CHAPTER 1

The Study of Human Development

OUTLINE
1. Define the three domains of development.
2. Name and explain the four goals of developmental research.
3. Discuss how development differs from simple growth and change.
4. List and discuss the four basic questions that define the study of development.
5. List and explain the guiding principles of development.
6. Explain Freud’s theory of psychosexual development. Explain Erikson’s theory of psychosocial development. How did it differ from Freud’s theory?
7. Discuss the difference between classical and operant conditioning. Explain how Bandura’s social learning theory is applied to child development.
8. Discuss how Piaget’s cognitive-developmental theory explains child development. List and explain the four stages of development discussed by Piaget. Discuss Piaget’s concepts of assimilation and accommodation with regard to how a child’s thinking changes over time.
9. Describe the ecological and sociocultural perspectives on development.
10. Discuss how developmental psychologists use the evolutionary perspective to explain development. Explain how psychologists who subscribe to the dynamic systems perspective look at human development.
11. Describe the steps of the scientific method used by developmental psychologists. Explain the differences between naturalistic observation, participant observation, and structured observation. Discuss the advantages and disadvantages of each.
12. Discuss the advantages and disadvantages of standardized tests, interviews, and questionnaires as research methods. Define reliability and validity, and explain why they are important in psychological testing.
13. Explain the advantages and disadvantages of case studies and correlational studies.
14. Describe how experiments work. Discuss the roles of independent and dependent variables, and treatment and control groups. Explain why random assignment is important in an experiment.
15. Explain how longitudinal, cross-sectional, and accelerated longitudinal studies work. Discuss why a researcher might choose to use each of these methods.
16. Explain the role of ethics in psychological research.
CHAPTER 2

Nature with Nurture

OUTLINE
1. Show how scientists’ views have changed over time regarding genetic and environmental influences on development.
2. Define heritability. How do studies of twins, adopted children, and blended families help us understand heritability?
3. Describe the current epigenetic view of development.
4. Explain the concept of canalization in genetic expression. Give examples of how evolution has helped select for certain highly canalized traits.
5. Describe what genes are. Discuss their structure, components, and arrangement on chromosomes. Define the words genotype and phenotype. Explain why they might be different in a particular individual.
6. Describe the processes of meiosis and mitosis. Show how meiosis helps account for the differences between people. Define the concepts of dominant genes, recessive genes, and regulator genes. Give examples of each type of gene. Discuss how your genes may affect your vulnerability to environmental influences.
7. Consider Urie Bronfenbrenner’s ecological perspective on human development. Explain why it compares the contexts of development to a series of nested Russian dolls.
8. Give an example of a developmental influence found in your own microsystem, mesosystem, exosystem, and macrosystem. Explain how particular situations or institutions in the different contexts of Bronfenbrenner’s model may influence each other.
9. Describe the four main types of interaction between genetic and environmental influences on children’s development.
10. Explain the idea of reaction range. Give some examples to demonstrate how reaction range works.
CHAPTER 3

Conception, Prenatal Development, and Birth

OUTLINE
1. Describe the processes of conception and implantation.
2. Describe the factors that cause infertility and treatments for it.
3. Explain the development of the embryo.
4. Describe the physical development of the fetus. Describe the cognitive development of the fetus.
5. Explain the process of sexual development from conception through birth.
6. List some of the chromosomal and genetic abnormalities that may affect an unborn child.
7. Describe the prenatal tests used to monitor fetal health.
8. Describe the effects of the mother’s age, diet, and stress level on her unborn child.
9. Define teratogen. List the different types of teratogens and their potential effects on the fetus.
10. Describe the psychological effects of pregnancy on the parents-to-be.
11. Describe the process of delivery.
12. Explain some possible medical complications that may affect birth, and describe how they are handled.
13. List some of the dangers that premature babies face.
14. Explain how the Apgar test and Neonatal Behavioral Assessment Scale are used to rate the health and well-being of newborns.
CHAPTER 4

Physical Development in Infancy

OUTLINE
1. Describe the general principles of growth (directionality, independence of systems, and canalization) that apply to child development.
2. Explain how environmental factors influence individual growth.
3. List the order of development of the central nervous system.
4. Describe the anatomy of brain cells. Define the processes of synaptogenesis, synaptic pruning, and myelination.
5. List a few examples of the methods used by neuroscientists to study brain cells.
6. Define plasticity, including an explanation of its dual-directionality.
7. Describe the activity of the autonomic nervous system in infancy in terms of its cycles and states.
8. List the basic reflexes of an infant.
9. Describe the sequence of motor development in infancy, and explain how this process may be affected by cultural expectations.
10. Explain the development of an infant’s sensory capabilities.
11. Explain how cultural influences can affect the development of an infant’s sensory and perceptual capabilities.
CHAPTER 5
Cognitive Development in Infancy

OUTLINE
1. Explain how researchers use habituation and novelty responsiveness to determine what a baby is thinking.
2. Describe what Piaget meant when he said that infants “actively construct knowledge.”
3. Describe Piaget’s process of adaptation and how assimilation and accommodation help children understand the world. Describe the six stages of the sensorimotor period of infancy.
4. Describe the major challenges to Piaget’s theory of development.
5. Explain how infants use categorization to make sense of the world.
6. Describe the ways in which play changes during infancy, and explain how play helps infants understand life.
7. Describe the research methods used to assess the intelligence of infants, and explain how we measure the quality of these assessments.
8. Explain how social and cultural factors influence the intelligence of infants.
9. Define phonology, semantics, and syntax. Describe the methods used to study language development in infants.
10. Explain how infant-directed speech, turn-taking, and gestures contribute to language development during infancy.
11. List the stages of sound production in infancy.
12. Explain how infants solve the immediate reference problem and the extension problem as they’re learning to understand spoken language.
CHAPTER 6
Socioemotional Development in Infancy

OUTLINE
1. Explain the difference between primary and secondary emotions and give examples of each. List the order in which infants typically express particular emotions and describe the expression of these emotions. Describe the normal progression of an infant’s understanding of the emotional expressions of others.

2. Define social referencing and give an example of the phenomenon.

3. Define temperament and describe the different temperaments. Describe the biological and experiential foundations of temperament. Explain how researchers measure temperament in infants.

4. Discuss approaches to characterizing infant temperament. Explain how the “goodness of fit” between a child’s temperament and the demands of his or her environment affects that child’s long-term adjustment.

5. Define attachment and explain its evolutionary advantages.

6. Describe the four phases of infant-parent attachment identified by John Bowlby.

7. Describe Mary Ainsworth’s Strange Situation technique for studying attachment and the four classifications of infants’ attachment security.

8. Describe the aspects of parent-child interactions that affect attachment.

9. Explain how Harry Harlow’s experiment on Rhesus monkeys demonstrated the importance of contact comfort in normal development.

10. Describe the differences in how typical mothers and fathers interact with their infants, and explain the developmental consequences for infants reared by only one parent.

11. Describe the eight criteria for ensuring high-quality non-parent infant care specified by the National Center for Infants, Toddlers, and Families. Describe the effects of infant daycare on children’s attachments to their parents and on their individual socioemotional development.

12. Describe the gender-stereotyped ways in which infants are treated beginning at birth, and explain how these behaviors might influence the development of children’s gender identities.
CHAPTER 7

Physical and Cognitive Development in Early Childhood

OUTLINE
1. Describe normative development (the typical body size and physical skills) in early childhood. Describe the body mass index.
2. Explain how heredity and nutrition influence physical development in early childhood. Discuss childhood obesity and ways parents can reduce the risk of their children being overweight or obese.
3. Explain how synaptogenesis, synaptic pruning, and myelination contribute to the development of the brain in early childhood.
4. Describe brain lateralization, the corpus callosum, and the development of the frontal lobes. Describe brain plasticity.
5. Show how maturation and environmental factors contribute to the development of gross motor skills. Describe how fine motor skills such as drawing and writing develop throughout early childhood. Show how culture affects a child’s acquisition of fine motor skills.
6. List the most common causes of illness, injury, and death in early childhood. Describe the interventions that would be most likely to reduce worldwide child mortality.
7. Explain the functions of sleep.
8. Discuss the role of cortisol in indicating levels of stress and how levels of cortisol are related to temperament and attachment levels.
9. Explain how abuse in early childhood affects children’s ability to read and process emotions. Explain how severe neglect in early childhood affects children’s ability to read and process emotions.
12. Show how Lev Vygotsky’s zone of proximal development explains children’s cognitive development. Describe how scaffolding and guided participation can be used to facilitate children’s learning.
13. Compare and contrast Piaget’s and Vygotsky’s views on the role of language in the cognitive development of children.
14. Show how children’s improving ability to focus their attention contributes to their cognitive development.
15. Describe the three steps in memory processing (sensory memory, short-term memory, and long-term memory) suggested by the information processing model of cognitive development. Describe the
three basic types of long-term memory (generic, episodic, autobiographical) and the factors that influence their accuracy and longevity.

16. Describe the linguistic concepts of fast-mapping, telegraphic speech, overregulation, and semantics.

17. Describe the development of literacy in children.

18. Describe the four basic mathematical concepts (magnitude, numbers, counting, addition/subtraction) that preschoolers generally master.

19. Describe the three most common child-care arrangements.

20. Describe the factors that make up quality child-care and explain how they are measured.

21. Discuss the types and effectiveness of early childhood education programs aimed at economically disadvantaged children.
CHAPTER 8

Socioemotional Development in Early Childhood

OUTLINE

1. Describe the self-concept and self-esteem level of the average preschooler.
2. Explain how the resolution of Erikson’s normative crisis of initiative versus guilt contributes to the development of a child’s self-concept.
3. Explain how a preschooler’s internal working model of the self is affected by her or his parents’ behavior, the type of attachment between child and parents, and their family stories.
5. Explain how children develop gender schemas based on biological and social influences.
6. Describe the development of primary and secondary emotions in early childhood. Define emotional intelligence and explain how children develop it.
7. Describe how the development of effortful control helps children regulate their emotions and show why this is important.
8. Discuss the ways in which culture influences a child’s ideas about emotional displays and the acceptability of particular emotions.
9. Describe the development of the conscience in young children and how it affects the development of prosocial behavior.
10. Describe the three different types of aggression and the three reasons why children might become aggressive. Describe the changes in the forms of aggression through early childhood. List the factors that influence the development of aggression in early childhood.
11. Describe the four parenting styles suggested by Diana Baumrind and Eleanor Maccoby, and explain how each affects children’s personalities and behaviors.
12. Explain how relationships with siblings help children develop their social and communication skills.
13. Explain how relationships with peers help children develop their social and communication skills. Describe the factors that influence the quality of peer relationships in early childhood.
CHAPTER 9

Physical and Cognitive Development in Middle Childhood

OUTLINE
1. Discuss the pattern of normative physical development in middle childhood.
2. List the factors that contribute to childhood obesity. Explain the physical and psychological consequences of childhood obesity. Describe some successful programs used to counteract childhood obesity.
3. Describe the changes (including competitive elimination) that take place in the brain during middle childhood. Describe how the lobes change in middle childhood. Explain how differences in brain development seem to affect the development of an individual’s intelligence.
4. Define attention deficit hyperactivity disorder (ADHD), and explain how some structural and functional differences in the brain may contribute to this condition.
5. Describe the changes in gross motor skills during middle childhood and explain how they are influenced by a child’s level of physical activity. Discuss how one’s sex and level of obesity impact physical development.
6. Describe the availability of physical activity opportunities for children. Describe both the positive and negative consequences of organized children’s sports.
7. Discuss the development of fine motor skills in middle childhood.
8. List the most common types of accidental injuries experienced by children aged 2–11 years old.
9. Describe the most common chronic medical conditions found in children aged 2–11 years old, and show how these conditions may affect the children’s development, and how they are treated.
10. Describe the cognitive capabilities and limitations (e.g., classification, reversibility) of children in the concrete operational period. Discuss the types of experiences foster the development of concrete operations.
11. Describe the changes in processing speed that happen in middle childhood.
12. Explain how researchers measure working memory and describe how the developing ability to chunk information helps children increase the capacity of their working memory. Describe the types of long-term memory (declarative, procedural, verbatim, and gist), and explain the different strategies children use to improve their long-term memory.
13. Explain the Deese-Roediger-McDermott procedure, how children might develop false memories, and describe the possible consequences of having false memories.
14. Define microgenetic analysis and explain how researchers use it to understand cognitive development in children. Discuss the types of memory strategies used in middle childhood.
15. Describe the development of tests of intelligence, including the concepts of reliability and validity. Explain the different views on whether there is one type of intelligence or many different kinds. Describe some environmental and genetic influences on IQ and the whether IQ scores are malleable.
16. List the common attributes of intellectually “gifted” children. Describe some possible causes of mental retardation.

17. Describe the evolution of language use as children move through middle childhood.

18. Explain the phonics and whole language approaches used to teach children to read. Describe some difficulties children may encounter when learning to read.

19. Discuss the challenges facing children who learn English as a second language.

20. Describe the factors that contribute to a child’s facility with mathematics during middle childhood, including the impact of gender.

21. Describe American school children’s academic performance, including the issues of the achievement gap and international comparisons.

22. Discuss the premise and controversy concerning No Child Left Behind.

23. List some of the suggestions for improving educational success in middle childhood.
CHAPTER 10

Socioemotional Development in Middle Childhood

OUTLINE
1. Describe how an individual’s self-concept becomes more complex and specific in middle childhood.
2. Explain how resolving Erikson’s normative crisis of industry versus inferiority contributes to a child’s maturing self-concept.
3. Explain how a child’s gender consciousness and understanding of gender schemas changes during middle childhood.
4. Explain how Lawrence Kohlberg studied the development of moral reasoning, and describe his preconventional, conventional, and postconventional levels of moral reasoning.
5. Explain the social and cultural factors that influence the development of altruism in children.
6. Explain how the nature of aggressive behavior changes in middle childhood, and describe the psychological and social influences on a child’s level of aggression. Explain the strategies used to cope with stress in middle childhood and their effectiveness.
7. Describe the influences of household structure on socioemotional development in middle childhood.
8. Describe the effects of divorce, the creation of blended families, and adoption on socioemotional development in middle childhood.
9. Explain how the quality of parent-child relationships and the parents’ relationships with each other affect socioemotional development in middle childhood. Describe the possible positive and negative effects of sibling relationships in middle childhood.
10. Describe the changes in the nature of friendship for boys and girls in middle childhood.
11. Define the concept of peer groups, and describe the methods researchers used to study children’s status within them. Describe the attributes of children who are popular, controversial, rejected, or neglected by their peers.
12. Describe how children form cliques and the potential positive and negative consequences of membership in these groups. Define bullying, and describe the three styles of coping with this behavior.
13. List the types of organized activities for children outside of school, and describe children’s levels of participation in these activities. Show how their participation influences their academic and social skills.
14. Describe the problems associated with inadequate adult supervision of children in middle childhood.
15. Explain the influences of a child’s neighborhood on his or her socioemotional development.
16. Describe the influences of media found in the home (such as TVs, computers, game consoles) on children’s socioemotional development.
CHAPTER 11

Physical and Cognitive Development in Adolescence

OUTLINE

1. List the five chief physical components of puberty, and explain their manifestations in males and females.
2. Explain the HPG feedback loop that triggers puberty, and show how environmental factors can affect the timing of puberty.
3. Discuss the development of secondary sex characteristics (including the Tanner stages). Describe sexual maturation in adolescent girls and boys.
4. Describe puberty's effects on an adolescent’s emotions, sleep patterns, and social behavior.
5. Identify the possible psychological and social consequences for adolescents who enter puberty much earlier or much later than their friends.
6. Define disordered eating behavior and identify the eating disorder that affects the greatest number of American adolescents.
7. Discuss the type and frequency of sexual activity during adolescence. Explain why so few sexually active adolescents use any form of contraception.
8. Describe the effectiveness of sex education programs for adolescents. Describe the consequences of teenage pregnancy for the mother and child.
9. List the substances most widely abused by adolescents. Describe how widespread substance abuse is among adolescents.
10. Differentiate between substance abuse and substance dependence. Identify and explain the risk factors for substance abuse.
11. Describe the most successful approach to reducing substance use by adolescents, and explain why it works.
12. Describe the major physiological changes in the brain during adolescence.
13. Explain how changes in the brain cause adolescents to be more susceptible to peer pressure and more likely to engage in risky behavior.
14. List the ways in which thinking changes during adolescence.
15. Describe one way in which metacognition (the ability to evaluate your thinking processes) makes teens more effective thinkers. Discuss adolescent egocentrism, imaginary audience, and the personal fable.
16. Explain how the newly acquired ability to think in multiple dimensions contributes to adolescents’ abilities to reason, make decisions, and understand sarcasm.
17. Give one example of relativistic thinking causing an adolescent to question a previously accepted truth. Describe Piaget’s stage of formal operational thinking. Explain the information-processing view of adolescent cognitive development.

18. Describe how the transition to middle/junior high or high school affects adolescents academically and socially.

19. Differentiate between intrinsic and extrinsic motivation. How can adults influence motivation?

20. Describe the kind of academic experience, home environment, and peer relationships most likely to maximize an adolescent’s cognitive development.

21. Explain the ways in which ethnicity affects the academic achievement of adolescents.

22. List some of the reasons why adolescents drop out of school.

23. Explain the possible rewards and costs for an adolescent who works during the school year.
CHAPTER 12
Socioemotional Development in Adolescence

OUTLINE
1. List the social factors that caused psychologists to distinguish adolescence as a distinct life stage.
2. Describe Erik Erikson’s idea of the identity crisis, and explain how his proposed moratorium would help adolescents resolve this crisis.
3. Define the four categories James Marcia used to categorize the identity status of adolescents.
4. Describe the four ways in which adolescents deal with their ethnic identities.
5. Explain why self-esteem fluctuates more during the transition into adolescence than it does over the course of adolescence.
6. List some of the variables that affect the transformation of family relationships during adolescence.
7. Show how the evolving relationships between adolescents and their siblings affect the adolescents’ social adjustment.
8. Describe the ways in which peer relationships change during adolescence.
9. Explain how cliques and crowds fulfill particular needs in adolescent development.
10. Evaluate the differences between peer and parental influences on adolescents’ behavior.
11. Explain why some adolescents are more popular than others.
12. Describe the differences in the friendships of male and female adolescents.
13. Show how the type and quality of dating may affect the course of an adolescent’s development.
15. List what’s known about the psychological and personal factors that contribute to adolescent delinquent behavior.
16. Describe the symptoms and causes of depression in adolescents.
17. Discuss the causes and prevalence of suicidal behavior in adolescents.
CHAPTER 13

Physical and Cognitive Development in Young Adulthood

OUTLINE
1. Describe the guiding principles and assumptions concerning development in adulthood.
2. Discuss the three major periods of adulthood.
3. Describe the events that mark the transition into adulthood.
4. Explain why the transition into adulthood is lengthening.
5. Describe the quality of physical functioning in young adulthood. Discuss the rate and impact of obesity-related chronic illness in young adulthood.
6. Distinguish between health-promoting and health-damaging behaviors in young adulthood. Identify ways to protect health.
7. Explain the spike in violence in young adulthood.
8. Discuss sexual activity levels in young adulthood.
9. Describe the impact of gender on sexual behavior and attitudes of young adults. Discuss behavior of sexual minorities.
10. Identify some sexually risky behaviors. Describe common sexually transmitted infections found in young adults. Discuss types and impact of rape.
11. Discuss methods of treating infertility.
12. Identify the four main questions raised by researchers studying cognitive development in adulthood.
13. Explain postformal thought and reflective judgment in young adulthood.
14. Discuss everyday problem solving in young adulthood.
15. Discuss moral development and moral reasoning (including Kohlberg’s postconventional moral reasoning) in young adults. Discuss criticisms of Kohlberg’s approach.
17. Discuss the rate of college attendance of young adults in the United States. Describe the economic, health, and cognitive impacts of higher education. Explain how a stereotype threat can negatively impact cognitive performance.
CHAPTER 14

Socioemotional Development in Young Adulthood

OUTLINE

1. List the developmental tasks that Havighurst identified for the adolescent and adult stages of life and contrast them with Erikson’s psychosocial tasks for the same periods. Discuss the variability of developmental tasks across cultures and history.

2. Discuss the idea that developmental tasks in adulthood are subject to normative timetables. Discuss how the social clock has become more flexible in recent times.

3. Discuss how the theory of selective optimization with compensation accounts for the processes by which people accomplish developmental tasks.

4. Explain why the need to belong is as important for us today as it was for our ancestors.

5. Define what is meant by “love,” and describe the progression of a typical romantic relationship.

6. Discuss the three main factors that influence attraction. Discuss gender differences and similarities in what people look for in a potential mate.

7. Describe how relationships begin, the role of self-disclosure at their start, and the elements of long-term relationships.

8. Describe the parallels between the attachment relationships of childhood and those of adulthood.

9. Discuss the importance of having close friends.

10. Discuss the declining rates of marriage and increasing rates of cohabitation among young adults. Compare long-term homosexual and heterosexual relationships.

11. Describe changes in marital satisfaction in the early years of marriage, and summarize the factors that influence it, including negative behavior by spouses and the stress-crossover effect. Discuss the stress-vulnerability-adaptation model of marriage and its implications.

12. Summarize current divorce statistics and why some groups are more vulnerable to divorce than others. Discuss the negative effects of divorce.

13. List the reasons people give for wanting to start a family and the impact that a baby usually has on a couple’s relationship. Discuss factors that affect this impact, including gender-based differences, babies’ temperaments, the state of the marriage before parenthood, and the couple’s social network.

14. Discuss alternative routes to parenthood, including homosexual relationships, single-parenthood, and adoption.

15. Explain how occupational choice depends on personality traits, work values, socioeconomic status, and employment opportunities.

16. Describe Super’s stage model of career development and discuss its limitations.

17. Discuss why the transition from school to work is particularly difficult in this country.
18. Describe how the nature of work is changing, and explain what such changes mean for young adults entering the workforce.

19. Discuss the special challenges faced by dual-earner families.

20. Define personality and describe changes to it in young adulthood.
CHAPTER 15

Physical and Cognitive Development in Middle Adulthood

OUTLINE

1. Explain why it's hard to define the boundaries of middle adulthood.
2. Discuss the factors that produced the Baby Boom generation and the effect that generation had on the study of development. Define cohort, and list some of the cohort effects that have helped shape the development of the Baby Boomers.
3. Discuss how development in middle adulthood is characterized by both inter- and intra-individual variability. Distinguish between primary and secondary aging changes.
4. Describe changes in appearance and body build that occur during middle adulthood. List the risks associated with “middle-age spread” and metabolic syndrome. Describe the changes that occur in mobility and strength during this stage of adulthood. Define sarcopenia and discuss what can be done to strengthen muscles.
5. Describe the normal changes that occur in the visual system during middle adulthood and how people adapt to them. Describe the normal changes that occur in hearing as well.
6. Discuss how structural changes in the cardiovascular system affect the heart. Discuss the causes and risks of hypertension and the effects of adapting a healthy lifestyle. Discuss the declines in lung capacity in smokers and non-smokers in middle adulthood. Discuss age- and gender-related changes to the urinary system.
7. Describe the reproductive changes seen in women during middle adulthood. Discuss the health and psychological implications of menopause.
8. Explain why the use of the term “andropause” is controversial. Discuss the risks of testosterone replacement therapy. Define erectile dysfunction and list its numerous causes.
9. Differentiate between acute and chronic illnesses. Discuss how genes, behavior, and the environment affect health in midlife.
10. Define stress and discuss its long-term effects on the body. Distinguish between Type A and Type B personalities and discuss the health risks associated with the former. Discuss the factors that can protect people from the effects of stress.
11. Explain the limitations of cross-sectional and longitudinal studies of intelligence. Differentiate between crystallized and fluid intelligence and discuss their implications.
12. Define the Flynn effect and cite the reasons offered to explain it. Explain how expertise allows adults to compensate for cognitive declines.
13. Discuss the relationship between intellectual functioning and cognitive complexity of work. Discuss how the processes of selection and optimization help aging workers continue functioning optimally.
CHAPTER 16

Socioemotional Development in Middle Adulthood

OUTLINE
1. Discuss the shift in developmental tasks that takes place as people progress through middle adulthood. Explain how Erikson’s psychosocial crisis of generativity versus stagnation applies to this phase of life.

2. Describe the psychological shift in the perception of time that takes place in middle adulthood and discuss its implications. Describe how the processes of selection, optimization, and compensation apply at this time of life.

3. Describe the findings of recent research on the course of marital satisfaction and discuss the impact of having children on the marital relationship.

4. Compare how men and women are impacted by divorce in middle adulthood. Explain why middle-aged women are much less likely to remarry than middle-aged men.

5. Describe how middle-aged parents and their adolescent children get along. Define what is meant by the “empty nest” syndrome, and discuss how parents really feel when their last child has left home.

6. Summarize the factors that determine how well people take to the grandparent role. Define what is meant by the “skipped generation family” and discuss the repercussions of having such an arrangement.

7. Define what is meant by the “sandwich generation.” Explain how their parents’ death becomes a turning point for many middle-aged adults.

8. List and explain the four basic needs that work serves in middle adulthood. Discuss the obstacles faced by women and minorities in the workplace. Describe the four patterns of development among professional women.

9. Discuss age discrimination in the workplace and its consequences. Explain how the changing nature of work affects older workers and the negative effects of unemployment for middle-aged workers.

10. List and explain the Big Five personality factors and discuss their stability over time. Explain what is meant by self-regulatory capacities and how they change over the course of adulthood.

11. Define midlife crisis and discuss research concerning its existence.
CHAPTER 17

Physical and Cognitive Development in Later Adulthood

OUTLINE

1. Compare life expectancy through different historical periods and across countries. Discuss the factors responsible for extending it.

2. Discuss how programmed, evolutionary, and random damage theories explain the reasons for aging. Define free radicals and telomeres and the role they play in aging. Explain why longevity tends to run in families.

3. Discuss how physical changes that impact an older person’s health interact with each other to affect functioning. Explain how reserve capacity, compensation, and plasticity allow older adults to function despite physical declines.

4. Describe changes in appearance and body build as people age.

5. Describe declines in the visual system. Define cataracts and discuss treatment for the condition. Describe changes in hearing and the psychological effects of being hearing-impaired. Describe declines in taste, smell, and touch and their consequences. Discuss the factors that increase the risk for falling as people age, including declines in balance and poor vision. Explain why falls are especially serious for older women.

6. Describe changes to the cardiovascular, respiratory, and urinary systems. Define arteriosclerosis, hypertension, and urinary incontinence. Describe age-related changes to the nervous system and the factors that influence them. Define reaction time and explain why it slows down with aging. Describe changes that occur in the immune system as a person ages. Explain how these changes make older people more susceptible to disease.

7. Discuss sexuality in old age, including the physical and cultural barriers to sexual intimacy. Describe how older adults resort to loss-based selection and compensation when it comes to sexuality.

8. Differentiate between acute and chronic illnesses. Discuss the prevalence of chronic conditions in old age, differentiating between “activities of daily living” (ADLs) and “instrumental activities of daily living” (IADLs).

9. Summarize cultural and gender differences in self-reported health and mortality statistics. Explain why merely extending the lifespan is not an adequate goal. Define compression of morbidity and discuss trends that promote or inhibit such compression.

10. Name the three memory systems that process information and describe the function of each. Explain the difference between recall and recognition, and differentiate between episodic, semantic, and procedural memories.

11. State the five reasons most often cited as explanations for why memory declines with age. Explain how stereotype threat might hurt the performance of older adults on memory tasks.
12. Differentiate between dementia and delirium. Discuss Alzheimer’s disease, including its prevalence among older adults, symptoms as the disease progresses, brain abnormalities associated with the disease, suspected causal factors, and impact on caregivers.

13. Define vascular dementia and discuss its causes, symptoms, and risk factors. Discuss the difficulties inherent in diagnosing the causes of cognitive impairment.

14. Discuss the lifestyle factors that help maintain cognitive functioning and the effectiveness of interventions meant to reverse cognitive declines.

15. Define wisdom in terms of its five key defining characteristics. Discuss the relationship of wisdom to age.
CHAPTER 18

Socioemotional Development in Later Adulthood

OUTLINE

1. Discuss the key developmental tasks of later adulthood, and explain the relevance of Erikson’s psychosocial crisis of integrity versus despair to this stage of life.

2. Explain how the strategies of selection, optimization, and compensation help people cope with declining physical abilities in late adulthood.

3. Discuss how disengagement, activity, and socioemotional theories explain why social network involvement declines in late adulthood.

4. Explain why long-term marriages are characterized by less discord than shorter-term marriages, and list challenges faced by people in long-term marriages.

5. Discuss the prevalence and impact of divorce at this stage of life. Compare how widowhood impacts men and women differently, and explain why men are more likely than women to remarry.

6. Explain why cohabitation is an increasing trend among older adults, and describe the benefits afforded by living apart together. Compare the social relationship networks of older gay men and lesbians to those of heterosexuals.

7. Discuss the importance of friendships to older adults. Discuss how older adults cope with the loss of friends.

8. Explain how increased longevity has changed the family structure and influenced how families function. Explain what is meant by the alienation myth. Define the generational stake, and discuss how the quality of older adults’ relationships with their adult children is assessed. Discuss the flow of resources between generations. Define the norms of filial responsibility and independence, and explain how they can lead to intergenerational conflict.

9. Discuss how the relationships of older adults with their adult grandchildren differ from those with their adult children. Explain how the metaphor of the hourglass applies to sibling relationships through the lifespan. Define elder abuse, discuss its causes, and explain what can be done when it is suspected.

10. Discuss the history of the Social Security program, and describe older workers’ attitudes toward retirement. Explain why Baby Boomers who are nearing retirement age appear to prefer flexible working arrangements to full retirement.

11. List some of the factors that determine the age at which people retire. Distinguish between defined-benefit and defined-contribution pension plans. Describe the “honeymoon,” disenchantment, and reorientation phases of retirement. Discuss factors that predict a better retirement adjustment.

12. Describe post-retirement lifestyles, including volunteering and religious involvement. Discuss the factors that influence older adults in choosing between relocation or aging in place.

13. Describe changes in the Big Five factors of personality as people age, and explain the reasons for the increase in self-regulatory capacities in late adulthood.
14. Differentiate between problem- and emotion-focused coping and compare the coping capabilities of older adults with those of younger adults. Summarize the data on happiness and life satisfaction in late adulthood.

15. Describe the symptoms associated with depression. Explain why rates of depression might be lower for the elderly than for younger age groups, and why it may be underdiagnosed. Discuss factors associated with suicide in old age, and list available treatments for depression that are used with this population. Summarize the research on self-evaluation in late adulthood, and explain why these findings may not accurately portray how older adults view themselves.
CHAPTER 19

Death and Dying

OUTLINE

1. Explain why it has become harder to define death in recent decades, and define the terms persistent vegetative state and brain death.

2. Define advance directive. Differentiate between a living will and a durable power of attorney for health care. Define health care proxy. Discuss the advantages and disadvantages of having a durable power of attorney for health care as opposed to a living will.

3. Define euthanasia, and differentiate between its passive and active forms. Discuss the circumstances under which active euthanasia might be administered in countries where the practice is legal. Discuss criticisms leveled against the practice.

4. Explain how physician-assisted dying is different from active euthanasia. Describe the provisions of the Oregon law permitting physician-assisted dying.

5. Discuss what is meant by the “slippery slope” of physician-assisted suicide.

6. Present the arguments for and against euthanasia.

7. Describe the five stages of death proposed by Elizabeth Kubler-Ross. Discuss the criticisms raised by the theory, and discuss how it impacted the care of the terminally ill.

8. Define what is meant by a “good death.”


10. Define bereavement and grief. Explain how off-time events affect the intensity and duration of grief. Explain the dual-process model of coping with bereavement. Define mourning.