

LIFESPAN DEVELOPMENTAL PSYCHOLOGY

TEST INFORMATION

This test was developed to enable schools to award credit to students for knowledge equivalent to that which is learned by students taking the course. The school may choose to award college credit to the student based on the achievement of a passing score. The passing score for each examination is determined by the school based on recommendations from the American Council on Education (ACE). This minimum credit-awarding score is equal to the mean score of students in the norming sample who received a grade of C in the course. Some schools set their own standards for awarding credit and may require a higher score than the ACE recommendation. Students should obtain this information from the institution where they expect to receive credit.

CONTENT

The following topics, which are commonly taught in courses on this subject, are covered by this examination.

- | | <u>Approximate
Percent</u> | | <u>Approximate
Percent</u> |
|---|--------------------------------|--|--------------------------------|
| I. The Study of Lifespan Development | 12% | II. Biological Development | 18% |
| A. Models and theories | | A. Genetic factors (including counseling) | |
| 1. Lifespan approach (perspective) | | B. Prenatal development and birth | |
| 2. Stage theories | | C. Physical development (nutrition, health) | |
| 3. Determinants of development | | D. Motor development | |
| 4. Cultural context of development | | E. Sexual development | |
| B. Methods of study | | F. Neurological development | |
| 1. Research designs | | G. Sensory development | |
| 2. Data collection methods | | H. Aging process | |
| 3. Measurement issues | | I. Dying and death | |
| 4. Drawing samples | | III. Perception, Learning, and Memory | 13% |
| C. Ethical issues | | A. Perceptual development | |
| | | B. Learning, conditioning, and modeling | |
| | | C. Memory development | |
| | | D. Learning disabilities | |
| | | E. Attention and information processing | |
| | | IV. Cognition and Language | 22% |
| | | A. Cognitive-developmental theory | |
| | | B. Problem solving | |
| | | C. Mental abilities | |
| | | D. Cognitive styles | |
| | | E. Language development and theories | |
| | | F. Social cognition | |



- Approximate
Percent
35%**
- V. Social, Emotional, and Personality Development
- A. Personality development
1. Development tasks and life-stage theories
 2. Attachment and emotional development
 3. Gender role development
 4. Stability and change in personality
- B. Social behaviors
1. Peer relationships
 2. Aggressive behavior
 3. Prosocial behavior
 4. Moral development
 5. Sexual attitudes and behavior
- C. Family life cycle
1. Courtship and marriage
 2. Parenting
 3. Siblings
 4. Grandparents
 5. Dual-income families
 6. Divorced, single-parent, and step families
 7. Widow/widowerhood
 8. Abuse (child, spouse, elderly)
 9. Intergenerational relationships
- D. Extrafamilial settings (e.g., day-care, school, nursing home, hospice)
- E. Singlehood and cohabitation
- F. Occupational development and retirement
- G. Adjustment, life stresses, and life-styles
- H. Bereavement and loss

Questions on the test require candidates to demonstrate the following abilities. Some questions require more than one of the abilities.

- Knowledge of basic facts and terms (about 25-30% of the examination)
- Understanding of concepts and principles (about 30-35% of the examination)
- Ability to apply knowledge to specific problems and situations (about 35-40% of the examination)

In addition, the test will cover the full range of stages in the lifespan as follows:

<u>Stage</u>	<u>Ages</u>	<u>%</u>
Prenatal and Infancy	less than 2	19%
Early childhood	2 - 6	19%
Middle childhood	7 - 12	15%
Adolescence	13 - 18	15%
Early adulthood	19 - 40	7%
Middle adulthood	41 - 64	11%
Late adulthood	65 and older	14%

SAMPLE QUESTIONS

1. According to Erik Erikson, the first stage of psychosocial development deals primarily with the development of
 - (A) autonomy
 - (B) industry
 - (C) initiative
 - (D) trust
2. Which of the following neonatal reflexes is most closely related to feeding?
 - (A) Babinski
 - (B) Moro
 - (C) Palmer
 - (D) Rooting
3. Which of the following has NOT proposed a stage theory of development?
 - (A) B.F. Skinner
 - (B) Jean Piaget
 - (C) Lawrence Kohlberg
 - (D) Sigmund Freud
4. A distinct advantage of a longitudinal research design is that it
 - (A) is economical for investigating behavioral consistencies across situations
 - (B) enables the researcher to study the behavior of individuals over time
 - (C) automatically controls for the selective dropout of experimental subjects
 - (D) allows the researcher to gather data on a given cohort at one point in time

5. Which of the following theorists proposed that early language development is primarily the result of innate factors?
- (A) B.F. Skinner
 - (B) Albert Bandura
 - (C) Jean Piaget
 - (D) Noam Chomsky
6. Research suggests that sex differences in behavior occur most consistently in which of the following areas?
- (A) Verbal comprehension
 - (B) Aggression
 - (C) Emotionality
 - (D) Independence
7. All of the following statements regarding intellectual decline in elderly persons are true EXCEPT:
- (A) It occurs most often in mental activities involving quick reactions.
 - (B) It can occur in the absence of a detectable disease.
 - (C) It occurs primarily among individuals of above-average intelligence.
 - (D) The greatest decline tends to occur in the years just preceding death.
8. According to David Elkind, egocentrism during adolescence is most likely to be manifested in which of the following ways?
- (A) Creation of an imaginary audience
 - (B) Unwillingness to share with one's peers
 - (C) Cheating in highly competitive situations
 - (D) Attention-getting behavior
9. Jennifer is known to be a Level 1 in Kohlberg's stages of moral reasoning. She is most likely to believe that it is wrong to steal because the person who steals
- (A) gets punished
 - (B) disobeys the law
 - (C) lacks respect for others' rights
 - (D) is seen as unpopular by most people
10. Which of the following is a correct generalization regarding the adolescent growth spurt?
- (A) It starts between the ages of 15 and 18 years.
 - (B) It is unaffected by nutritional factors.
 - (C) It is prolonged among first-born children.
 - (D) It occurs earlier in girls than in boys.
11. Anne and Richard are married and have three children. Their older son lives in a distant locale, their second son is in college, and their daughter attends a local public high school. According to Evelyn Duvall, which of the following terms best characterizes Anne's and Richard's period of parenthood?
- (A) Launching
 - (B) Authoritative
 - (C) Nurturing
 - (D) Empty nest
12. Which of the following best describes the impact of aging on long-term memory?
- (A) It decreases for long-ago events.
 - (B) It decreases for recent events.
 - (C) It increases for long-ago events.
 - (D) It increases for recent events.

STUDYING FOR THE EXAMINATION

The following is a list of reference publications that were being used as textbooks in college courses of the same or similar title at the time the test was developed. Appropriate textbooks for study are not limited to those listed below. If you wish to obtain study resources to prepare for the examination, you may reference either the current edition of the following titles **or** textbooks currently used at a local college or university for the same class title. It is recommended that you reference **more than one textbook** on the topics outlined in this fact sheet. You should **begin by checking textbook content against the content outline** included on the front page of this Fact Sheet/Study Guide **before** selecting textbooks that cover the test content from which to study. Textbooks may be found at the campus bookstore of a local college or university offering a course on the subject.

Sources for study material suggested but not limited to the following:

Berger, Kathleen S. *The Developing Person Through the Life Span*. New York, NY: Worth Publishers, current edition.

Cole, Michael and Sheila Cole. *The Development of Children*. New York, NY: W.H. Freeman, current edition.

Craig, Grace J. *Human Development*. Upper Saddle River, NJ: Prentice Hall, current edition.

Dworetzky, J.P. and N.J. Davis. *Human Development: A Lifespan Approach*. St. Paul, MN: West Publishing Co., current edition.

Gormly, Anne V. *Lifespan Human Development*. Fort Worth, TX: Harcourt Brace College Publishers, current edition.

Hughes, Fergus P. and Ilene C. Noppe. *Human Development Across the Lifespan*. New York, NY: Merrill/Macmillan, current edition.

Lefrancois, Guy R. *The Lifespan*. Belmont, CA: Wadsworth Publishing Company, current edition.

Papalia, Diane E., Sally W. Olds and Ruth Duskin Feldman. *Human Development*. New York, NY: McGraw-Hill, current edition.

Rice, F. Philip. *Human Development: A Life-span Approach*. Upper Saddle River, NJ: Prentice Hall, current edition.

Santrock, John W. *Life-span Development*. Boston, MA: McGraw-Hill, current edition.

Sigelman, Carol K. and David R. Shaffer. *Life-span Human Development*. Pacific Grove, CA: Brooks/Cole Publishing Co., current edition.

Turner, Jeffrey, and Donald Helms. *Lifespan Development*. Fort Worth, TX: Harcourt Brace College Publishers, current edition.

Vander Zanden, James W. *Human Development*. New York, NY: McGraw-Hill, current edition.

Current textbook used by a local college or university for a course on the subject.

CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials for the American Council on Education (ACE) has reviewed and evaluated the DANTES examination development process. The American Council on Education has made the following recommendations:

Area or Course Equivalent:	Lifespan Developmental Psychology
Level:	Lower-level baccalaureate
Amount of Credit:	Three (3) semester hours
Source:	ACE Commission on Educational Credit and Credentials

INFORMATION

Colleges and universities that would like to review copies of tests, have additional information about the national norming, or assistance in local norming or score validation studies should write to: DANTES Program, Mail Stop 11-P, The Chauncey Group International, 664 Rosedale Road, Princeton, New Jersey 08540.

It is advisable that schools develop a consistent policy about awarding credit based on scores from this test and that the policy be reviewed periodically. The Chauncey Group will be happy to help schools in this effort.

Correct Responses to sample questions: 1.D; 2.D; 3.A; 4.B; 5.D; 6.B; 7.C; 8.A; 9.A; 10.D; 11.A; 12.B.

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