

1. Dismissing an older person's account of their physical aches and pains by saying "What do you expect for someone your age?" is a form of
- a. ageism.
 - b. gerontology.
 - c. life-span perspective.
 - d. age effects.

ANSWER: a

REFERENCES: Perspectives on Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.01 - What is gerontology? How does ageism relate to stereotypes in aging?

KEYWORDS: Applied

2. The cohort of individuals born between the years 1946 and 1964 are, on average,
- a. the most active and healthiest generation to reach old age in history.
 - b. most likely to be unemployed during the retirement years.
 - c. more likely to experience ageism than any other cohort in history.
 - d. most likely to be in poor health in older age.

ANSWER: a

REFERENCES: Perspectives on Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.01 - What is gerontology? How does ageism relate to stereotypes in aging?

KEYWORDS: Conceptual

3. A manager of a department store tries to avoid hiring people over the age of 65 because he believes they cannot handle the stress and that they take longer to learn the job than people who are younger. The belief of the manager is known as
- a. contextualism.
 - b. socialization.
 - c. ageism.
 - d. dysthymia.

ANSWER: c

REFERENCES: Perspectives on Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.01 - What is gerontology? How does ageism relate to stereotypes in aging?

KEYWORDS: Applied

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

ANSWER: c

REFERENCES: Perspectives on Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.01 - What is gerontology? How does ageism relate to stereotypes in aging?

KEYWORDS: Conceptual

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

ANSWER: d

REFERENCES: Perspectives on Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.02 - What is the life-span perspective?

KEYWORDS: Conceptual

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

ANSWER: a

REFERENCES: Perspectives on Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.02 - What is the life-span perspective?

KEYWORDS: Conceptual

7. Plasticity refers to
- development and aging involving both decline and growth.
 - the ability to change and improve abilities over time and with development.
 - the fact that each of us is affected by a variety of factors, both positive and negative.
 - our differing cultural backgrounds.

ANSWER: b

REFERENCES: Perspectives on Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.02 - What is the life-span perspective?

KEYWORDS: Conceptual

8. Understanding that development is shaped by biological, psychological, sociocultural, and life-cycle forces defines which feature of the life-span perspective?
- multidirectionality
 - plasticity
 - historical context
 - multiple causation

ANSWER: d

REFERENCES: Perspectives on Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.02 - What is the life-span perspective?

KEYWORDS: Conceptual

9. Which of the following statements is **true** regarding the population in the United States?
- a. The fastest growing segment of the U.S. population is the over-85 group.
 - b. There are more men than women in all segments of the elderly population.
 - c. The baby boomers are the smallest cohort of individuals ever to reach old age.
 - d. By 2050, the population distribution in the United States will resemble the shape of a rectangle.

ANSWER: a

REFERENCES: Perspectives on Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.03 - What are the characteristics of the older adult population?

KEYWORDS: Factual

10. Relative to the population of older European Americans, the number of older ethnic Americans is
- a. decreasing.
 - b. increasing.
 - c. similar.
 - d. decreasing among women, while increasing among men.

ANSWER: b

REFERENCES: Perspectives on Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.03 - What are the characteristics of the older adult population?

KEYWORDS: Factual

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

ANSWER: b

REFERENCES: Perspectives on Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.04 - How are they likely to change?

KEYWORDS: Factual

12. Menopause is an example of which force of development?
- a. life-cycle forces
 - b. psychological forces
 - c. biological forces
 - d. histological forces

ANSWER: c

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.05 - What four main forces shape development?

KEYWORDS: Applied

13. Characteristics that make us individuals, such as one's personality, are the result of
- a. life-cycle forces.
 - b. psychological forces.
 - c. biological forces.
 - d. histological forces.

ANSWER: b

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.05 - What four main forces shape development?

KEYWORDS: Applied

14. Normative age-graded influences are events that
- a. are unique to each person.
 - b. occur at a specific age for each person.
 - c. generally occur around the same age for most people.
 - d. rarely occur to any individual.

ANSWER: c

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.06 - What are normative age-graded influences, normative history-graded influences, and nonnormative influences?

KEYWORDS: Conceptual

15. Which of the following is an example of a normative age-graded influence on development?
- a. learning to drive a car
 - b. living during the Great Depression
 - c. winning the lottery
 - d. contracting AIDS

ANSWER: a

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.06 - What are normative age-graded influences, normative history-graded influences, and nonnormative influences?

KEYWORDS: Applied

16. The age at which one gets married or retires from a career are
- a. normative age-graded events.
 - b. normative history-graded events.
 - c. normative individual-graded events.
 - d. nonnormative events.

ANSWER: a

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.06 - What are normative age-graded influences, normative history-graded influences, and nonnormative influences?

KEYWORDS: Applied

17. Normative history-graded influences are events that
- a. are unique to each person.
 - b. occur at a specific age for each person.
 - c. generally occur around the same age for most people.
 - d. often give a generation its unique identity.

ANSWER: d

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.06 - What are normative age-graded influences, normative history-graded influences, and nonnormative influences?

KEYWORDS: Conceptual

18. The “sexual revolution” in the 1960s is an example of a
- a. normative age-graded event.
 - b. normative history-graded event.
 - c. normative individual-graded event.
 - d. nonnormative event.

ANSWER: b

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.06 - What are normative age-graded influences, normative history-graded influences, and nonnormative influences?

KEYWORDS: Applied

19. The death of a spouse at age 25 is an example of a
- a. normative age-graded event.
 - b. normative history-graded event.
 - c. normative individual-graded event.
 - d. nonnormative event.

ANSWER: d

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.06 - What are normative age-graded influences, normative history-graded influences, and nonnormative influences?

KEYWORDS: Applied

20. Which of the following is a nonnormative influence on behavior?
- a. when one's first marriage occurs
 - b. being a “baby boomer”
 - c. having a child
 - d. winning the lottery

ANSWER: d

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.06 - What are normative age-graded influences, normative history-graded influences, and nonnormative influences?

KEYWORDS: Applied

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

ANSWER: c

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.07 - How do culture and ethnicity influence aging?

KEYWORDS: Conceptual

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

ANSWER: a

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.08 - What is the meaning of age?

KEYWORDS: Factual

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

ANSWER: b

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.08 - What is the meaning of age?

KEYWORDS: Factual

24. Loss of memory due to Alzheimer's disease is an example of
- a. primary aging.
 - b. secondary aging.
 - c. tertiary aging.
 - d. quaternary aging.

ANSWER: b

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.08 - What is the meaning of age?

KEYWORDS: Conceptual

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

ANSWER: c

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.08 - What is the meaning of age?

KEYWORDS: Conceptual

26. Terminal drop, in which intellectual abilities show a marked decline in the years directly preceding death, is an example of which type of aging?
- a. primary
 - b. secondary
 - c. tertiary
 - d. biopsychosocial

ANSWER: c

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.08 - What is the meaning of age?

KEYWORDS: Applied

27. Denise is 51-years-old. However, learning how to ride her son's skateboard yesterday made her feel much younger than her 51 years. The two types of age described here are
- a. sociocultural and biological.
 - b. chronological and perceived.
 - c. perceived and biological.
 - d. chronological and biological.

ANSWER: b

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.08 - What is the meaning of age?

KEYWORDS: Conceptual

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

ANSWER: a

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.08 - What is the meaning of age?

KEYWORDS: Applied

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

ANSWER: d

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.08 - What is the meaning of age?

KEYWORDS: Conceptual

30. A relatively recent term that points to the complexities of understanding the concept of age is "emerging adulthood."
Emerging adulthood can best be understood as
- the transition from working life to retired life.
 - the period of time from late adolescence until one's early to mid 20s.
 - the transition from early to late adolescence.
 - the period of time during which one's children leave home resulting in an "empty nest."

ANSWER: b

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.08 - What is the meaning of age?

KEYWORDS: Applied

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

ANSWER: a

REFERENCES: Issues In Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.09 - What are the nature-nurture, stability-change, continuity-discontinuity, and universal versus specific controversies?

KEYWORDS: Factual

32. Some forms of Alzheimer's disease are linked to genetics. However, whether one experiences Alzheimer's, and how the disease might progress, is thought to be influenced by one's environment. This example expresses which of the following controversies?
- continuity-discontinuity
 - stability-change
 - longitudinal-sequential
 - nature-nurture

ANSWER: d

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.09 - What are the nature-nurture, stability-change, continuity-discontinuity, and universal versus specific controversies?

KEYWORDS: Applied

33. If we consider whether personality in young adulthood predicts personality in late adulthood, we are concerned with which of the following controversies or issues?
- nature-nurture
 - stability-change
 - continuity-discontinuity
 - quantitative-quantitative

ANSWER: b

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.09 - What are the nature-nurture, stability-change, continuity-discontinuity, and universal versus specific controversies?

KEYWORDS: Conceptual

34. Which controversy is a derivative of the stability-change issue and examines whether development occurs as a smooth transition over time or as a series of abrupt shifts?
- a. nature-nurture
 - b. quantitative-qualitative
 - c. continuity-discontinuity
 - d. heredity-environment

ANSWER: c

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.09 - What are the nature-nurture, stability-change, continuity-discontinuity, and universal versus specific controversies?

KEYWORDS: Conceptual

35. As people age, the speed at which they react decreases. This phenomenon is cited in your textbook as an example of
- a. continuity.
 - b. universality.
 - c. plasticity.
 - d. a cohort effect.

ANSWER: a

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.09 - What are the nature-nurture, stability-change, continuity-discontinuity, and universal versus specific controversies?

KEYWORDS: Conceptual

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

ANSWER: b

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.09 - What are the nature-nurture, stability-change, continuity-discontinuity, and universal versus specific controversies?

KEYWORDS: Factual

37. Understanding the cultural and ethnic differences between African American and European American family structures falls under which controversy?
- a. nature-nurture
 - b. continuity-discontinuity
 - c. stability-change
 - d. universal versus context-specific

ANSWER: d

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.09 - What are the nature-nurture, stability-change, continuity-discontinuity, and universal versus specific controversies?

KEYWORDS: Applied

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

ANSWER: d

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.10 - What approaches do scientists use to measure behavior in adult development and aging research?

KEYWORDS: Conceptual

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

ANSWER: c

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.10 - What approaches do scientists use to measure behavior in adult development and aging research?

KEYWORDS: Factual

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

ANSWER: b

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.10 - What approaches do scientists use to measure behavior in adult development and aging research?

KEYWORDS: Conceptual

41. Questionnaires and interviews are examples of _____ techniques.
- a. observational
 - b. correlational
 - c. sampling
 - d. self-report

ANSWER: d

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.10 - What approaches do scientists use to measure behavior in adult development and aging research?

KEYWORDS: Conceptual

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

ANSWER: b

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.10 - What approaches do scientists use to measure behavior in adult development and aging research?

KEYWORDS: Applied

43. Most studies in adult development and aging have been conducted on middle-class European Americans. This brings into question whether these types of samples are
- a. representative of the larger population.
 - b. assessed using reliable measures.
 - c. biased in their results because they rely on naturalistic observation as opposed to experimental design.
 - d. biased in their self-reports.

ANSWER: a

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.10 - What approaches do scientists use to measure behavior in adult development and aging research?

KEYWORDS: Applied

44. Manipulation is a fundamental component of
- a. correlational techniques.
 - b. naturalistic inquiry.
 - c. observation.
 - d. experimentation.

ANSWER: d

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.11 - What are the general designs for doing research?

KEYWORDS: Conceptual

45. Which variables are manipulated by the researcher(s) in an experiment?
- a. dependent variables
 - b. independent variables
 - c. codependent variables
 - d. confounding variables

ANSWER: b

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.11 - What are the general designs for doing research?

KEYWORDS: Conceptual

46. In an experiment, which group receives the manipulation?

- a. the control group b. the experimental group
- c. the sample d. the population

ANSWER: b

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.11 - What are the general designs for doing research?

KEYWORDS: Conceptual

47. Which of the following cannot be an independent variable?

- a. drug dosage b. use of memory aids
- c. amount of sleep d. age

ANSWER: d

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.11 - What are the general designs for doing research?

KEYWORDS: Conceptual

48. The reason that most research on aging is not truly experimental is because

- a. age cannot be measured accurately in most people.
- b. most statistical techniques are not able to use age as a variable.
- c. age cannot be manipulated, so it cannot be an independent variable.
- d. it is hard to get large enough samples to represent different age groups.

ANSWER: c

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.11 - What are the general designs for doing research?

KEYWORDS: Conceptual

49. A research design that seeks to determine the nature of the relationship between two variables, such as a healthy diet and the prevalence of health issues in old age, is called a(n)

- a. self-report study. b. observational study.
- c. experiment. d. correlational study.

ANSWER: d

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.11 - What are the general designs for doing research?

KEYWORDS: Conceptual

50. If a study concludes that increases in aerobic exercise are correlated with increases in brain functioning in older adults, what can we assume to be true?
- The increased exercise caused an increase in brain functioning.
 - The two variables are unrelated.
 - The variables are positively related or correlated.
 - The two variables are inversely or negatively correlated.

ANSWER: c

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.11 - What are the general designs for doing research?

KEYWORDS: Conceptual

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

ANSWER: c

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.11 - What are the general designs for doing research?

KEYWORDS: Conceptual

52. Dr. Black is a gerontologist. She is intensely studying one individual who has shown a remarkable lessening of Alzheimer's symptoms after taking a new drug. This reversal has never before been observed in other individuals. This research design is known as a(n)
- experiment.
 - correlational study.
 - case study.
 - unethical research method.

ANSWER: c

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.11 - What are the general designs for doing research?

KEYWORDS: Applied

53. A woman experiencing symptoms of menopause in her late 40s and early 50s is an example of a(n)
- age effect.
 - time-of-measurement effect.
 - practice effect.
 - cohort effect.

ANSWER: a

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Applied

54. The term used to refer to a group of people who experience the same event or were born during the same time period is
- a. age effect.
 - b. time-of-measurement effect.
 - c. practice effect.
 - d. cohort effect.

ANSWER: d

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Conceptual

55. Being born in the year 2000 is a variable that could produce a(n)
- a. age effect.
 - b. time-of-measurement effect.
 - c. practice effect.
 - d. cohort effect.

ANSWER: d

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Applied

56. Testing people's fear of flying shortly following a well-publicized major airplane crash might produce a(n)
- a. age effect.
 - b. time-of-measurement effect.
 - c. practice effect.
 - d. cohort effect.

ANSWER: b

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Applied

57. Developmental researchers are interested in understanding
- a. how people change over time.
 - b. age-related changes.
 - c. age-related differences or variations.
 - d. all of these.

ANSWER: d

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Conceptual

58. In a _____ design, groups of participants who vary in age are studied at one point in time.
- a. cross-sectional
 - b. longitudinal
 - c. cross-sequential
 - d. longitudinal-sequential

ANSWER: a

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Conceptual

59. Dr. Geri Atrics wants to survey people ages 21- and 90-years-old to get their opinions concerning Social Security. Which research design is Dr. Atrics most likely to use?

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

ANSWER: a

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Applied

60. Dr. Geron Tology wants to survey young adults, middle-aged adults, and older adults on their physical health. Which research design is Dr. Tology most likely to use?

- a. cross-sectional b. longitudinal
- c. experimental d. sequential

ANSWER: a

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Applied

61. Which of the following is **not** a characteristic of cross-sectional research?

- a. multiple age groups b. multiple cohorts
- c. repeated observations d. single time-of-measurement

ANSWER: c

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Conceptual

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

- a. Increased age caused participants to be more religious.
- b. Sex of participant is a confounding variable.
- c. Since age and cohort are confounding variables, it is not possible to determine whether increased participation in religion is due to age or historical time in which one lived.
- d. Time of measurement is a confounding variable.

ANSWER: c

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Conceptual

63. You recently read a study in which the researchers concluded that after age 60, women's IQs drop dramatically. This conclusion was based upon comparisons of women born between 1910-1930 and women born between 1960-1980. Based upon this information, the comment you would most likely make is
- this is not a valid result because men were not included in the study.
 - longitudinal research doesn't work well when looking at IQ over time.
 - cohort effects likely account for the observed differences.
 - whoever conducted this study is negatively biased against older women.

ANSWER: c

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Applied

64. A commonly used design in adult development and aging research is the extreme age design ("young" versus "old"). Which of the following is a limitation of this type of study?
- the samples are not representative and may not generalize
 - the measures may not mean the same thing across age groups and may not be valid
 - age is not treated as a continuous variable
 - all of these

ANSWER: d

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Conceptual

65. In a _____ design, one group of participants is studied repeatedly over a period of time.
- cross-sectional
 - longitudinal
 - cross-sequential
 - longitudinal-sequential

ANSWER: b

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Conceptual

66. Dr. D. Termined wants to follow the 2010 class of gerontology graduates across the decade after their graduation. Which research design will Dr. Termined most likely use?
- cross-sectional
 - longitudinal
 - time-lag
 - sequential

ANSWER: b

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Applied

67. A researcher decides to investigate whether there are any significant changes in IQ scores from early adulthood through late adulthood. The researcher begins with a sample of 21-year-olds and plans to follow this group until they are 80-years-old. The type of research design is
- a. cross-sectional.
 - b. longitudinal.
 - c. time-lag.
 - d. sequential.

ANSWER: b

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Applied

68. Age changes are studied most effectively using a _____ design.
- a. cross-sectional
 - b. longitudinal
 - c. time-lag
 - d. sequential

ANSWER: b

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Conceptual

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

ANSWER: b

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Conceptual

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

ANSWER: b

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Conceptual

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

ANSWER: b

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Conceptual

72. If the surviving participants in the last wave of testing in a longitudinal study on health and aging are those who initially had the lowest blood pressures, then we have a case of
- a. negative selective survival.
 - b. positive selective survival.
 - c. elective selective survival.
 - d. equally selective survival.

ANSWER: a

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Conceptual

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

ANSWER: a

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Conceptual

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

ANSWER: a

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Applied

75. The career development center at a local university wants to know what will happen to the 2010, 2015, and 2020 classes of gerontology graduates during the decade following their graduation. Which research design will the center most likely use?
- a. cross-sequential
 - b. longitudinal
 - c. time-lag
 - d. longitudinal-sequential

ANSWER: d

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Applied

76. An example of a longitudinal-sequential design would be
- a. measuring two cohorts of people over time.
 - b. measuring several cross sections of people once.
 - c. measuring multiple groups of same-aged people.
 - d. measuring one group of people over time.

ANSWER: a

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Conceptual

77. In this type of sequential design, cohort and time-of-measurement effects are examined.
- a. cross-sequential
 - b. time-sequential
 - c. time-lag sequential
 - d. longitudinal-sequential

ANSWER: d

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Conceptual

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

ANSWER: a

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.13 - What ethical procedures must researchers follow?

KEYWORDS: Conceptual

79. Describe the relationship between stereotypes of aging and the practice of ageism. Include a definition and an example of each term.

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

REFERENCES: Perspectives on Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.01 - What is gerontology? How does ageism relate to stereotypes in aging?

KEYWORDS: Conceptual

80. Describe the four main factors in Baltes' life-span perspective.

ANSWER: Baltes identified four key features of the life-span perspective. They are as follows: (1) Multidirectionality. Some growth may slow and some may accelerate across time in the same individual. (2) Plasticity. This means that skills are not set in stone. They can be improved or taught even in late life. (3) Historical context. Each of us is shaped by the particular historical time and culture into which we were born. (4) Multiple causation. People are influenced by biological, psychological, sociocultural, and life-cycle forces.

REFERENCES: Perspectives in Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.02 - What is the life-span perspective?

KEYWORDS: Conceptual

81. How are upcoming changes in the age distribution of the population in the United States expected to affect society?

ANSWER: By the year 2050, the shape of the population in the United States will resemble a beehive as many more individuals will be living into their 80s, 90s, and 100s. There is great concern that the cost of programs that support older Americans, such as Social Security and Medicare, will become severely strained. This situation may cause intergenerational conflict as larger numbers of people will be supported by programs fueled by smaller numbers of younger taxpayers.

REFERENCES: Perspectives on Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.04 - How are they likely to change?

KEYWORDS: Conceptual

82. Describe why adult development and aging is best examined from a multidisciplinary perspective.

ANSWER: To understand the complete aging person, one must examine the biological, cognitive, social, and emotional aspects of their lives. Furthermore, the person's culture and historical time must be taken into account as well. This multiperspective, multidisciplinary approach gives a more complete view of people and how they change over time. Focusing on one or even two of these forces would give an incomplete view of an individual.

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.05 - What four main forces shape development?

KEYWORDS: Conceptual

83. Define and provide an example of a normative age-graded event, a normative history-graded event, and a nonnormative event.

ANSWER:

1. Normative age-graded influences generally happen to people in a culture at around the same time. For example, in the United States, the age at which one experiences first marriage, first menstruation, and menopause are examples of normative age-graded influences. These might also include social events like the age at first marriage or graduating from college. Normative history-graded influences happen to people living at a certain time. For example, epidemics, droughts, economic collapses, and wars would fall into this category. Nonnormative influences are those that are important to one person but don't happen to most people. For example, being nominated for President, winning the lottery, contracting a rare disease, or being in a plane crash would fall under this category. Events in each category, whether they are positive or negative, all impact development.

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.06 - What are normative age-graded influences, normative history-graded influences, and nonnormative influences?

KEYWORDS: Conceptual

84. Describe primary, secondary, and tertiary aging. Give one specific example of each.

ANSWER: Primary aging is normal, disease-free aging across adulthood. Normative aging includes things like menopause, decline in reaction time, and thinning and graying of hair. Secondary aging describes changes due to disease, lifestyle, and environmental factors. These changes, such as Alzheimer's, are not inevitable across the population. Tertiary aging describes the rapid losses that occur just before death. For example, for some people there is a marked decline in intellectual abilities in the years prior to death.

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.06 - What are normative age-graded influences, normative history-graded influences, and nonnormative influences?

KEYWORDS: Conceptual

85. What is the stability-change controversy? How does this relate to the continuity-discontinuity controversy?

ANSWER: One of the main issues in development is whether people remain the same, or stable, over time or whether they change. As individuals, we like to believe there is some stability across time because this enables us to predict what we and others might do in the future based on our past acts. However, we also like to assume that we are not set in stone and that change in behavior or personality is attainable. The related continuity-discontinuity issue is concerned with whether development is smooth across time or whether there are abrupt shifts in development. For example, young children can have periods of almost undetectable physical growth and then seem to grow practically overnight. Their physical development can happen in spurts. This particular example argues for both change and discontinuity.

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.09 - What are the nature-nurture, stability-change, continuity-discontinuity, and universal versus specific controversies?

KEYWORDS: Conceptual

86. If you read a study that said eating foods high in trans fats were associated with greater longevity and increased mental stamina in old age, what additional study information would you want to know in order to evaluate this finding?

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

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.11 - What are the general designs for doing research?

KEYWORDS: Conceptual

87. Differentiate among age, cohort, and time-of-measurement effects.

ANSWER: Age effects in research are usually represented as chronological age. However, age effects are due to biological, psychological, and sociocultural changes in individuals. These are not dependent upon age, per se. Cohort effects are specific to the generation to which one belongs. A cohort can consist of people born in a certain year or of people who lived during a normative historical event, such as during 9/11. Time-of-measurement effects have to do with the larger societal events happening at the time of data collection. For example, people's views of a president may vary depending upon the state of the economy.

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Conceptual

88. What are the limitations of the extreme age group design?

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

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Conceptual

89. When conducting research, what ethical considerations should be taken into account?

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

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.13 - What ethical procedures must researchers follow?

KEYWORDS: Conceptual

90. _____ is the study of aging from maturity through old age.

ANSWER: Gerontology

REFERENCES: Perspectives on Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.01 - What is gerontology? How does ageism relate to stereotypes in aging?

KEYWORDS: Factual

91. Discrimination against older people, simply because they are older, is called _____.

ANSWER: ageism

REFERENCES: Perspectives on Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.01 - What is gerontology? How does ageism relate to stereotypes in aging?

KEYWORDS: Factual

92. Development is said to be _____ when there is more than one path to successful aging.

ANSWER: multidirectional

REFERENCES: Perspectives on Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.02 - What is the life-span perspective?

KEYWORDS: Conceptual

93. Events are characterized as _____ if they are important to the individual but do not happen to most people.

ANSWER: nonnormative influences

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.06 - What are normative age-graded influences, normative history-graded influences, and nonnormative influences?

KEYWORDS: Conceptual

94. The internal set of developmental milestones used to mark one's progress through life is known as the _____.

ANSWER: social clock

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.08 - What is the meaning of age?

KEYWORDS: Factual

95. _____ aging refers to normal, disease-free development in adulthood.

ANSWER: Primary

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.08 - What is the meaning of age?

KEYWORDS: Factual

96. A(n) _____ is a variable that is used to represent the complex interrelated influences on people over time, such as chronological age.

ANSWER: index variable

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.08 - What is the meaning of age?

KEYWORDS: Factual

97. Intelligence and memory abilities are examples of your _____ age.

ANSWER: psychological

REFERENCES: Issues in Studying Adult Development and Aging

LEARNING OBJECTIVES: ADaA.CAVA.15.01.08 - What is the meaning of age?

KEYWORDS: Conceptual

98. _____ is an indication that a measure is actually assessing what it was designed to measure.

ANSWER: Validity

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.10 - What approaches do scientists use to measure behavior in adult development and aging research?

KEYWORDS: Factual

99. A _____ is a collection of people born in the same time period and/or who experience the same historical events.

ANSWER: cohort

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.10 - What approaches do scientists use to measure behavior in adult development and aging research?

KEYWORDS: Factual

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

ANSWER: confounded

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.10 - What approaches do scientists use to measure behavior in adult development and aging research?

KEYWORDS: Factual

101. When a person is asked to write down their responses to a set of questions, this is called a(n) _____.

ANSWER: questionnaire

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.10 - What approaches do scientists use to measure behavior in adult development and aging research?

KEYWORDS: Factual

102. In a(n) _____ study, a single person is examined in great detail.

ANSWER: case

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.10 - What approaches do scientists use to measure behavior in adult development and aging research?

KEYWORDS: Factual

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

ANSWER: dropout or attrition

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.12 - What specific designs are unique to adult development and aging research?

KEYWORDS: Conceptual

104. _____ involves gaining permission from the participant before collecting data and telling the participant about any potential risks and benefits.

ANSWER: Informed consent

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.13 - What ethical procedures must researchers follow?

KEYWORDS: Conceptual

105. When a participant cannot give informed consent, such as in the case of a participant with advanced Alzheimer's disease, then _____.

ANSWER: a family member may give consent.

REFERENCES: Research Methods

LEARNING OBJECTIVES: ADaA.CAVA.15.01.13 - What ethical procedures must researchers follow?

KEYWORDS: Factual