

EXAM
CODE **583**

CATALOG
NUMBER **PSYx210**

TAKE ADVANTAGE OF ONLINE
**PRACTICE
EXAMS**
SEE PAGE 5 FOR DETAILS

Life Span Developmental Psychology

CREDIT
HOURS

3

LEVEL

LOWER

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SECTION ONE

Preparing for the Exam

Before You Choose This UExcel Exam

Uses for the Examination

- Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination.
- Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing.
- Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

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

Examinees **not enrolled** in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

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

Examination Length and Scoring

This examination consists of 130 multiple choice and other type questions. You will have three (3) hours to complete the exam. Your score will be reported as a letter grade. Questions are scored either correct (1) or incorrect (0). There is no partial credit. Each credit-bearing exam contains pretest questions, which are embedded throughout the exam. They are indistinguishable from the scored questions. It is to your advantage to do your best on all the questions. Pretest questions are being tried out for use in future versions of the exam.

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

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

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

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

Score Reporting

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

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

Letter Grade Description

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

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

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

^① In general, two-hour exams do not award a D letter grade.

See page 34, at the back of this content guide, for a sample UExcel Grade Report for Examinations.

Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online at (login required): www.excelsior.edu/bookstore

Excelsior College Library

Library services are available to students enrolled in a degree program at Excelsior College. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. To access the Excelsior College Library, visit www.excelsior.edu/library (login is required). Access to the library is available 24/7.

Take Charge of Your Own Learning

At Excelsior College, independent, self-directed study supported by resources we help you find is not a new concept. We have always stressed to students who take exams that they are acting as their own teacher, and that they should spend as much time studying for an exam as they would spend in a classroom and on homework for a corresponding college course in the same subject area.

Begin by studying the content outline contained in this content guide, at its most detailed level. You will see exactly which topics are covered, and where chapters on those topics can be found in the Recommended Resources. You will see exactly where you might need to augment your knowledge or change your approach.

The content outline, along with the learning outcomes for this exam and recommended textbooks, will serve as your primary resources.

How Long Will It Take Me to Study?

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

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

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

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

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

Hours Required =

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

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

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

Hours Required =

3. Divide the first number by the second number.

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

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

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

5. Format a long-term study plan.

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

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

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

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

What Learning Strategy Should I Use?

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

1. Approach learning with a positive attitude.

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

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

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

3. Be an active learner.

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

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

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

5. Apply your learning to your daily life.

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

6. Accommodate your preferred way of learning.

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

Study Tips

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

- **preview or survey** each chapter

- **highlight or underline text** you believe is important
- **write questions or comments** in the margins
- **practice re-stating content** in your own words
- **relate what you are reading** to the chapter title, section headings, and other organizing elements of the textbook
- **find ways to engage** your eyes, your ears, and your muscles, as well as your brain, in your studies
- **study with a partner or a small group**
- **prepare your review notes** as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.

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

Using UExcel Practice Exams

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

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

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

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

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

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

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

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

About Test Preparation Services

Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College does not endorse the products and services of any tutorial or test preparation firm. We do not review the materials provided by these firms for the content or compatibility of their material and resources with UExcel® exams or Excelsior College Examinations®. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student's home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, you consider the points outlined on our website at www.excelsior.edu/testprep.

Exam Preparation Strategies

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

Content Guides

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

Using the Content Outline

Each content area in the content outline includes the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. Chapter numbers and titles may differ among textbook editions.

This content outline contains examples of the types of information you should study. Although these examples are many, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

Using the Sample Questions and Rationales

Each content guide provides sample questions to illustrate those typically found on the exam. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.

Recommended Resources for the UExcel Exam in Life Span Developmental Psychology

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

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

Resources listed under “Optional” provide additional material that may deepen or broaden your understanding of the subject, or that may provide an additional perspective on the exam content. Textbook resources, both Strongly Recommended and Optional, may be purchased from the Excelsior College bookstore at www.excelsior.edu/bookstore.

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

Textbook Editions

Textbook editions listed in the UExcel content guides may not be the same as those listed in the bookstore. Textbook editions may not exactly match up in terms of table of contents and organization, depending upon the edition. However, our team of exam developers checks exam content against every new textbook edition to verify that all subject areas tested in the exam are still adequately available in the study materials. If needed, exam developers will list additional Strongly Recommended resources to ensure that all topics in the exam are still sufficiently covered. Public libraries may have the textbooks you need, or may be able to obtain them for you through interlibrary loan to reduce textbook costs. You may also consider financial aid, if you qualify, to further help defray the steep cost of textbooks. A section on open educational

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

Strongly Recommended

Berger, K. (2014). *The developing person through the life span*. (9th ed.) New York: Worth.

Berger, K. (2014). *The developing person through the life span study guide*. (9th ed.) New York: Worth.

Each chapter in this study guide contains a chapter overview and questions to boost your comprehension as you read the textbook. Study guide chapters also contain review questions and progress tests (with answer keys) designed to help you assess your understanding of textbook content as you learn. The study guide also includes questions (with answer keys) designed to help you think critically about human development.

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

OER services/Open SUNY Developmental Psychology course. (Available at https://courses.lumenlearning.com/wm-lifespandevelopment/?utm_referrer=https%3A%2F%2Flumenlearning.com%2Fcourses%2Flifespan-development%2F) The course includes recorded lectures, reading, links to video and Web resources, and activities. Note that there are “Course Information” pages that are relevant only for students actually enrolled in the SUNY course; you should ignore those pages and focus on the course content.

The following topics may be on the exam but may not be adequately covered in the Berger textbook. Topics are listed by content area, with free online resources that cover those topics.

Content Area I

(IB2) Quantitative research

<https://www.simplypsychology.org/qualitative-quantitative.html>

(IB5) Privacy and Confidentiality for research subjects

https://bioethics.nih.gov/education/FNIH_BioethicsBrochure_WEB.PDF

(IC1) Attachment in primates

<https://www.simplypsychology.org/attachment.html#harlow>

(IC3a) John Watson's study Little Albert

<http://www.simplypsychology.org/classical-conditioning.html>

Content Area II

(IIA3) Incomplete dominance

<https://biologydictionary.net/incomplete-dominance/>

(IIB4) Amnion

<http://www.sciencehelpdesk.com/unit/bg3/4>

Content Area III

(IIIB1) Gross motor skills milestones

<https://medlineplus.gov/ency/article/002004.htm>

(IIIB1) Visual cliff experiment

<https://www.verywellmind.com/what-is-a-visual-cliff-2796010>

(IIIB2) Habituation

<https://www.simplypsychology.org/Object-Permanence.html>

(IIIB3) Positive child-caregiver interactions

<https://apps.who.int/iris/bitstream/handle/10665/42878/924159134X.pdf>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3534157/>

(IIIB3a) Jerome Kagan et al—toddlers with behavioral inhibition also display which other characteristics?

<http://www.skillsforaction.com/highly-sensitive-child>

(IIIB3b) Harry Frederick Harlow study with infant monkeys; research on attachment

<https://www.simplypsychology.org/attachment.html>

Content Area IV

(IVD) Effect of both parents working outside of home

<https://journals.sagepub.com/doi/pdf/10.1111/1467-8721.00138>

Content Area V

(VA, B, C) Benefits of team sports for children

<https://pediatriccenterofroundrock.com/the-physical-emotional-and-social-benefits-of-school-sports/>

(VB4) Divergent thinking

<https://www.psychologytoday.com/us/blog/turning-straw-gold/201302/what-type-thinker-are-you>

(VB5) Causes of ADHD

<https://www.healthychildren.org/English/health-issues/conditions/adhd/Pages/Causes-of-ADHD.aspx>

(VC3) Family stress

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2597571/>

Content Area VI

(VIC2) Gilligan's theories of moral development

https://books.google.com/books?hl=en&lr=&id=E18f0YTEwR4C&oi=fnd&pg=PA75&dq=murphy+gilligan+moral+development&ots=fR1JgcY2JL&sig=r9hYqmrQj91iE5_OejHS2hoky6E#v=onepage&q=murphy%20gilligan%20moral%20development&f=false

<https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/men--women-justice--compassion/>

(VID) Drug abuse

https://www.medicinenet.com/low_self-esteem_may_lead_to_drug_abuse_in_boys/views.htm

(VID) Rite of passage

<https://www.britannica.com/topic/rite-of-passage>

(VID) Predictors of juvenile delinquency

https://www.pnas.org/content/108/7/2693?utm_source=blog&utm_campaign=rc_blogpost

Content Area VII

(VIIC1) Social clock

<https://www.drjanweiner.com/the-social-clock>

(VIIC2) Family life cycle

http://wps.ablongman.com/wps/media/objects/4915/5033208/Fourth_ed.pdf

(VIIC3) Mentoring

<https://blog.shrm.org/workforce/women-know-mentors-are-key-so-why-don-t-they-have-them>

Content Area VIII

(VIIIA1) Cholesterol levels

<https://www.medicalnewstoday.com/articles/315900#levels-and-age>

(VIIIA3) Sexual functioning

https://www.health.harvard.edu/newsletter_article/Sexuality-and-seniority

(VIIIC1) Gender roles in middle adulthood

<https://www.commentarymagazine.com/articles/men-women-and-the-parental-imperative/>

Content Area IX

(IXB1) Immune system and aging

<https://www.webmd.com/healthy-aging/guide/seniors-boost-immunity#1>

(IXB2) Decline in sense of taste and smell

<https://www.mayoclinic.org/healthy-lifestyle/healthy-aging/expert-answers/loss-of-taste-and-smell/faq-20058455>

(IXB2) Risk factors for osteoporosis

<https://www.webmd.com/osteoporosis/guide/osteoporosis-risk-factors>

(IXC2) Memory changes in old age

<https://www.apa.org/pi/aging/memory-and-aging.pdf>

(IXD1) Caregivers

<https://www.caregiver.org/caregiver-statistics-demographics>

(IXE) Home Health Aide Training Requirements

<http://www.healthaidetraining.org/>

Content Area X

(X) Terminal drop

<https://academic.oup.com/geronj/article/43/6/P141/5770321>

Optional Resources

Santrock, J. (2017). *Life-span development* (16th ed.). Columbus, OH: McGraw-Hill.

The content of this textbook is presented chronologically. The book is visually interesting, with many well selected color illustrations. Each chapter has concept tables that summarize the main points. Each chapter also contains an outline, an overview, critical thinking exercises, and a list of key terms. Most chapters contain boxed features including themes of sociocultural variations and current issues, as well as reviews of popular books on childrearing and life span issues. You may need to refer to a second textbook to cover all of the material in this content outline.

The text comes with a LifeMap CD-ROM that includes video clips with summaries, interviews with researchers, test questions with feedback, and suggested websites.

A supplement is available to help the student understand human development from a specific professional perspective:

Guide to life-span development for future nurses

Sigelman, C., & Rider, E. (2017). *Life-span human development* (9th ed.). Pacific Grove, CA: Cengage-Wadsworth .

The examination development committee has also identified the following free online audiovisual resources. These resources may provide you with an overview of the material or provide enrichment in areas of interest.

WQED/Pittsburgh, & the University of Michigan (Producers). (2001). *Seasons of Life* [video series]. (Available at <https://johnkotre.com/seasons-video-1hr-programs.htm>) The five video programs in this series are listed below. The series is also available as 26 audio programs.

1. Infancy and Early Childhood
2. Childhood and Adolescence (Ages 6–20)
3. Early Adulthood (Ages 20–40)
4. Middle Adulthood (Ages 40–60)
5. Late Adulthood (Ages 60+)

WGBH/Boston (with the American Psychological Association) (Producers). (2001). *Discovering Psychology* [video series]. (Available at the Annenberg Foundation site, <https://www.learner.org/series/discovering-psychology/>) The video programs in this series that are related to life span development are listed below.

5. The Developing Child
6. Language Development
17. Sex and Gender
18. Maturing and Aging

Library Resources for Life Span Developmental Psychology

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

Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.

Open Educational Resources

There are many resources available online free of charge that may further enhance your study for the exam. Known as Open Educational Resources (OER), these may be textbooks, courses, tutorials, or encyclopedias. Any additional OER that you find independently should be used to augment study—not as replacements for the Strongly Recommended resources.

Most sites for university-based OER can be searched through www.ocwconsortium.org and/or www.oercommons.org.

Sites that specialize in web courses designed by college professors under contract with the website sponsor, rather than in web versions of existing college courses, include:

www.education-portal.com

www.opencourselibrary.org (abbreviated as OCL)

We have included specific courses that cover material for one or more UExcel® exams from the sites in the listings above. It's worth checking these sites frequently to see if new courses have been added that may be more appropriate or may cover an exam topic not currently listed.

Sites like Khan Academy (www.khanacademy.com) and iTunes U feature relatively brief lessons on very specific topics rather than full courses. Full courses are also available on iTunes U (<http://www.apple.com/education/ipad/itunes-u/>). We have chosen a few courses and collections for this listing.

Open Online Textbooks

BookBoon

<http://bookboon.com/en/textbooks-ebooks>

Flatworld Knowledge

<http://catalog.flatworldknowledge.com/#our-catalog>

College Readiness

Khan Academy

<http://www.khanacademy.org/>

Hippocampus

<http://www.hippocampus.org/>

Open Course Library

<http://opencourselibrary.org/collg-110-college-success-course/>

Study Aids

Education Portal

<http://education-portal.com/>

Khan Academy

<http://www.khanacademy.org/>

Annenberg Learner

<http://www.learner.org/>

OpenCourseWare

<http://ocwconsortium.org/en/courses/search>

OER Commons

<http://www.oercommons.org/>

Open Course Library

<http://www.opencourselibrary.org/>

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

It's free!

SECTION TWO

Content Outline

General Description of the Examination

The UExcel Life Span Developmental Psychology examination is based on material typically taught in a one-semester lower-level course in developmental psychology.

The examination measures understanding of the concepts, principles, and theories associated with life span development, including genetics, prenatal development, and childbirth; infancy and toddlerhood; early and middle childhood; adolescence; early, middle, and late adulthood; and death and dying; it also measures the ability to apply this understanding in specific situations, and to integrate content across the stages of the life span.

Those beginning to study for this exam should be familiar with concepts generally covered in introductory psychology.

Learning Outcomes

After you have successfully worked your way through the recommended study materials, you should be able to demonstrate the following learning outcomes:

1. Describe the concepts related to the study of life span development. (Aligns to GECC 2.1)
2. Describe the research methods in the study of and theoretical foundations for life span developmental psychology. (Aligns to GECC 2.1)
3. Summarize basic concepts of genetics. (Aligns to GECC 2.1)
4. Describe the biosocial, cognitive, and psychosocial development of the developing person through the life span. (Aligns to GECC 2.1)
5. Identify and describe issues encountered by the developing person through the life span. (Aligns to GECC 2.1 and 5.1)
6. Describe the conception of death and dying across the life span and in different cultures, and the grieving process, rituals, and customs that accompany death and dying. (Aligns to GECC 5.1)

General Education Career Competencies Addressed in this Exam

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

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

Content Outline

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the Life Span Developmental Psychology examination, the percent of the examination, and the hours to devote to each content area are listed below.

Content Area	Percent of the Examination	Hours of Study
I. The Study of Life Span Developmental Psychology	15%	20
II. Genetics, Prenatal Development, and Childbirth	10%	14
III. Infancy and Toddlerhood	10%	14
IV. Early Childhood	10%	14
V. Middle Childhood	10%	14
VI. Adolescence	10%	14
VII. Early Adulthood	10%	14
VIII. Middle Adulthood	10%	14
IX. Late Adulthood	10%	14
X. Death and Dying	5%	7
Total	100%	

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

NOTE: Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

I. The Study of Life Span Developmental Psychology

15 PERCENT OF EXAM

Berger 2014

Ch. 1, The Science of Human Development

Ch. 2, Theories of Development

OER services course

Ch. 2, Developmental Theories

Online Resources

- A. Concepts related to the study of life span development
 - 1. Defining development and the life span approach
 - 2. Domains of development
 - a. Physical, biological, and evolutionary
 - b. Cognitive
 - c. Social and emotional (psychosocial, personality)

3. The complex nature of development (including the influence of growth, maturation, and learning; heredity and environment)
4. Continuity and discontinuity
5. Contexts of development and individual differences (for example: society, culture, home, school, race, gender, socioeconomic status)

B. Research methods in the study of life span development

1. The scientific method (formulate a research question, develop a hypothesis, test the hypothesis, draw conclusions, make findings available)
2. Types of research
 - a. Naturalistic observation and field experiments
 - b. Controlled experiments (independent and dependent variables)
 - c. Surveys
 - d. Interviews
 - e. Case studies
3. Developmental research designs
 - a. Longitudinal
 - b. Cross-sectional
 - c. Sequential
4. Interpretation of results
 - a. Correlation vs. causation
 - b. Cohort effects
 - c. Issues related to generalizability (for example: sex, culture, socioeconomic status, ecological validity)
5. Ethical considerations (for example: ability to give informed consent, privacy, deception)

C. Theoretical foundations for life span developmental psychology

1. Evolutionary perspectives
2. Psychodynamic perspectives (for example: Freud, Erikson, Levinson, Vaillant)

3. Learning perspectives
 - a. Classical conditioning (for example: Pavlov, Watson)
 - b. Operant conditioning (for example: Skinner, Thorndike)
 - c. Social learning (for example: Bandura)
4. Cognitive perspectives (for example: Piaget, Case, Bruner)
5. Humanistic perspectives (for example: Maslow, Rogers)
6. Ecological and social-contextual perspectives (for example: Bronfenbrenner, Vygotsky)

II. Genetics, Prenatal Development, and Childbirth

10 PERCENT OF EXAM

Berger

Ch. 3, Heredity and Environment

Ch. 4, Prenatal Development and Birth

OER services course

Ch. 3, Prenatal Development

Online Resources

A. Basic concepts of genetics

1. Genes and chromosomes
2. Genotype, phenotype, and reaction range
3. Dominant and recessive traits
4. Sex-linked traits
5. Polygenic traits
6. Behavior genetics (for example: twin and adoption studies)
7. Genetic and chromosomal abnormalities (for example: phenylketonuria, Turner syndrome, Down syndrome, Huntington's disease)
8. Natural selection

B. Prenatal development

1. Conception

2. Prenatal critical periods and stages (germinal, embryonic, fetal)
3. Prenatal environment (for example: maternal nutrition, illness, and stress; teratogens)
4. Prenatal life-support systems (placenta, umbilical cord, amnion)

C. Childbirth

1. Preparation for, and methods of, childbirth
2. Stages of childbirth
3. Complications (for example: prematurity, postmaturity, low birth weight)
4. Neonatal assessment (for example: Apgar scale, Brazelton scale)

D. Issues (for example: genetic assessment and counseling, cultural differences)

- e. Nutrition
2. Cognitive development
 - a. Methods of studying (for example: habituation)
 - b. Sensorimotor intelligence (for example: object permanence, imitation)
 - c. Perceptual development (for example: binocular vision, cross-modal perception)
 - d. Early language development
3. Social and emotional development
 - a. Temperament and personality
 - b. Attachment to caregivers
 - c. Self-awareness and independence
 - d. Emotions and emotional expression
 - e. Family processes
4. Issues (for example: attachment vs. bonding, sudden infant death syndrome [SIDS], child abuse and neglect, day care)

III. Infancy and Toddlerhood

10 PERCENT OF EXAM

Berger

[Ch. 5, The First Two Years: Biosocial Development](#)

[Ch. 6, The First Two Years: Cognitive Development](#)

[Ch. 7, The First Two Years: Psychosocial Development](#)

OER services course

[Ch. 4, Infancy](#)

Online Resources

A. Characteristics of the newborn

1. Reflexes
2. States and behaviors (for example: sleep/wake cycles)

B. Development in infancy and toddlerhood

1. Physical development
 - a. Principles of growth (for example: cephalocaudal, proximodistal, individual differences)
 - b. Motor development
 - c. Sensory development
 - d. Brain development

IV. Early Childhood

10 PERCENT OF EXAM

Berger

[Ch. 8, Early Childhood: Biosocial Development](#)

[Ch. 9, Early Childhood: Cognitive Development](#)

[Ch. 10, Early Childhood: Psychosocial Development](#)

Online Resources

A. Physical development

1. Physical growth
2. Motor development
3. Brain development
4. Nutrition
5. Health and safety

B. Cognitive development

1. Preoperational and symbolic thought

2. Zone of proximal development (Vygotsky)
3. Language development
4. Memory development
5. Early childhood education (for example: Head Start)

C. Social and emotional development

1. The developing self (for example: self-concept, self-awareness, autonomy, initiative)
2. Gender identity and gender roles
3. Moral development and prosocial behavior
4. Family (for example: parenting styles, sibling relationships, extended families)
5. Peers and play
6. Culture, school, and media (for example: television, aggression)
7. Childhood fears

D. Issues (for example: working parents, divorce, day care, sexual abuse)

V. Middle Childhood

10 PERCENT OF EXAM

Berger

[Ch. 11, Middle Childhood: Biosocial Development](#)

[Ch. 12, Middle Childhood: Cognitive Development](#)

[Ch. 13, Middle Childhood: Psychosocial Development](#)

Online Resources

A. Physical development

1. Physical growth and motor skill development
2. Health and fitness (for example: sports, exercise, childhood obesity)

B. Cognitive development

1. Concrete operational thought
2. Language development and communication (for example: vocabulary, grammar, bilingualism)

3. Memory development and metacognition
4. Intelligence testing and theories (Gardner, Sternberg)
5. Children with specific educational needs (for example: learning disabilities, gifted and talented, attention-deficit hyperactivity disorder)

C. Social and emotional development

1. Self-concept and self-esteem
2. Moral development and prosocial behavior
3. Family (for example: changing definitions of the family, family interaction, extended families)
4. Peer relationships and social cognition (for example: conformity, popularity, rejection, friendship patterns)
5. The school setting (for example: achievement and motivation, mainstreaming, gender differences)
6. Problems of adjustment (for example: childhood depression, school phobia, aggressive and antisocial behavior, stress and resilience)

D. Issues (for example: after-school care [self-care children], divorce, families who are homeless, poverty, cultural differences in schooling)

VI. Adolescence

10 PERCENT OF EXAM

Berger

[Ch. 14, Adolescence: Biosocial Development](#)

[Ch. 15, Adolescence: Cognitive Development](#)

[Ch. 16, Adolescence: Psychosocial Development](#)

OER services course

[Ch. 7, Adolescence](#)

Online Resources

A. Physical development

1. Physical growth (for example: individual and gender differences, growth spurt)

2. Sexual maturation and puberty
3. Health and fitness (for example: sports and exercise, nutrition)

B. Cognitive development

1. Formal operational thought
2. Adolescent egocentrism
3. Decision making
4. Metacognition

C. Social and emotional development

1. Self-concept and identity (for example: Marcia's theory, cultural and gender differences, body image, risk-taking behavior)
2. Moral development and behavior (for example: Kohlberg, Gilligan)
3. Sexuality (for example: attitudes, knowledge, behavior, values, birth control, sexual harassment and abuse, sexually transmitted diseases, adolescent pregnancy)
4. Family (for example: shared and nonshared values, autonomy and interdependence, relationships with parents and siblings)
5. Peers (for example: adolescent subculture, conformity, cliques and crowds, shared and nonshared values)
6. The school setting (for example: transitions in school, dropping out of school, achievement and socioeconomic status)
7. Problems of adjustment (for example: substance abuse, violence, depression, suicide, eating disorders)

D. Issues (for example: stereotypes about adolescents, cross-cultural perspectives, adolescents who leave home, adolescents who have jobs)

VII. Early Adulthood

10 PERCENT OF EXAM

Berger

[Ch. 17, Emerging Adulthood: Biosocial Development](#)

[Ch. 18, Emerging Adulthood: Cognitive Development](#)

Ch. 19, Emerging Adulthood: Psychosocial Development

Online Resources

A. Physical development

1. Physical changes
2. Health and fitness (for example: nutrition, exercise, lifestyle, stress)
3. Sexual reproductive systems (for example: fertility, pregnancy)

B. Cognitive development

1. Postformal thought and intelligence (for example: relativistic thinking, dialectical thought)
2. Influences of life events, occupation, and higher education on cognitive development

C. Social and emotional development

1. Models of adult development (for example: Erikson, Gould, Levinson, Loevinger, Schaie, Vaillant)
2. Affiliation and intimacy
 - a. Friendship (for example: gender differences)
 - b. Marriage, cohabitation, and love (for example: Sternberg's triangular theory of love)
 - c. Parenthood and the family life cycle (for example: birth, adoption, becoming a parent)
 - d. Couples with no children
 - e. Divorce
 - f. Single adults
3. Achievement
 - a. Education
 - b. Importance of work
 - c. Vocational development
 - d. Mentoring
 - e. Career changes
 - f. Employment and parenthood
 - g. Dual-earner couples

D. Issues (for example: gender identity and roles, spouse abuse, unemployment)

VIII. Middle Adulthood

10 PERCENT OF EXAM

Berger

Ch. 20, Adulthood: Biosocial Development

Ch. 21, Adulthood: Cognitive Development

Ch. 22, Adulthood: Psychosocial Development

OER services course

Ch. 9, Middle Adulthood

Online Resources

A. Physical development

1. Physical changes (for example: hearing, vision, reaction time, menopause and the climacteric)
2. Health and fitness (for example: lifestyle, environment, heredity, physiology, stress, personality type [A and B], cardiovascular disorders, cancer)
3. Changes in sexual functioning

B. Cognitive development

1. Memory and learning
2. Intelligence (for example: fluid, crystallized, practical)
3. Wisdom and expertise

C. Social and emotional development

1. Affiliation and intimacy
 - a. Midlife crisis/shift/transitions (for example: empty nest, intergenerational relationships)
 - b. Stability of personality
 - c. Family configurations (for example: returning adult children, “sandwich generation”)
 - d. Divorce and remarriage
 - e. Grandparenthood
 - f. Changes in gender roles
2. Achievement and generativity
 - a. Career satisfaction and change
 - b. Job performance

- c. Work-related problems (for example: alienation, burnout, reevaluation)

D. Issues (for example: unemployment, cultural differences, gender differences)

IX. Late Adulthood

10 PERCENT OF EXAM

Berger

Ch. 23, Late Adulthood: Biosocial Development

Ch. 24, Late Adulthood: Cognitive Development

Ch. 25, Late Adulthood: Psychosocial Development

OER services course

Ch. 10, Late Adulthood

Online Resources

A. Basic concepts—life expectancy, periods of late adulthood, causal theories of aging (cellular, genetic, wear and tear)

B. Physical development

1. Physical changes (for example: sensory, motor, sleep patterns, reaction time, physical appearance, physiological reactions, organ reserve)
2. Health and fitness (for example: nutrition, exercise)
3. Health problems (for example: depression, dementia, multi-infarct dementia, Alzheimer’s disease, Pick’s disease)
4. Sexuality

C. Cognitive development

1. Intellectual changes in information processing
2. Memory and problem solving in the real world
3. Intelligence (age influences, history influences, and nonnormative influences; terminal decline)
4. Emerging cognitive interests (for example: aesthetics, spirituality)

D. Social and emotional development

1. Affiliation and intimacy

- a. Psychosocial theories of aging (for example: activity theory, disengagement theory)
 - b. Relationships with friends and neighbors
 - c. Divorce and remarriage
 - d. The single older adult
 - e. Family relationships
 - f. Living arrangements
2. Achievement and generativity
- a. Work
 - b. Retirement
 - c. Leisure
 - d. Education
3. Life review, integrity versus despair
- E. Issues (for example: health treatment and costs; elder abuse; social and economic issues; poverty; ageism and stereotypes; cross-cultural perspectives; use of alcohol, drugs, and prescription medications)**

X. Death and Dying

5 PERCENT OF EXAM

Berger

Epilogue, Death and Dying

Online Resources

- A. Conceptions of death and dying (for example: across the life span, in different cultures)**
- B. Confronting one's own death (stages of adjustment)**
- C. The hospice movement**
- D. Grief, mourning, and bereavement**
 - 1. The grieving process
 - 2. Rituals and customs
- E. Issues (for example: euthanasia, living wills, suicide)**

SECTION THREE

Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 24–30 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline. For any questions you answer incorrectly, return to that section of the content outline for further study..

1. Which aspect is central in the Lamaze method of childbirth?
 - 1) Childbirth occurs at home, rather than in a hospital.
 - 2) Anesthetics and cesarean sections are not used.
 - 3) The mother learns breathing and other exercises to help manage labor pains.
 - 4) The mother and infant are submerged in a warm bath.
2. A 23-year-old patient is terminally ill. After a long struggle, she realizes that death is inevitable and begins to make preparations for her funeral and burial. This patient is most likely in which of Kübler-Ross's stages of dying?
 - 1) acceptance
 - 2) bargaining
 - 3) denial
 - 4) depression
3. A child who is in first grade has messy handwriting, does not know the alphabet, and is easily distracted during class. He has difficulty sitting still for more than a few minutes at a time and his parents describe him as very fidgety. These findings are characteristic of which childhood problem?
 - 1) attention-deficit hyperactivity disorder
 - 2) dysgraphia
 - 3) dyslexia
 - 4) emotional disturbance
4. A researcher studies language development by collecting data from a specific group of infants starting when they are six months old and continuing at six-month intervals for the next five years. This is an example of which developmental research design?
 - 1) cross-sectional
 - 2) experimental
 - 3) longitudinal
 - 4) sequential
5. A 60-year-old man runs a 100-yard dash and feels very short of breath. This never happened to him 20 years ago. This reflects which common physiological change that occurs with aging?
 - 1) lower hormone levels
 - 2) less cardiovascular efficiency
 - 3) declining agility
 - 4) slower neural conduction

6. What is the leading cause of death among preschool children in the United States?
 - 1) accidents
 - 2) diarrhea
 - 3) diphtheria
 - 4) pneumonia
7. A 14 year old acts responsibly, makes decisions independently, and accepts the consequences of inappropriate behavior. The parents of this adolescent probably relied most upon which parenting style?
 - 1) authoritarian
 - 2) authoritative
 - 3) permissive
 - 4) restrictive
8. Water from one of two identical full glasses is poured into a taller glass of a different shape. Which child will know that the taller glass contains the same amount of water as the shorter glass?

A child at the

 - 1) concrete operational stage who hears the procedure described verbally
 - 2) preoperational stage who hears the procedure described verbally
 - 3) concrete operational stage who observes the procedure
 - 4) preoperational stage who observes the procedure
9. Which is the main factor accounting for the high correlations between IQ and personality traits in identical twins who grew up in different environments?
 - 1) They shared the same prenatal environment.
 - 2) They have identical genotypes.
 - 3) They have identical phenotypes.
 - 4) Fifty percent of their genes are identical.
10. According to David Elkind, what is one form of adolescent egocentrism?
 - 1) excessive self-esteem
 - 2) fear of taking risks
 - 3) use of concrete operations
 - 4) imaginary audience
11. How is "grief" best defined?
 - 1) a change in status and role
 - 2) the burial rituals used in a culture
 - 3) an abnormal reaction to death
 - 4) an emotional response to loss
12. How does Levinson describe adulthood?
 - 1) a long, stable period
 - 2) process of continuous change
 - 3) rapid changes between stable periods
 - 4) stable periods alternating with transitional periods
13. Which early form of communication consists of only two or more essential words?
 - 1) functional grammar
 - 2) overextension
 - 3) telegraphic speech
 - 4) underextension
14. Infants who are deaf usually begin to babble at the same age as infants who can hear, even though their vocal language development does not continue. Which concept is illustrated by this situation?
 - 1) learning
 - 2) maturation
 - 3) modeling
 - 4) reinforcement
15. What usually happens to hearing in middle adulthood?
 - 1) Females and males both experience very little hearing loss.
 - 2) Females and males both experience the same amount of hearing loss.
 - 3) Males experience more hearing loss than females do.
 - 4) Females experience more hearing loss than males do.

16. A two year old struggles to button his shirt and angrily refuses help from his father. According to Erikson's theory, this child is most likely in which stage of psychosocial development?
- 1) autonomy versus shame and doubt
 - 2) industry versus inferiority
 - 3) initiative versus guilt
 - 4) trust versus mistrust
17. What is the relationship between age and plasticity in the brain?
- Plasticity is
- 1) greater at younger ages.
 - 2) greater at older ages.
 - 3) greatest at age 35 and then declines.
 - 4) constant throughout the life span.
18. When a one-week-old infant is held upright so that her feet just touch a surface, which reflex is most likely to occur?
- 1) Babinski
 - 2) Moro
 - 3) plantar
 - 4) stepping
19. Which statement best describes research findings regarding personality traits, such as neuroticism and openness, throughout adulthood?
- 1) Personality traits are generally stable over the life span.
 - 2) Personality traits usually change dramatically as a function of an adult's experiences.
 - 3) There is greater stability of personality traits in childhood than in adulthood.
 - 4) There is more variation of personality traits in late adulthood than in early adulthood.
20. A researcher is interested in whether the type of preschool program that children attend affects the children's grades when they are in elementary school. What is the dependent variable in this study?
- 1) age of the child
 - 2) grades received in elementary school
 - 3) type of preschool program attended
 - 4) placement in elementary school
21. Which technique is used to study perceptual development during infancy?
- 1) conservation studies
 - 2) double-blind studies
 - 3) equilibration studies
 - 4) habituation studies
22. The process of putting life in perspective occurs in which of Erikson's stages of psychosocial development?
- 1) autonomy versus shame and doubt
 - 2) integrity versus despair
 - 3) intimacy versus isolation
 - 4) generativity versus stagnation
23. Both work and parenthood help to address which psychosocial conflict for most adults?
- 1) identity versus role confusion
 - 2) generativity versus stagnation
 - 3) integrity versus despair
 - 4) intimacy versus isolation
24. Carol Gilligan's theory of moral development emphasizes the importance of which factor?
- 1) the rules of society
 - 2) the rights of individuals
 - 3) the individual's level of cognitive development
 - 4) interpersonal communication and relationships

25. According to Piaget's theory, which statement best describes the preoperational stage of cognitive development in children?
- 1) Children are able to solve problems logically, if the problems are focused on the present.
 - 2) Children begin to learn about themselves and the world around them, and begin to form concepts.
 - 3) Children are able to think about objects, events, or people that are not physically present.
 - 4) Children begin to think in abstract terms with little or no help from adults.
26. A couple has been informed that their newborn daughter has stubby fingers and a "webbed" neck. The parents are told that, in the future, their child may have difficulty with spatial and mathematical reasoning, be shorter than average, and probably will not be able to have children. These characteristics are typical of which sex chromosome abnormality?
- 1) the triple X pattern
 - 2) phenylketonuria (PKU)
 - 3) Klinefelter syndrome
 - 4) Turner syndrome
27. An adolescent's process of developing an ethnic identity may entail an active "ethnic identity search." This process is similar to which process in James Marcia's theory of identity formation?
- 1) achievement
 - 2) diffusion
 - 3) foreclosure
 - 4) moratorium
28. Which biological theory of aging holds that all human genes are programmed to produce changes that bring about death?
- 1) cross-linkage theory
 - 2) endocrine theory
 - 3) Hayflick theory
 - 4) wear-and-tear theory
29. At what age do infants typically first display the ability to turn the head in the direction of a sound?
- 1) at birth
 - 2) one week
 - 3) two weeks
 - 4) three weeks
30. Which stage does Vaillant add to Erikson's description of human development during early adulthood?
- 1) career consolidation
 - 2) early adult transition
 - 3) keeping the meaning
 - 4) postformal thought
31. Which developmental theorist emphasized that children's cognitive development is optimized by having adults or skilled peers actively assist them through the process of solving problems just beyond the child's ability level?
- 1) Noam Chomsky
 - 2) Jean Piaget
 - 3) B.F. Skinner
 - 4) Lev Vygotsky
32. Cross-sectional research on fluid and crystallized intelligence supports which conclusion?
- 1) Fluid intelligence peaks during young adulthood.
 - 2) Crystallized intelligence peaks during young adulthood.
 - 3) Fluid intelligence first declines in late adulthood.
 - 4) Crystallized intelligence first declines in middle adulthood.
33. Which term is used to describe children's emerging awareness and control of their intellectual skills and abilities?
- 1) intelligence quotient
 - 2) metacognition
 - 3) operational thought
 - 4) self-awareness

34. The second stage of labor in the birth process is characterized by which occurrence?
- 1) The cervix starts to dilate.
 - 2) Contractions expel the placenta.
 - 3) The newborn is delivered.
 - 4) The amniotic sac breaks.
35. Which type of thought has been characterized as relativistic and integrative in nature?
- 1) concrete operational
 - 2) postformal
 - 3) preoperational
 - 4) sensorimotor

SECTION FOUR

Rationales

To keep you from relying on question position rather than knowledge, the sample questions for this examination were not presented in chronological (content outline) order.

1.(IIC1)

- 1) The Lamaze method is applicable to both home and hospital births.
- 2) The Lamaze method was designed to reduce the use of anesthetics, but it does not eliminate the use of anesthetics or cesarean sections.
- *3) The central aspect of the Lamaze method is to reduce a patient's apprehension and awareness of labor pains by breathing and relaxation training.
- 4) Underwater births are not part of the Lamaze method.

2.(XB)

- *1) In the acceptance stage, the person recognizes impending death; preparations for a funeral are often part of this stage.
- 2) In the bargaining stage, the person sets distant deadlines, such as an event a year away, to forestall death.
- 3) In the denial stage, the person disputes the diagnosis or acts as though unaware of impending death.
- 4) In the depression stage, the person is sad and despondent but has not reached acceptance or planned for the inevitable death.

3.(VB5)

- *1) ADHD is characterized by short attention span, distractibility, and high levels of physical activity.
- 2) Dysgraphia is a learning disability in which a person is unable to write. Although the handwriting is messy, this child can write.
- 3) Dyslexia is a learning disability in which a person is unable to decode text. This child's reading ability is not indicated.
- 4) Emotional disturbance is a general category that does not refer to a specific pattern of symptoms.

4.(IB3a)

- 1) In a cross-sectional design, different groups of participants who are of different ages are studied. This study has one group of participants who are the same age.
- 2) In an experimental design, some aspect of the participants' experience is changed (the independent variable is manipulated). In this study, the infants are observed; there is no manipulation of an independent variable.
- *3) In a longitudinal design, a group of participants is studied over a long period of time. In this study, one group of infants is studied over a five-year period.
- 4) In a sequential design, different age groups are studied over a long period of time, and new groups are added. In this study, only one group is studied.

*correct answer

5.(IXB1)

- 1) Lower hormone levels do not cause shortness of breath.
- *2) The reduced cardiovascular efficiency characteristic of this age would directly cause shortness of breath during a strenuous activity such as running.
- 3) A decline in agility may occur with aging and could cause falls, but is not a direct cause of shortness of breath.
- 4) Slower neural conduction may occur with aging and may affect the speed of fine motor and cognitive tasks, but is not a direct cause of shortness of breath.

6.(IVA5)

- *1) Accidents account for approximately half of the deaths of preschool children in the United States.
- 2) Diarrhea is not a serious problem in the United States because of the clean water and food supply.
- 3) Diphtheria is no longer a major cause of death since children in the United States are routinely immunized against diphtheria in infancy.
- 4) Pneumonia is routinely cured with antibiotics in the United States.

7.(VIC4)

- 1) The authoritarian parenting style is associated with compliant or rebellious adolescent behavior, but is not usually associated with independent decision making by adolescents.
- *2) The authoritative parenting style is associated with adolescents who are self-reliant, responsible, and make decisions independently.
- 3) The permissive parenting style is associated with adolescents who tend to be less mature and responsible.
- 4) The restrictive parenting style is associated with adolescents who are compliant or resistive to authority, but do not make decisions independently.

8.(VB1)

- 1) A child at the concrete operational stage will understand the concept of conservation, but will perform conservation best when he or she actually observes the procedure, rather than just hears about it.
- 2) A child at the preoperational stage cannot mentally reverse a transformation and would say that the taller glass now has more water.
- *3) A child at the concrete operational stage can observe a change in a quantity and mentally reverse it, and so will be able to understand that the quantity of water remains the same.
- 4) A child at the preoperational stage cannot understand that the quantity remains the same even when seeing the procedure demonstrated.

9.(IIA6)

- 1) There is no evidence that a shared prenatal environment is a critical determinant in the similarity between identical twins.
- *2) Identical twins come from the same ovum and sperm, and therefore have identical genetic structure. Genetic code accounts for the IQ and personality trait correlations among twins reared in separate environments.
- 3) Phenotype refers to outward physical appearance. Phenotypes are usually not identical, even in genetically identical twins.
- 4) In identical twins, 100% of their genes are identical.

10.(VIB2)

- 1) Rather than experiencing excessive self-esteem, many adolescents experience a loss of self-esteem at puberty.
- 2) Adolescence is often marked by increased risk-taking, rather than a fear of taking risks.
- 3) Concrete operational thinking is associated with middle childhood; in adolescence, there is typically a transition to formal operations, and this transition is related to adolescent egocentrism.
- *4) Imaginary audience refers to the adolescent's belief that others are avidly watching and evaluating the adolescent's behavior.

*correct answer

11.(XD)

- 1) Although the death of a loved one may affect the status and role of the survivor, it is not the same as the survivor's emotional response to the loss.
- 2) Burial rituals are a part of traditional bereavement but they do not necessarily address the survivor's emotional response to the loss.
- 3) Grief is a normal, rather than abnormal, reaction to the death of a loved one.
- *4) Grief is an individual's emotional response to a loss, such as the death of a loved one.

12.(VIC1)

- 1) Levinson's is a stage theory of adulthood, in which periods of change alternate with periods of stability; adulthood is not one long, stable period.
- 2) Levinson argues that adulthood is marked by periods of stability during which there is little change; adulthood is not a process of continuous change.
- 3) In Levinson's theory, when changes occur, they are gradual, not rapid.
- *4) Levinson's study found that stable periods alternate with transitional periods, and that both periods are years in duration.

13.(IVB3)

- 1) Functional grammar is a working knowledge of appropriate word order and sentence structure.
- 2) Overextension is the tendency in early childhood to overapply morphological and grammatical rules to exceptional situations (e.g., "foots" instead of "feet").
- *3) Telegraphic speech is the stage when a child can combine words into sentences, but leaves out words and parts of words that are not essential to the meaning (for example, "Mommy go store"). The term "telegraphic" refers to telegrams that charged by the word, so only the essential words were included.
- 4) Underextension is the failure to apply grammatical and morphological rules in appropriate situations.

14.(IA3)

- 1) Vocal language learning is not possible in infants who are unable to hear language being spoken.
- *2) Maturation refers to development that is based on a person's genetic blueprint and is, therefore, basically unaffected by the presence or absence of environmental input. Babbling begins when the infant is physically able to make sounds, and is an example of maturation.
- 3) Modeling is a form of learning in which the child imitates the behavior of another person. Early babbling by infants is related to maturation; it is not related to infants imitating behavior. A child who cannot hear cannot imitate babbling or any other speech sounds.
- 4) Reinforcement refers to strengthening a behavior through a pleasurable consequence. When infants who are deaf babble, their babbling is maturational rather than being affected by reinforcement.

15.(VIII A1)

- 1) Both females and males experience some hearing loss as they age.
- 2) Males experience more hearing loss than females as they age.
- *3) Males experience more hearing loss than females because of physiological factors.
- 4) Females do not experience more hearing loss than males as they age.

*correct answer

16.(IC2)

- *1) Autonomy vs. shame and doubt is Erikson's second stage, ages 1 to 3. During this stage, children assert their own will; a two year old wants to "do it myself." When parents continue to do everything for children, the children may doubt their abilities and develop shame and doubt.
- 2) Industry vs. inferiority is Erikson's stage corresponding to middle childhood. Children can use their increased cognitive and physical abilities in this stage to develop new skills and complete tasks. Experiences of failure during this stage may lead to a sense of inferiority.
- 3) Initiative vs. guilt is Erikson's stage of early childhood, ages 3 to 5. During this stage, children may try many new things although they may not successfully complete as many tasks as in the industry stage. Children in very strict environments that do not support curiosity and exploration may develop guilt.
- 4) Trust vs. mistrust is Erikson's stage of infancy. An infant who is nurtured learns to trust the world through being fed and held with affection. An infant who is neglected experiences the world as an untrustworthy place.

17.(IIIB1d)

- *1) Plasticity is the ability to change and adapt. Early in life, the brain has some potential to adapt to injuries by having different areas of the brain take over the functions of damaged areas.
- 2) The brain's ability to change and adapt decreases with age.
- 3) Some growth in brain cell projections occurs in middle age; however, the greatest period of brain plasticity occurs in infancy and childhood.
- 4) Brain plasticity is not constant throughout the life span, it is greater earlier in life.

18.(IIIA1)

- 1) In the Babinski reflex, the toes fan out when the sole of the foot is stroked.
- 2) The Moro reflex is a startle response in which the arms fling out and then join together, the skin flushes, and crying may occur.
- 3) The plantar reflex occurs when the sole of the foot is irritated and the toes contract. It indicates neurological health.
- *4) The stepping reflex occurs when the infant is held upright with the feet touching a surface. Both legs move in a pattern similar to walking although the infant cannot support her weight.

19.(VIIC1b)

- *1) Longitudinal studies by Costa and McCrae and others have found five basic personality clusters (extroversion, openness, agreeableness, conscientiousness, and neuroticism) that remain stable throughout adulthood in most individuals.
- 2) Adult experiences have not been shown to dramatically change personality traits in adulthood.
- 3) Personality traits are less stable in childhood as the major characteristics are still developing.
- 4) Most people's personality traits are resistant to change in late adulthood.

20.(IB2b)

- 1) Age is not a variable in this study since all the children are preschoolers at the onset of the study.
- *2) The researcher is measuring the effects of the program by looking at grades. Grades are used as the test or measure of the outcome. When studying the effects of a variation in experience on a resulting behavior, the resulting or outcome behavior is the dependent variable.
- 3) The type of preschool program is the independent variable. The researcher is trying to find out how the variation in programs, the independent variable, affects later school grades, the dependent variable.
- 4) Placement in elementary school is not being systematically examined in this study.

*correct answer

21.(IIIB2a)

- 1) Conservation is an aspect of concrete operational thinking that develops around the ages five to seven, not in infancy.
- 2) Double-blind studies are used to assess the effects of interventions such as drug treatments, when neither the participants nor the researchers know who has the real treatment and who has the placebo.
- 3) Equilibration studies would be designed by a Piagetian researcher to test the stability of a child's cognitive schemas.
- *4) Habituation is a decreased response to a repeated stimulus. In studying infant perception with this technique, when a visual or sound stimulus is presented repeatedly, the infant will show decreased interest. When a different stimulus is presented, if the infant shows renewed interest, we know that the infant perceives the stimuli as different.

22.(IXD3)

- 1) Autonomy versus shame and doubt is Erikson's second stage, age 1 to 3, when children develop increased control of their bodies and behavior and want to do more things for themselves.
- *2) Integrity versus despair is Erikson's stage of late adulthood. In successful aging, one can reflect on one's life as having had meaning; conversely, despair involves the feeling that life was meaningless.
- 3) Intimacy versus isolation is Erikson's stage of early adulthood during which individuals struggle to develop mature relationships.
- 4) Generativity versus stagnation is Erikson's stage of middle adulthood in which the developmental goal is to provide for the next generation, through parenting, mentoring at work, and other future-oriented activities.

23.(VIIC2)

- 1) Identity versus role confusion occurs during adolescence as the individual seeks to develop a work identity. For most people, this is an event that occurs prior to the occurrence of parenthood.
- *2) Generativity versus stagnation is Erikson's stage of middle adulthood in which the developmental goal is to provide for the next generation, through parenting, mentoring at work, and other future-oriented activities.
- 3) Integrity versus despair is Erikson's stage of late adulthood. In successful aging, one can reflect on one's life as having had meaning; conversely, despair involves the feeling that life was meaningless.
- 4) Intimacy versus isolation is Erikson's stage of early adulthood during which individuals struggle to develop mature relationships.

24.(VIC2)

- 1) Gilligan notes that many women are less concerned with rules and laws than they are with caring for others and maintaining good relationships.
- 2) Gilligan's theory explicitly rejects the view that good moral decision making must be solely concerned with the rights of individuals. Instead, Gilligan argues that women tend to focus on what is best for many people.
- 3) Cognitive development can influence moral decision making, but it is not the central factor discussed by Gilligan.
- *4) According to Gilligan, women most value the maintenance of good relationships and open lines of communication when they strive to resolve moral dilemmas.

*correct answer

25.(IC4)

- 1) This statement describes a later stage, concrete operations, when a child can solve logical problems if the objects represented in the problems are present.
- 2) This statement describes the beginning of concept formation that occurs in infancy during the sensorimotor stage.
- *3) This statement describes the preoperational stage in which children begin to pretend and to relate past experiences to present ones and to think symbolically.
- 4) This statement describes the formal operational stage when abstract thought develops.

26.(IIA7)

- 1) The triple X pattern (having three X chromosomes) results in females with normal physical appearance and mental retardation.
- 2) PKU is a disorder caused by a recessive gene that prevents the infant from metabolizing a protein. Left untreated, PKU results in mental retardation.
- 3) Klinefelter's syndrome occurs in males who have an extra X chromosome which results in underdeveloped testes and enlarged breasts.
- *4) The question describes the physical and cognitive signs of Turner syndrome which occurs in females who are missing an X chromosome, making their chromosomal pattern XO instead of XX.

27.(VIC1)

- 1) Achievement of identity occurs after a crisis has been resolved and a commitment to an identity has been made.
- 2) Diffusion is experienced by individuals who have not experienced a crisis nor made a commitment. This stage involves the development of a sense of accomplishment, proficiency, and work ethic.
- 3) Foreclosure occurs when a person makes a commitment to an identity before going through a crisis or searching process.
- *4) Moratorium involves experiencing a crisis that prompts an individual to actively seek a psychological identity. The adolescent would search for the aspects of ethnic identity that mean the most to her or him, and continue to look for definitions of this identity.

28.(IXA)

- 1) In the cross-linkage theory, aging and death occur because tissues become less elastic as cellular proteins become bound to each other, and, therefore, the efficiency of cell function is reduced.
- 2) In endocrine theory, hormonal changes lead to aging and death.
- *3) In Hayflick theory, there is a genetically set limit to the number of times tissue cells can regenerate. When that limit is reached, organs cease to function and death occurs.
- 4) In wear-and-tear theory, death occurs because organs wear out and cease to function as a result of age and usage.

29.(IIIA2)

- *1) Within moments of birth, infants can turn their head in the direction of a sound.
- 2) See 1).
- 3) See 1).
- 4) See 1).

*correct answer

30.(VIIC1)

- *1) While Erikson focused on psychosocial stages, Vaillant's longitudinal study put more emphasis on career development and choices.
- 2) Early adult transition is a stage in Levinson's description of adult development.
- 3) Keeping the meaning is a phrase used in the context of Erikson's stage of generativity versus stagnation.
- 4) Postformal thought is a stage of development proposed by research in cognitive development in adulthood. Postformal thought is a more contextual form of thinking than formal thought.

31.(IVB2)

- 1) Chomsky's theory focused on language acquisition and transformational grammar.
- 2) Piaget's approach to cognitive development emphasized the child as an independent explorer who learns from her or his own experience rather than from adult intervention.
- 3) Skinner focused on behavioral learning and rejected the constructs of cognitive development.
- *4) Vygotsky found that children can solve problems with adult assistance when the problems are just beyond their level of proficiency. He called this the "zone of proximal development." Vygotsky's approach to learning involves more social intervention than the others.

32.(VIIB2)

- *1) Fluid intelligence refers to the capacity to learn new material. Cross-sectional research finds that this ability peaks in early adulthood and then gradually declines.
- 2) Crystallized intelligence refers to factual knowledge, specific skills, and abilities affected by experiences. Research has shown that this remains stable or increases with age.
- 3) Research has shown that fluid intelligence begins to decline after young adulthood.
- 4) Crystallized intelligence remains stable or increases with age.

33.(VB3)

- 1) Intelligence quotient refers to scores obtained on an intelligence test.
- *2) Metacognition refers to the knowledge children acquire about their abilities, thought processes, and memories.
- 3) Operational thought refers to the use of logical thought processing.
- 4) Self-awareness is a broad term that extends to children's knowledge of their personalities, social skills, and other characteristics.

34.(IIC2)

- 1) The cervix begins to dilate in the first stage of labor.
- 2) The placenta is expelled during the third stage of labor, after the baby is delivered.
- *3) The second stage of labor begins when the baby's head emerges and continues until the baby completely emerges.
- 4) The amniotic sac breaks during the first stage of labor.

35.(VIIB1)

- 1) Concrete operational thought, age 7 to 11, is rooted in the present and does not involve abstract, relativistic, or integrative thinking.
- *2) Postformal thought can emerge in adulthood. It is more relativistic and contextual than formal thought. A postformal thinker has the experience to decide what problems are important and to weigh different theories that may account for a set of facts.
- 3) Preoperational thought is illogical, intuitive, and tied to the here-and-now. No relativistic thinking is possible during this stage, age 2 to 7.
- 4) Sensorimotor thought develops in infancy and is rooted in sensation and physical action. It is nonsymbolic and concrete. Abstraction, relativism, and integration are not possible during this first year of life.

*correct answer

SECTION FIVE

Taking the Exam

Registering for Your Exam

Register Online

www.excelsior.edu/examregistration

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

Examination Administration

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

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

The system is designed to be as user-friendly as possible, even for those with little or no computer

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Before taking your exam, we strongly encourage you to go on a virtual tour of the testing center. To access this tour, click the What to Expect in a Pearson VUE test center at the following link: home.pearsonvue.com/test-taker/security.aspx

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

Breaks

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

Online Proctoring

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

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

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

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

On the Day of Your Exam

Important Reminders

On the day of your exam, remember to:

- dress comfortably: the computer will not mind that you're wearing your favorite relaxation outfit
- arrive at the test site rested and prepared to concentrate for an extended period
- allow sufficient time to travel, park, and locate the test center
- be prepared for possible variations in temperature at the test center due to weather changes or energy conservation measures
- bring your ID, but otherwise, don't weigh yourself down with belongings that will have to be kept in a locker during the test.

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- All examinees must agree to the terms of the Excelsior College Academic Integrity Policy before taking an examination. The agreement will be presented on screen at the Pearson VUE Testing Center before the start of your exam.
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- your exam will be terminated
- you will be required to leave the testing center
- you will not be eligible for a refund. For more information, review the Student Policy Handbook at www.excelsior.edu/studentpolicyhandbook.

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

UExcel Grade Report

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

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

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

Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination. This examination satisfies the Social Science core requirement in life span developmental psychology for the Excelsior College associate degrees in Nursing. Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing. Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable grade.

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Sample Grade Report

Excelsior College
GRADE REPORT FOR EXAMINATIONS

Contact ID:

Test Date: 11/21/2020

Letter Grade: C

Examination Code and Title: 210 Statistics

Recommended Credit:
3 Lower Level

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

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

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