

SOCIAL AND BEHAVIORAL SCIENCES
Student Learning Outcome Alignment Form

Course Prefix/Number: PSYC 2314

Course Title: Lifespan Growth and Development

Core Objective	Course SLO	General Learning Activities	Assessment
Critical Thinking Skills	SLO #5. Engage in creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information (Critical Thinking Skills).	Chapter lectures. Examination of goals and objectives for healthy living. Focus on observable and measurable as necessary for scientific inquiry.	Written Assignment Rubric: Attached
Communication Skills	SLO #8. Demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication (Communication Skills).	Chapter lectures. Term paper addressing goals and objectives in six areas of life – applying core concepts for life stages. Participation in written class forum exchanges.	Written Assignment Rubric: Attached
Empirical & Quantitative Skills	SLO #6. Demonstrate the ability to manipulate and analyze numerical data or observable facts, with the result being an informed conclusion (Empirical and Quantitative Skills).	Chapter lectures. Demonstration of correlation versus causation as documented in chapter materials. Forum discussions.	Written Assignment Rubric: Attached
Social Responsibility	SLO #7. Demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities (Social Responsibility).	Term paper analyzing six life areas. Chapter lectures. Application of course material through movies and associated quizzes.	Written Assignment Rubric: Attached

CRITICAL THINKING VALUE RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Explanation of Issues	Did not state issue.	Issue is stated without clarification or description.	Issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown.	Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Evidence	Does not identify the basic components of an issue	Information is taken from sources without any interpretation. Viewpoints of experts are taken as fact, without question	Information is taken from sources with some interpretation but not enough to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis.
Influence of Context and Assumptions	Did not show awareness of the issue.	Show an emerging awareness of present assumptions.	Questions some assumptions. Identifies relevant information when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Student's Position	Takes no position on issue	Specific position is stated but is simplistic and obvious.	Specific position acknowledges different sides of an issue.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position is imaginative. Limits of position acknowledged. Other points of view are synthesized.
Conclusions and Related Outcomes	Does not use previously learned information in new situations.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.	Conclusion is logically tied to information; some related outcomes are identified.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order

Communication RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric and Making Learning Real

Definition

Written communication is the development and expression of ideas in writing.

Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Visual Communication is the use of images to persuade, entertain, inform, and enlighten an observing audience of products, ideas, and messages.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Quality of Information and Organization	Presentation lacks main points and related details. Information lacks connection to the presentation topic. Information is not organized.	Main points are not clear and lack significant detail. Some information is linked to the presentation topic. Information is loosely organized.	Main points are somewhat clear but could use more detail. Most information is linked to the presentation topic. Information is organized.	Main points are clear and detailed. Information is linked to presentation topic. Information is well organized.	Main points are very clear and very detailed. Information is directly linked to presentation topic. Information is very organized.
Nonverbal Communication	Speaker appears very uneasy and insecure. Speaker faces away from the audience or makes no eye contact. Speaker appears disengaged from the audience. Speaker uses few body motions or gestures or has gestures or movements that distract the audience.	Speaker appears uneasy and somewhat insecure. Speaker rarely faces the audience or makes eye contact. Speaker rarely appears to be engaging with the audience. Speaker uses few body motions or has gestures or movements that distract the audience..	Speaker appears generally at ease and confident. Speaker sometimes faces the audience and maintains eye contact. Speaker sometimes appears to be engaging with the audience. Speaker's body motions and gestures neither support nor detract from presentation.	Speaker appears fairly comfortable and confident. Speaker generally faces the audience and maintains good eye contact. Speaker generally appears to be engaging with the audience. Speaker uses body motions and gestures well.	Speaker appears very comfortable and confident. Speaker consistently faces the audience and maintains good eye contact. Speaker consistently appears to be engaging with the audience. Speaker uses body motions and gestures very effectively.
Quality of Verbal Communication	Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or often uses inflections inappropriately. Speaker's talking paces is consistently too slow or too fast.	Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately. Speaker's talking pace is often too slow or too fast.	Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest. Speaker's talking pace is appropriate.	Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's talking pace is mostly appropriate.	Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or to create interest. Speaker's talking pace is consistently appropriate.
Visual Tools	Visual aids demonstrate no creativity or clarity and are often difficult to read. Presentation is weakened by the visual tools.	Visual aids have limited creativity or clarity or are sometimes difficult to read. Presentation is not enhanced by the visual tools.	Visual aids are reasonably creative, clear, and easy to read. Presentation is sometimes enhanced by the visual tools.	Visual aids are usually creative, clear, and easy to read. Presentation is often enhanced by the visual tools.	Visual aids are very creative, clear, and easy to read. Presentation is consistently enhanced by the visual tools.
Appropriate Use of Vocabulary	Few or no terms are included in the presentation. May or may not be used	Several terms are included in the presentation. May or may not be used	Most terms are included in the presentation. Generally used appropriately.	All terms are included in the presentation. Used effectively. Used in context.	All terms are included in the presentation. Used in unique and creative ways. Used in

	appropriately. Lacks context.	appropriately. May lack context.	Generally used in appropriate context.		context
Precision and Detail in Documents Produced	Written documents have numerous errors and lack detail. Little care taken in the production.	Documents may have some errors and show some detail. Some care has been taken in production.	Evident that written documents are correct and show a general attention to detail and accuracy. General care has been taken in production.	Clearly evident that written documents are correct, detailed and accurate. Care has been taken in production.	Documents are clear, well-constructed, accurate, and show attention to detail. Extra care has been taken in the production of written documents.
Overall Presentational Effectiveness	The presentation was weak and not effective.	The presentation was average and somewhat effective.	The presentation was good and effective.	The presentation was very good and effective.	The presentation was exceptional and extremely effective.

Empirical and Quantitative Skills RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

The ability to formulate an inquiry that is scientific or mathematical in nature, and then manipulate and analyze numerical data and/or follow an investigative process using empirical and/or quantitative reasoning to satisfy the inquiry and create informed conclusions.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Identification	The purpose, components, and variables of the investigation/project are not identified.	The purpose, components, and variables of the investigation/project are somewhat identified.	The purpose, components, and variables of the investigation/project are mostly identified	The purpose, components, and variables of the investigation/project are clearly identified..	The purpose, components, and variables of the investigation/project are clearly identified.
Assimilation	The information that is required for an analysis of all investigative components is not evident. If applicable, values are incorrectly translated into variables and no necessary formulas are present.	The information that is required for an analysis of all investigative components is somewhat evident. If applicable, values are incorrectly translated into variables and some necessary formulas are present.	The information that is required for an analysis of all investigative components is mostly evident. If applicable, some values are correctly translated into variables and most necessary formulas are present.	The information that is required for an analysis of all investigative components is evident. If applicable, most values are correctly translated into variables and all necessary formulas are present.	The information that is required for an analysis of all investigative components is clearly evident. If applicable, values are correctly translated into variables and all necessary formulas are present.
Analysis	Most investigative or quantitative components are not scrutinized. The steps followed are illogical and/or irrelevant to the desired result. The proper tools/ technology were not used and/or integrated into the final product. Any notation is not consistent and not defined.	Some investigative or quantitative components are scrutinized. Some steps followed are somewhat logical and relevant to the desired result. The proper tools/ technology were somewhat used and not integrated into the final product. Any notation is somewhat consistent but not defined.	All investigative or quantitative components are somewhat scrutinized. The steps followed are mostly logical and relevant to the desired result. The proper tools/ technology were mostly used and somewhat integrated into the final product. Any notation is mostly consistent and defined.	All investigative or quantitative components are scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and mostly integrated into the final product. Any notation is consistent and well defined.	All investigative or quantitative components are methodically scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and well integrated into the final product. Any notation is consistent and well defined.
Presentation	A summary of the analysis is either inadequately presented or not presented at all. The presented information is mostly incorrect, and/or of poor quality, and/or the	A partial summary of the analysis is presented. The presented information is somewhat correct, of adequate quality, and the terminology/figures are somewhat accurate and	A summary of the analysis is presented. The presented information is mostly correct, of good quality, and the terminology/figures are mostly accurate and easy	A good summary of the analysis is presented. The presented information is correct, of good quality, and the terminology/figures are accurate and easy to	A concise summary of the analysis is presented. The presented information is correct, of high quality, and the terminology/figures are accurate and easy to

	terminology/figures are inaccurate and/or hard to understand. Few or no visual representations of evidence are acceptably scaled/ represent the analysis findings.	relatively easy to understand. Some visual representations of evidence are acceptably scaled and represent the analysis findings.	to understand. Most visual representations of evidence are acceptably scaled and represent the analysis findings.	understand. Most visual representations of evidence are well-scaled and/or well represent the analysis findings..	understand. All visual representations of evidence are well-scaled and well represent the analysis findings.
Application	The integration does not include all steps of the investigation and does not lead to an accurate, nor complete conclusion that relates to the initial investigative argument.	The integration of most steps of the investigation lead to a somewhat accurate, partially complete conclusion that is relative to the initial investigative statement.	The coherent integration of most steps of the investigation lead to an accurate, mostly complete, acceptable conclusion that is relative to the initial investigative statement.	The coherent integration of all steps of the investigation lead to an accurate, mostly complete, relevant conclusion that is relative to the initial investigative statement.	The coherent integration of all steps of the investigation lead to an accurate, complete, relevant conclusion that is relative to the initial investigative statement.

Social Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Student social responsibility is the responsibility of every student for his/her actions. It is morally binding on everyone to act in such a way that the people immediately around them are not adversely affected. It is a commitment everyone has towards the society – contributing towards social, cultural and ecological causes.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Intercultural Competence	Does not demonstrate understanding of how others may see, interpret, and experience the world differently	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Knowledge of Civil Responsibility	Provides no evidence of her/his experience in civic engagement activities.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment...	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.
Demonstrates an ability to engage effectively in regional, national and global communities	Does not demonstrate an understanding of the connection between the individual and the community.	Has problems differentiating between regional, national, and global communities. Has difficulty identifying the unique challenges at each level.	Demonstrates an understanding of how communities function at the regional, national, and global levels.	Demonstrates an understanding of the unique challenges associated with civic engagement at the different levels.	Analyzes the ability of regional, national, and global communities or organizations to solve specific problems. Cites real life examples or evidence

Student Learning Outcomes by Course						
	Course Number/Name: PSYC2314/Lifespan Psychology				Semester/Date: Fall 2013	
Behavioral Science						
Student Learning Outcomes (SLO)	Assessment Tool	Desired Measurable Results	Actual Results	Use of Results	New Action Plan	Justification
1. Discuss in general terms the major concepts of lifespan psychology.	Post-Test Score	average score of 60%		Desired Results Met: Continue Existing Plan		
2. Understand the connections between the mind and body	Post-Test Score	average score of 60%		Desired Results Met: Continue Existing Plan		
3. Demonstrate general understanding of major developmental theories & associated environmental factors	Post-Test Score	average score of 60%		Desired Results Met: Continue Existing Plan		
4. Understand the appropriate application of psychological principles in daily life	Post-Test Score	average score of 60%		Desired Results Met: Continue Existing Plan		
5. Engage in creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information (Critical Thinking Skills)	Written Assignment Score	60% pass rate		Desired Results Met: Continue Existing Plan		
6. Demonstrate the ability to manipulate and analyze numerical data or observable facts, with the result being an informed conclusion (Empirical and Quantitative Skills)	Written Assignment Score	60% pass rate		Desired Results Met: Continue Existing Plan		
7. Demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities (Social Responsibility)	Written Assignment Score	60% pass rate		Desired Results Met: Continue Existing Plan		
8. Demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication (Communication Skills)	Written Assignment Score	60% pass rate		Desired Results Met: Continue Existing Plan		

TEXARKANA COLLEGE

Syllabus: Lifespan Psychology

Course Number: Psych 2314.02

Semester & Year: Fall 2013

Instructor Information

Name: David Gafford

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Class or Office Hours	Day	Time	# of Hours per week	Room
PSY 0034.03	M-W	11:00-12:20	3	SS 1
PSY 0034.04	M-W	12:30-1:50	3	SS 1
DAAC 1304.01	T-TH	8:00-9:20	3	SS 1
SCWK 2301.01	T-TH	9:30-10:50	3	SS 1
PSY 2314.02	T-TH	11:00-12:20	3	SS 1
DAAC 1319.01	T	6:00-9:00	3	BCT 2
DAAC 2466.01	IS	NA	4	NA
DAAC 1304.W1	NA	NA	3	NA
Office Hours	M-W	3:00-5:00	4	SS office M
Office Hours	T-TH	1:00-3:00	4	SS office M
Office Hours	T-TH	3:30-5:00	3	SS office M
Office Hours	F	8:00-12:00	4	SS office M

Textbook Information

Discovering the Lifespan by Robert Feldman

ISBN# 13:978-0-205-23388-5

0-205-23388-0

Student Learning Outcomes for the Course

- discuss in general terms the major concepts of lifespan psychology.
- understand the connections between the mind and body.
- have general understanding of major developmental theories & associated environmental factors.
- understand the appropriate application of psychological principles in daily life
- to engage in creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information (Critical Thinking Skills)
- to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities (Social Responsibility)
- demonstrate effective development, interpretation and expression of ideas through written, oral and

visual communication (Communication Skills)

- to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions (Empirical and Quantitative Skills)

Student Requirements for Completion of the Course and Due Dates

Students will be required to complete a Chapter test each week.

Your term paper is due Monday, November 11th, 2013. Instructions for the paper are attached.

Student Assessment

Your term paper, chapter tests and your final exam have the same point value and weight.

Grading Scale NOTE:

Grade	
A	90-100
B	80-89
C	70-79
D	60-69
F	59-below

Class Schedule

Month	Date	Material to be covered
August	27	Introductions and read Syllabus
	29	Lecture on Chapter 1
September	03	Finish Chapter 1 (Test 1 will go into testing center)
	05	- Begin Chapter 2
	10	-Lecture on Chapter 2
	12	Finish Chapter 2 (Test 2 will go into the testing center)
	17	Begin Chapter 3
	19	Lecture on Chapter 3
	24	Finish Chapter 3 (Test 3 will go into the testing center)
	26	Begin Chapter 4
October	01	Lecture on Chapter 4
	03	Finish Chapter 4 (Test 4 will go into the testing center)
	08	Begin Chapter 5
	10	Finish Chapter 5 (Test 5 will go into the testing center)
	15	Spring Break

	17	Spring Break
	22	Begin Chapter 6 Lecture on Chapter 6

	24	Finish Chapter 6 (Test 6 will go into the testing center)
	29	Begin Chapter 7
	31	Lecture on Chapter 7
November	05	Finish Chapter 7 (Test 7 will go into the testing center)
	07	Begin Chapter 8
	12	Lecture on Chapter 8
	14	Finish Chapter 8 (Test 8 will go into the testing center)
	19	Begin Chapter 9
	21	- Finish Chapter 9 (Test 9 will go into the testing center)
	25-29	Thanksgiving Holiday
December	03	Finish Chapter 10 (Test 10 will go into the testing center)
	05	Buffer
	10	Buffer
	12	Study Guide for Final Exam
		Finals week - final exam covering chapters 16-20

Absentee Policy

ABSENTEE POLICY

Texarkana College's absentee policy allows instructors to withdraw a student from a course due to excessive absences. If a student leaves and returns during class or leaves the class before the class is over, he/she may be considered absent

A student should not stop attending a class without formally withdrawing from the course by the institutions published Last Day for Students to Drop. If a student stops attending class after the published Last Day for Students to Drop, the student may receive a grade of "F" in the class. The instructor will submit the last date of attendance for students receiving a grade of "F" or "W".

Withdrawal from a course(s) may affect a student's current or future financial aid eligibility. Students should consult the Financial Aid Office to learn both short and long term consequences of a withdrawal.

ONLINE/HYBRID COURSE ABSENCES

Absence in an online course is defined as the lack of an active post or submission within the course including discussion board posts, written assignments, and tests. This standard will be used to determine all absentee issues, including but not limited to, 12th Day Census Reports, last date of attendance, and involuntary withdrawal from a course due to absences. All online students must complete an Enrollment Verification activity within

the first week of class; otherwise you may be dropped for nonattendance. Students must complete at least one activity in their online class per week. Each week in which a student does not complete an activity will be counted as an absence.

MAXIMUM ALLOWABLE ABSENCES

After official registration, the following number of unexcused absences will be the maximum allowable before a student may be dropped from the class. Mandated program certification requirements detailed for certain programs regarding the maximum allowable unexcused absences takes precedence over the following information.

Academic Classes A COURSE THAT MEETS FOR THE FULL 16 WEEK SEMESTER	
Class or Lab Meets:	An instructor may withdraw a student from a course if absences exceed:
Once a week (Night classes or Friday classes)	2
Twice a week (MW or TR classes)	4
Three times a week (MWF or TRF classes)	6
Four times a week (MTWR classes)	8

Three tardies count as one absence

NOTE: Every semester, no matter how hard I try and how many times I proofread - I may still miss something. If you are unsure about my requirements or due dates, you must ask! I cannot correct misunderstandings if they are not brought to my attention. The burden is yours.

This syllabus is subject to change at the discretion of the professor

I accept no excuses on late papers; if you wish to receive full credit - you must email your paper as a WORD attachment. This means .doc or .docx only. I will accept your papers LATE until Friday of the same week ...with a 25 point deduction. Emailing a paper in the wrong format is also considered late.

Personal Assessment: Due -Monday, November 11th, 2013

Directions:

1. Spend some quiet time reviewing each area in the worksheet below.
2. Give yourself a brief status report of each area, from your own perspective. Actually print this out and write in a brief description in the space provided.
3. Consider the direction that you would like to go in each area. What are your personal goals? Fill in the center column with your stated goals.
4. Develop concrete – observable and measurable methods to achieve the goals in the center section. Show these in the third column.
5. Keep a copy of this exercise, but write it up for me in paragraph form, as an essay-style paper with each area of life beginning a new section.
6. Your final section should answer these questions: What can you do TODAY to begin working toward these goals? What is realistic and what may not be a priority?
7. Keep in mind that in a year, it will be a good idea to repeat this exercise to see if you have made progress or if your goals have changed.
8. Drop me a note if you have additional questions.

	Assessment	Goals	Methods
Social Life			
Career			
Education			
Family			
Physical Health			

Spiritual Health			
Cover all areas! _____	Write your paper professionally! _____	Don't forget a cover sheet!	Keep this for future reference!

1. Which does not constitute a psychological force?

- A. perception
- B. intelligence
- C. personality
- D. heredity

2. Daisy and Rose are identical twins who were separated at birth. Daisy was raised in the United States whereas Rose spent her childhood in Austria. Which force would likely explain most of the differences between their behavior as teens?

- A. psychological
- B. nature-based
- C. biological
- D. sociocultural

3. Which best describes the relationship between biological, psychological, and sociocultural forces in human development?

- A. unimportant independent
- B. interactive
- C. independent
- D. non-normative

4. In an experiment the dependent variable is the behavior that is being

- A. manipulated.
- B. controlled.
- C. correlated.
- D. observed.

5. The threadlike structures in the nucleus of a cell that contain genetic material are called

- A. chromosomes.
- B. germ discs.
- C. ectoderms.
- D. phenotypes.

6. Which is an example of your genotype?

- A. your complete set of genes
- B. your physical appearance
- C. your behaviors
- D. your personality

7. The _____ houses the blood vessels that join the embryo and its mother.

- A. umbilical cord
- B. amnion
- C. germ disc
- D. mesoderm

8. The sample taken during an amniocentesis comes from

- A. the lining of the uterus.
- B. inside the body of the fetus.
- C. fluid surrounding the fetus.
- D. the umbilical cord.

9. A _____ is best described as any unlearned response triggered by a specific form of stimulation.

- A. reflex
- B. thought
- C. theory of mind
- D. memory

10. Which of these is not an example of a newborn reflex?

- A. thinking
- B. stepping
- C. rooting
- D. withdrawal

11. What criteria is used to indicate malnourishment in children under age 5?

- A. mental retardation
- B. lack of motor skills
- C. small size
- D. large head

12. Bob is a normally developing 18-month-old. According to Piaget, Bob is most likely in the _____ period of cognitive development.

- A. formal operational
- B. sensorimotor
- C. concrete operational
- D. preoperational

13. The phrase out of sight, out of mind best exemplifies the Piagetian concept of

- A. tertiary circular reaction.
- B. the one-to-one principle.
- C. fast mapping.
- D. object permanence

- 14. According to Erikson, which is the foundation of human development?**
- A. autonomy
 - B. trust in self and others
 - C. initiative
 - D. identity
- 15. Which combination best predicts an insecure attachment?**
- A. insensitive mother and any day care
 - B. insensitive mother and low-quality day care
 - C. sensitive mother and any day care
 - D. sensitive mother and low-quality day care
- 16. The main limitation of concrete-operational thinking is that such thought is limited to**
- A. hypothetical situations.
 - B. tangible, real-life examples.
 - C. emotional issues.
 - D. long-term memories.
- 17. In deductive reasoning**
- A. one idea is developed into many ideas.
 - B. abstract thought is replaced by concrete thought.
 - C. many facts are reduced to a single answer.
 - D. the solution is done totally in ones head.
- 18. Working memory is best described as being**
- A. temporary and limited in capacity.
 - B. permanent and limited in capacity.
 - C. temporary and unlimited in capacity.
 - D. permanent and unlimited in capacity.
- 19. Which most accurately describes long-term memory?**
- A. temporary and limited capacity
 - B. permanent and limited capacity
 - C. temporary and unlimited capacity
 - D. permanent and unlimited capacity
- 20. Junior is learning the values, behaviors, and roles of his culture. In other words, Junior is experiencing**
- A. time-out.
 - B. counterimitation.
 - C. authoritative parenting.
 - D. socialization.

- 21. The two main dimensions of parental behavior are**
- A. dominance and counterimitation.
 - B. counterimitation and warmth.
 - C. warmth and control.
 - D. control and dominance.
- 22. Which parenting style is best characterized as indifferent?**
- A. authoritarian
 - B. authoritative
 - C. permissive
 - D. uninvolved
- 23. _____ is best defined as physical changes that mark the transition from childhood to young adulthood.**
- A. Puberty
 - B. Menopause
 - C. Primary circular reactions
 - D. Secondary circular reactions
- 24. Primary sex characteristic changes are those directly impacting**
- A. reproduction.
 - B. height.
 - C. intelligence.
 - D. personality.
- 25. Menarche is to spermarche as**
- A. onset of menstruation is to ejaculation.
 - B. egg production is to sperm production.
 - C. ovulation is to testes growth.
 - D. fertilization is to conception.
- 26. The attitudes, behaviors, and values that we believe make us unique individuals are called our**
- A. self-esteem.
 - B. self-recognition.
 - C. self-efficacy.
 - D. self-concept.
- 27. According to Erikson, the key adolescent crisis involves**
- A. generativity versus stagnation.
 - B. intimacy versus isolation.
 - C. identity versus role confusion.
 - D. integrity versus despair.

- 28. Adolescent egocentrism involves excessive**
- A. convergent thought.
 - B. achievement.
 - C. self-absorption.
 - D. depression.
- 29. A rite of passage is best classified as a(n)**
- A. implicit stereotype.
 - B. biological event.
 - C. reflective judgment.
 - D. ritual.
- 30. At a chemical level, alcohol addiction results in chemical changes that**
- A. cause the body to crave alcohol.
 - B. destroy all GABA receptors.
 - C. reduce levels of serotonin and dopamine within the brain.
 - D. increase cellular development in the medulla oblongata.
- 31. Friendship relationships differ from love relationships in that they are**
- A. less emotionally intense and less sexual.
 - B. less emotionally intense and more sexual.
 - C. more emotionally intense and less sexual.
 - D. more emotionally intense and more sexual.
- 32. Men's friendship activities most often involve**
- A. friendly competition.
 - B. confiding.
 - C. intimacy.
 - D. self-disclosure.
- 33. A relationship in which one individual becomes violent or aggressive toward the other is classified as a(n) _____ relationship.**
- A. abusive
 - B. consummate
 - C. reciprocal
 - D. homogenous
- 34. If Wink is an average adult, the main reason for him working is that he can**

- A. demonstrate creativity.
- B. earn a living.
- C. make new friends.
- D. exercise his authority over others.

35. According to Holland, people choose occupations that optimize

- A. income.
- B. socialization.
- C. fit with their personality.
- D. intellect.

36. Job satisfaction is defined as

- A. positive feelings resulting from appraisal of ones work.
- B. any type of feeling resulting from appraisal of ones work.
- C. a motor behavior taken to improve ones job performance.
- D. any behavior engaged in to improve ones job performance.

37. The metabolic slowdown common to individuals in their early thirties and mid-fifties will lead to _____ in many males.

- A. gray hair
- B. a middle-aged bulge
- C. wrinkles
- D. hair loss

38. _____ is the leading cause of broken bones in older women.

- A. Osteoarthritis
- B. Rheumatoid arthritis
- C. Osteoporosis
- D. Car accidents

39. Coping is defined as

- A. any attempt to deal with stress.
- B. any attempt to deal with stress that is repeated on at least two occasions.
- C. any rational attempt to deal with stress.
- D. any successful attempt to deal with stress.

40. Longevity appears to be determined

- A. exclusively by genetic factors.
- B. exclusively by environmental factors.
- C. jointly by genetic and environmental factors.
- D. by unexplained factors.

- 41. What is a more common term used to describe cerebral vascular accidents?**
- A. transient ischemic attacks (TIAs)
 - B. presbyopia
 - C. presbycusis
 - D. strokes
- 42. Presbycusis is the most common age-related**
- A. form of dementia.
 - B. type of hearing problem.
 - C. visual disorder.
 - D. variety of COPD.
- 43. The demands exerted on ones self by ones surroundings defines**
- A. an environmental press.
 - B. maximum comfort.
 - C. internal continuity.
 - D. competence.
- 44. The zone of maximum comfort is reached when**
- A. people are right at their adaptation level.
 - B. environmental press slightly exceeds competence.
 - C. people are maladaptive.
 - D. competence slightly exceeds environmental press.
- 45. The ability to exert control over one's life underlies a strong sense of**
- A. docility.
 - B. proactivity.
 - C. environmental press.
 - D. disengagement.
- 46. When elderly people accept the past, they tend to _____ than people who do not.**
- A. be in more despair
 - B. be less depressed
 - C. have less subjective well-being
 - D. act more docily
- 47. The major problem facing Medicare involves**
- A. the lack of skilled nursing facilities.
 - B. a refusal by the government to fund via a payroll tax.
 - C. rising health care costs.
 - D. the increasing age of retirement.

48. By definition, euthanasia is defined as the practice of ending life for reasons of

- A. mercy.
- B. health.
- C. speed.
- D. religiosity.

49. Which U.S. state passed the first law legalizing physician-assisted suicide?

- A. California
- B. Oregon
- C. Washington
- D. Idaho

50. Most people confront the death of their parents when they are

- A. adolescents.
- B. young adults.
- C. middle-age.
- D. elderly.