effect on older men.
  - 2) has a greater effect on middle-aged men.
  - 3) has a greater effect on young men.
  - 4) affects all age groups equally.

17. Which statement is true regarding recent trends in retirement patterns?
- 1) Most people retire at age 65.
  - 2) The percentage of males age 65 or older working full-time has increased.
  - 3) The percentage of people choosing early retirement has increased.
  - 4) The percentage of people choosing early retirement has decreased.
18. A married couple have three grandchildren whom they baby-sit, occasionally indulge, and express strong interest in. The couple also believe that childrearing is the responsibility of parents and rarely give advice unless asked. What type of grandparenting does this represent?
- 1) distant
  - 2) formal
  - 3) fun seeker
  - 4) surrogate
19. Gabriella's parents are in their late seventies and rely on her to help with shopping and transportation to medical appointments and social functions. Gabriella also has two adult children who frequently rely on her to help care for their young children. This situation best illustrates which midlife concept?
- 1) empty nest
  - 2) kinkeepers
  - 3) revolving door
  - 4) sandwich generation
20. What is the purpose of the hospice movement?
- 1) to assist individuals to determine how and when to end their lives
  - 2) to use any means necessary to prolong life
  - 3) to preserve the dignity and relieve the pain of individuals who are dying
  - 4) to provide medical care comparable to that given in hospitals
21. A man goes to the doctor for a checkup and some tests. When the test results come back, he is told that he has advanced cancer. According to Kübler-Ross's stage theory of dying, what is the man most likely to do now?
- 1) insist that a mistake was made
  - 2) become very depressed
  - 3) accept the diagnosis and plan for death
  - 4) become angry with those who will go on living
22. According to research, which factor plays no significant role in life satisfaction?
- 1) age
  - 2) income
  - 3) marital status
  - 4) social support
23. Which disorder is characterized by a series of small strokes in the brain?
- 1) Alzheimer's disease
  - 2) multi-infarct dementia
  - 3) Parkinson's disease
  - 4) pseudodementia
24. Which of the following causes dementia symptoms that are reversible with proper treatment?
- 1) Alzheimer's disease
  - 2) multi-infarct dementia
  - 3) nutritional deficiencies
  - 4) Pick's disease
25. A nursing home resident has been having therapy that stresses efforts to identify her actual abilities and to discover activities that she once found pleasurable. The woman had been recommended for therapy because she was apathetic, withdrawn from the other residents, and seemed confused. What form of therapy is she receiving?
- 1) cognitive
  - 2) sensory training
  - 3) remotivation
  - 4) reality orientation

## SECTION FOUR

# Rationales

### 1.(IA)

- 1) Biological age compares a person's physical state to that of persons of different ages. A 40 year old in an excellent state of health and fitness would have a young biological age compared to her or his chronological age. This question, however, does not mention the person's health status.
- 2) Chronological age is a person's age in years. A 40 year old would be considered middle-aged.
- 3) Psychological age refers to capacities such as memory, intelligence, feelings, and motivation that a person uses to adapt to changing environmental demands. The question does not give enough information to know whether or not this person is psychologically functioning as a young person.
- \*4) Social age refers to a person's roles in relation to other members of society. Since most first-year college students are 17 or 18 years old, this 40-year-old individual's social age could be considered as young.

### 2.(IA)

- 1) Early retirement is nonnormative; retirement at 65 would be normative.
- \*2) A normative age-graded event is an event that happens to many individuals during a particular age period. Reaching menopause at 50 is a normative age-graded event because it occurs in most women between 45 and 55 years of age.
- 3) Winning a lottery is a nonnormative event because it is unusual and it is not related to different age periods.
- 4) Testing positive for AIDS is a nonnormative event.

\*correct answer

### 3.(IIA)

- 1) Age changes and cohort are not confounded because all the participants are going through the age changes together.
- 2) Cohort and selective dropout are not confounded. Although there can be a problem with selective dropout over the course of a longitudinal study, cohort is constant.
- 3) Time of measurement and cohort are not confounded. Time-of-measurement effects can occur in longitudinal research, for example if the age group all experience wartime or economic changes, but time of measurement is not a confound because all the participants experience the same time effects.
- \*4) Age changes and time of measurement are confounded in longitudinal research because it can be difficult to separate the effects of age (such as being a young adult) from the effects of historical events (such as being young during the Vietnam War).

### 4.(IIB)

- \*1) An important component of research ethics is that participants must be informed of risks that might influence their participation in the research study.
- 2) If compensation is offered, a subject is usually paid for participating whether or not he or she decides to continue with the study.
- 3) For informed consent to be meaningful, subjects must understand what they are agreeing to do; therefore, attention to language or cultural barriers is vital.
- 4) Informed consent must be obtained from subjects prior to their participating in the research.

#### 5.(IIIA)

- 1) In Costa and McCrae's model, conscientiousness means being organized, deliberate and rule-following. We do not have this information about Mark and Dorothy.
- 2) In Costa and McCrae's model, extroversion means the tendency to be outgoing, assertive, and active. We do not have this information about Mark and Dorothy.
- \*3) In Costa and McCrae's model, neuroticism means the tendency to be anxious, moody, and self-punishing. Mark fits this description while Dorothy does not.
- 4) In Costa and McCrae's model, openness to experience refers to curiosity and imagination. We do not have this information about Mark and Dorothy.

#### 6.(IIIB)

- 1) According to Erikson, autonomy versus shame and doubt is the struggle of early childhood. The young child is working on gaining control of her or his body, behavior, and surroundings and doing more things for herself or himself.
- 2) According to Erikson, generativity versus stagnation is the struggle of middle adulthood in which the focus shifts to concern for the next generation (generativity) or feelings of self-absorption (stagnation).
- \*3) According to Erikson, integrity versus despair is the struggle of older adulthood. An older adult who looks back at her or his life and concludes that it has been worthwhile achieves integrity. One who feels life was a waste of time develops despair.
- 4) According to Erikson, intimacy versus isolation is the struggle of early adulthood. The young adult, having struggled with identity, is ready to form a close mutual relationship.

#### 7.(VIIIB)

- 1) Disengagement theory suggests that reduced involvement with society in aging is normal and healthy; it does not associate loneliness and depression with social withdrawal.
- 2) Disengagement theory suggests that one reason withdrawal from society is a natural development is that declines in health (rather than better health) make continued participation difficult.
- \*3) Disengagement theory suggests that older adults who withdraw from society are satisfied because they have met personal and societal expectations.
- 4) Disengagement theory suggests that older adults choose to withdraw from society rather than being ignored or forced out of social life.

#### 8.(IVA)

- \*1) Presbycusis is the condition associated with aging of progressive hearing loss for high-pitched sounds. It results from changes in the inner ear: sensory (atrophy and degeneration of hair cells), neural (loss of neurons in the auditory pathway), metabolic (diminished supply of nutrients to the cochlea), and mechanical (atrophy and stiffening of vibrating structures in the cochlea).
- 2) Presbyopia is a reduction in near vision.
- 3) Presbystasis is a loss of balance and equilibrium.
- 4) Tinnitus is a constant ringing in the ears.

#### 9.(IVA)

- 1) Calcium and vitamin D have no effect on night sweats.
- \*2) Calcium and vitamin D are needed to prevent osteoporosis.
- 3) Calcium and vitamin D have no effect on preventing pregnancy.
- 4) Calcium and vitamin D are unrelated to the development of Alzheimer's disease.

\*correct answer

#### 10.(IVB)

- \*1) Hayflick found that cells can divide a maximum of approximately 50 times before the genetic material of the resulting cells is too damaged to reproduce. The 110 to 120 year life span is extrapolated from the cell divisions needed to keep the human body functioning.
- 2) Wear-and-tear theory suggests that aging is caused by cumulative damage. The theory does not predict a maximum life span.
- 3) Free radicals are components of cell metabolism that can damage cells through reactions with other substances. The impact of free radicals on the life span has not been predicted.
- 4) Cross linkage is the formation of bonds between proteins in cells. Harmful levels of cross linkage, including oxidation, occur in cells during aging. This process affects individuals at different rates and does not predict a maximum life span.

#### 11.(IVC)

- \*1) An individual who is actively involved in the decision to move into a nursing home will adjust better to the move since personal choice increases the sense of control.
- 2) When the individual is not the one making the choice, the individual will have more difficulty adjusting to the nursing home.
- 3) See 2). Also, having time to accept the idea may increase the individual's apprehension about the move.
- 4) Details and pictures may be helpful, but having an active role in the decision is more likely to help the individual's adjustment.

#### 12.(IVC)

- 1) Exercise has known health benefits and retards the aging process, but it is not the most significant factor in improving health.
- \*2) Smoking cessation would do more to improve health in the United States than any other behavior change.

- 3) Better diet has known health benefits, but quitting smoking would have a greater impact on improving health.
- 4) Stress reduction can benefit health, but quitting smoking would have a greater impact on improving health.

#### 13.(VA)

- 1) At any age, the sensory store is of very short duration (a fraction of a second). This level of processing is not significantly age related.
- 2) Iconic memory is another term for sensory store and this level of processing is not significantly age related.
- 3) Long-term memory shows the least decline in old age.
- \*4) Manipulating information in short-term memory shows the most significant decline in old age.

#### 14.(VB)

- \*1) Crystallized intelligence refers to knowledge of words, facts, and procedures for completing familiar tasks. As more information is acquired each year a person lives, crystallized intelligence is most likely to increase with age.
- 2) Fluid intelligence refers to thinking ability applied to relatively novel problems and timed tasks. It involves fluency and flexibility of thinking and speed of processing. Fluid intelligence shows a greater decline with age than crystallized intelligence.
- 3) Full-scale intelligence refers to the total IQ score on an individual IQ test. Full-scale IQ does not increase with age.
- 4) A performance score is the part of an individual IQ test that requires working with puzzles, pictures, and spatial information. Most of these tasks are timed for speed as well as accuracy. This part of an IQ score declines more with age than parts that use verbal information and are untimed.

\*correct answer

15.(VB)

- 1) Logical hypothetical-deductive reasoning is the main feature of formal thought, a stage that occurs in adolescence and precedes postformal thought.
- 2) Distinguishing mental symbols from real objects is a feature of the early stage of preoperational thought that begins in young children.
- 3) A person capable of postformal thought may believe some truths are absolute, but the person is not using postformal thought when committing to absolute truths.
- \*4) When using postformal thought, a person considers the context and frame of reference of an idea. This kind of postformal thinking recognizes the subjective element in knowledge. For example, in evaluating scientific theories, a postformal thinker realizes that more than one theory may account for a set of facts, and that facts are collected by methods that may affect their interpretation.

16.(VIA)

- 1) Older men who are close to retirement age are less affected by job loss because the job loss can be viewed as an early retirement and financial responsibilities are often decreased in late adulthood.
- \*2) Middle-aged men are most affected by job loss. They have more financial responsibilities and work is often an important part of their identities. It may also be more difficult for middle-aged men to find new jobs than it is for young men.
- 3) Young men are often more flexible in their career plans and tend to have fewer financial responsibilities than middle-aged men, so job loss tends to be less traumatic for them.
- 4) Job loss affects age groups differently.

17.(VIA)

- 1) Most people retire before age 65.
- 2) The percentage of males age 65 or older working full time has decreased.
- \*3) The percentage of people choosing early retirement has increased.
- 4) See 3).

18.(VIB)

- 1) The distant type of grandparenting has little contact with grandchildren. This couple is involved with their grandchildren.
- \*2) These grandparents represent the formal type of grandparenting. They provide occasional child care and show affection and concern, but do not assume primary parenting roles.
- 3) The fun seeker type of grandparenting is characterized by informal playfulness with the grandchildren. This couple does not represent the fun seeker type of grandparenting.
- 4) The surrogate type of grandparenting occurs when grandparents assume some or all parenting activities, become full-time primary caregivers, or provide daily care when parents are at work. This couple does not assume the parenting role.

19.(VIB)

- 1) Empty nest refers to the situation in which middle-aged parents are alone after the last child has left the home.
- 2) Kinkeepers of the family, usually women, are the ones who plan social activities, send cards and letters, and generally keep the family in touch with one another.
- 3) Revolving door refers to the situation in which adult children leave the parental home and later return, often due to circumstances such as job loss or marital breakdown.
- \*4) The sandwich generation refers to the situation in which middle-aged persons, especially women, are providing care for their own children as well as for their parents.

\*correct answer

#### 20.(VIIA)

- 1) The hospice movement is not involved with assisted suicide.
- 2) Hospice principles discourage extreme interventions to prolong life in a person who is dying.
- \*3) The primary principles of hospice care are to preserve the dignity and relieve the pain in the person who is dying.
- 4) Hospice care generally begins when attempts to cure a disease are no longer deemed to be effective. Surgical care, chemotherapy, and other interventions used in hospitals are not part of hospice care.

#### 21.(VIIB)

- \*1) Insisting that a mistake was made is an example of denial, the first stage in Kübler-Ross's stages of dying.
- 2) Becoming very depressed is part of the fourth of Kübler-Ross's stages, after bargaining and before acceptance.
- 3) Accepting the diagnosis and planning for death is an example of acceptance, the last of Kübler-Ross's stages.
- 4) Becoming angry is the second of Kübler-Ross's stages.

#### 22.(VIII A)

- \*1) Age has been found to be unrelated to life satisfaction.
- 2) Income is a significant factor in life satisfaction. People with higher incomes report more life satisfaction, when other factors are held constant.
- 3) Marital status is a significant factor in life satisfaction. Married people as a group report higher life satisfaction, when other factors are controlled.
- 4) Social support is a significant factor in life satisfaction at all ages.

#### 23.(VIIC)

- 1) Alzheimer's disease is characterized by plaques and tangles in neurons and, eventually, by accelerated cell loss.
- \*2) Multi-infarct dementia is a loss of cognitive ability due to the cumulative effects of a series of small strokes, or transient ischemic attacks.
- 3) Parkinson's disease is caused by the deterioration of the neurons in the midbrain that produce the neurotransmitter dopamine.
- 4) Pseudodementia is an apparent loss of cognitive ability due to depression.

#### 24.(VIIC)

- 1) No treatment presently exists to reverse the symptoms of Alzheimer's disease.
- 2) Multi-infarct dementia may be halted from progressing by treating the risk factors of stroke such as hypertension and by rapid intervention when a transient ischemic attack occurs. The damage to the brain, however, cannot be reversed.
- \*3) Nutritional deficiencies such as a vitamin B12 deficiency can lead to dementia symptoms that are reversible when nutritional supplements are taken.
- 4) Pick's disease is a form of brain degeneration. It is not reversible.

#### 25.(VIID)

- 1) Cognitive therapy focuses on irrational beliefs that are causing a person's anxiety or depression.
- 2) Sensory training is used with people who are very regressed to stimulate the senses by exposing the person to various smells, tastes, textures, sounds, and visual stimuli.
- \*3) Remotivation therapy draws on past skills and interests to rekindle interest in the world.
- 4) Reality orientation is used with individuals who are confused to orient them to place and time with the use of large calendars, verbal reminders, and visual cues.

\*correct answer

## SECTION FIVE

# Taking the Exam

## Registering for Your Exam

### Register Online

[www.excelsior.edu/examregistration](http://www.excelsior.edu/examregistration)

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

### Examination Administration

Pearson Testing Centers serve as the administrator for all Excelsior College computer-delivered exams.

### Accessibility Services

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The Accessibility Services Office at Excelsior College is responsible for considering requests for reasonable accommodations for individuals with verifiable, documented disabilities. If you are requesting an accommodation due to a disability/condition, complete a [Request for Accommodation form](#).

### Computer-Delivered Testing

The UExcel exams are delivered by computer. You can take this exam either in a [Pearson VUE testing center](#) or at your home or office with an online proctor. If you are interested in remote proctoring, visit [PearsonVUE OnVUE online proctoring](#).

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. You will use either the keyboard or the mouse to submit your answers, depending upon the type of question.

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](http://home.pearsonvue.com/test-taker/security.aspx)

You also will receive a small, erasable whiteboard if you need one.

### Breaks

Breaks are only permitted for exams taken at Pearson VUE Testing Centers, and are not permitted during exams delivered via online proctoring.

### Online Proctoring

As of spring 2021, Excelsior is offering an [online delivery option](#) for UExcel exams, using OnVUE, Pearson VUE's online delivery and proctoring service.

You must use a personal (vs. an employer's) computer if you want to take the exam online and not in a testing center, so the exam can be effectively delivered to you.

Breaks are not allowed during an exam taken online from home. You may not leave your seat during an online-proctored exam, so be prepared to sit for two or three hours. If you need extra time, the exam will have to be taken at a PearsonVUE Testing Center, and an accommodation formally requested.

NOTE: English Composition, Spanish, Music, and College Writing will NOT be available for online proctoring.

# On the Day of Your Exam

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## 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 Integrity Nondisclosure Statement

- All examinees must agree to the terms of the Excelsior College Academic Integrity 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 examinee agrees to the terms of the Academic Integrity Nondisclosure Agreement (NDA), the exam will begin.

If you choose not to accept the terms of the agreement

- your exam will be terminated
- you will be required to leave the testing center
- you will not be eligible for a refund. For more information, review the Student Policy Handbook at [www.excelsior.edu/studentpolicyhandbook](http://www.excelsior.edu/studentpolicyhandbook).

Student behavior is monitored during and after the exam. Electronic measures are used to monitor the security of test items and scan for illegal use of intellectual property. This monitoring includes surveillance of Internet chat rooms, websites, and other public forums.

## UExcel Grade Report

After you complete the exam, you will be issued a UExcel Grade Report for Examinations. See the [sample UExcel Grade Report](#) in this content guide.

## Grade Appeals

If you believe that your score grade is incorrect, you may appeal your grade to [examcredit@excelsior.edu](mailto:examcredit@excelsior.edu). Details about the appeals process are in the [Student Handbook](#).

## What If I Miss My Appointment?

If you don't cancel or reschedule your testing appointment 24 hours before your test appointment, you will have to pay the full fee of the exam, even if you don't show up.

## Late Arrivals

You will also forfeit the exam fee if you arrive to the test center more than 15 minutes late.

## Information About UExcel Exams for Colleges and Universities

A committee of teaching faculty and practicing professionals determines the learning outcomes to be tested on each exam. Excelsior College Center for Educational Measurement staff oversee the technical aspects of test construction in accordance with current professional standards. To promote fairness in testing, we take special care to ensure that the language used in the exams and related materials is consistent, professional, and user friendly. Editorial staff perform systematic quantitative and qualitative reviews to ensure accuracy, clarity, and compliance with conventions of bias-free language usage.

Excelsior College, the test developer, recommends granting three (3) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination. 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 score.

# Psychology of Adulthood & Aging Exam Development Committee

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Gerontology, 1978)  
Chair, Department of Social Science and Professor  
of Gerontology, North Country Community College

# Sample Grade Report

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Excelsior College  
GRADE REPORT FOR EXAMINATIONS

Contact ID:

Test Date: 11/21/2020

Letter Grade: C

Examination Code and Title: 210 Statistics

Recommended Credit:  
3 Lower Level

Your examination results are expressed as a Letter Grade of A, B, C, or F. Your results are automatically verified when they are received at Excelsior College. If an error is detected, you will be notified immediately.

**Recommended Credit** is the number of semester hours credit that Excelsior College awards and recommends for your grade. Excelsior College awards and recommends credit for letter grades of C or better.

**If you plan to take another examination**, you may download free content guides and the User's Guide by visiting our website at [www.excelsior.edu/exams/content-guides/](http://www.excelsior.edu/exams/content-guides/).

**If you need an Excelsior College Official Examinations Transcript** to document the credit you have earned for this examination for another institution, the request can be made online by accessing the Excelsior College website ([www.excelsior.edu](http://www.excelsior.edu)), logging into your MyExcelsior account, and scrolling down to the For Exams Takers box and clicking on the Request transcripts link. If you do not already have a MyExcelsior username and password, you can obtain one at no cost by accessing the Excelsior College website, clicking the Log In to MyExcelsior button, and then clicking the link "Create a MyExcelsior User Account."





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[excelsior.edu/exams](https://excelsior.edu/exams)