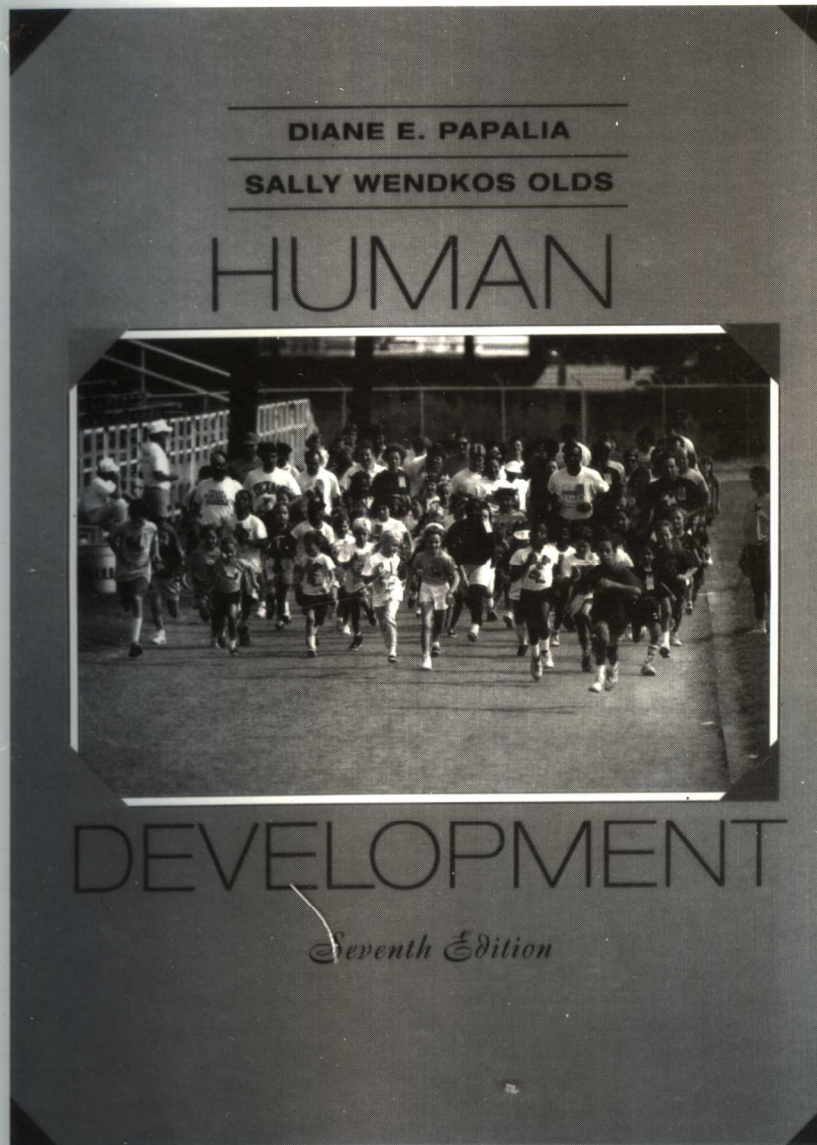


# Study Guide with Readings



*Prepared by*  
Thomas L. Crandell  
Corinne Haines Crandell

# Study Guide with Readings

to accompany

# HUMAN DEVELOPMENT

*seventh edition*

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Papalia/Olds

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# Preface

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## TO THE STUDENT

This *Study Guide with Readings*, which accompanies *Human Development*, Seventh Edition, by Papalia, Olds, and Feldman is designed to help you learn and master the material presented in the textbook. This *Study Guide* has been thoroughly revised and updated to reflect the exciting and important changes presented in the textbook.

As an educational psychologist and college professors for over 25 years each, we recognize that people differ with respect to their learning styles and preferences. Consequently, we encourage you to continue using the study methods and techniques which you have found successful. At the same time, however, you should recognize that each new learning experience brings with it a unique set of objectives, vocabulary, and applications. We have written and organized the *Study Guide* with the express purpose of making the important facts, terms, and concepts discussed in the textbook easier for you to identify, learn, and recall.

Also, we believe that if you follow our suggestions for using the *Study Guide* and for studying and taking tests, you will improve your performance on classroom quizzes and avoid--or at least reduce--the anxiety which often debilitates students at exam time.

While the *Study Guide* is designed to help you organize and learn information more effectively, remember that there is no "fast track" to learning. Learning is the result of

motivation, organization, and hard work. The student who wants high grades and has the diligence to study for them should find this *Study Guide* especially helpful.

In addition, the student who has been away from formal schooling for some time will find that the *Study Guide* provides an easy-to-use framework for identifying and learning important material in the text, organizing study time, and preparing for tests and examinations with more confidence.

For those students with visual learning difficulties, we provide you with information to access taped textbooks in this *Preface* section.

A new useful feature of our *Study Guide* is a brief introduction to the Internet with a listing of many useful sites for students and professionals in psychology. You may wish to pursue timely information on a topic in your text through the searchable database sites for a required research paper. Should you decide to join Psi Beta or Psi Chi (national honorary psychology organizations for two-year and four-year college students), you can visit their national web sites or look into your own college chapter. Also, should you desire further information on careers in psychology or the finances to pursue your career through the doctoral level, several helpful sites are provided.

Enjoy your course in human development!

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## ORGANIZATION OF THE STUDY GUIDE

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Each chapter in the *Study Guide* corresponds to the same chapter in the textbook. The chapters are all organized according to the following scheme.

### Introduction

The first section--the introduction--provides you with a brief overview of the main topics discussed in the textbook chapter.

Use the introduction to familiarize yourself with some of the important issues in the chapter and to organize your thinking in preparation for learning the major facts and concepts that will be presented.

### Chapter Outline

The chapter outline gives all the headings and subheadings within the text chapter and thus shows you the complete structure, or framework, of the text material. Enough space is left between entries for you to make brief notes.

The chapter outlines will help you preview each chapter, will clarify the relationship among topics and subtopics, and will later be useful for reviewing.

### Key Terms

This section of key terms provides you with a list of the basic vocabulary that you should learn in each chapter. It is designed to help you focus on the most important terminology--which reflects the most important information and concepts.

The key terms are listed in alphabetical order, and space is provided for you to make short notes of definitions or examples. Note that for each key term, a page number in the text is cited; this is where the definition or explanation is located. Once you have made notes of definitions, examples, or both, the key terms sections will be an excellent reference to review for examinations.

## Learning Objectives

Each learning objective corresponds to a major principle or concept discussed in the main text. The learning objectives let you know in advance what will be required of you; you should also find that, by making new words and concepts seem familiar, they will make the material easier to grasp.

We have left some space between objectives so that you can take notes as you read the textbook chapter.

Some of the objectives require rote learning of the text material (examples are those which ask you to define, list, describe, or explain). Other objectives focus on higher-level comprehension of abstract conceptual material (examples are those that ask you to compare and contrast or to analyze). You should read all the objectives before you read the text chapter. By doing so, you will give yourself an organizational framework for integrating and understanding the material in the text.

The learning objectives also serve as a yardstick to measure your understanding of the text and will indicate if you need to spend more time studying certain material.

Furthermore, the objectives can be particularly beneficial if your instructor gives essay-type questions or examinations, since essay questions may often resemble these objectives. Writing out "answers" to some of the objectives will give you practice in dealing with essay exams.

## Supplemental Readings

For each chapter in the textbook, we have selected an interesting current article which complements or expands on one or more important concepts. The readings are intended to "bring to life" some of the issues which are presented more theoretically in the text.

Collectively, the readings should have something for everyone, and each reading is a provocative and insightful analysis of an issue reflecting one of the developmental tasks of life.

Two or three general questions follow each reading, to help you assess your understanding of the issues in the article and how they relate to the material in the text.

## Self-Tests

The section of self-tests is a carefully selected group of objective questions--multiple-choice and completion items--that tests your understanding of facts and concepts in the textbook chapter. Working out answers to these questions will help you to integrate the chapter material and prepare for questions you might encounter on examinations.

Key terms from the chapter have been incorporated into the self-test questions and answers to insure that you learn the relevant information.

## Answer Key

Answers are provided for each item in the self-tests. It is a good idea to check off or highlight any questions you missed and spend additional time on that material, referring back to the textbook. To help you restudy the material you find troublesome, we have provided a text page reference for each answer.

Note also that the multiple-choice items are coded *factual* or *conceptual* to indicate the type of learning being measured by the test item. Conceptual questions are of greater difficulty and require you, the student, to apply and analyze the information you are learning from concepts in each chapter.

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## STUDYING, TAKING TESTS, AND YOU

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Let's face it--if you are using this *Study Guide* as part of a course, one of your personal objectives is passing examinations. You want to know how to do well on exams and, in particular, how the *Study Guide* can help you.

There are several different ways to learn anything, and how you study for a test--that is, how you go about learning--can affect your ability to answer test questions. To take a very simple example, you may be able to recognize the names of the authors of your textbook if you are presented with lists of names and asked to choose the correct answer (a multiple-choice question):

1. The authors of your textbook are
  - a. Crandell and Crandell
  - b. McGraw and Hill
  - c. Papalia, Olds, and Feldman
  - d. Watson and Skinner

However, you may not be able to recall the authors' names if you are asked to produce them without being given any choices (a completion question):

2. The authors of your textbook are \_\_\_\_\_ and \_\_\_\_\_.

This difference between *recognition* and *recall* is only one aspect of studying and learning.

Research shows that there are at least four main obstacles which prevent students from doing as well as they should on tests. (Note that none of these obstacles have to do with ability.)

*Obstacle 1:* Some students have difficulty seeing relationships between new concepts and what they already know. Consequently, they do not know how to study effectively.

*Obstacle 2:* Some students do not know how to use supplemental instructional materials (such as this *Study Guide*) effectively.

*Obstacle 3:* Many students have never developed a successful strategy for preparing for and taking tests, especially objective tests: multiple-choice, matching, completion, and true-false items. (You might say that they are not "test smart.")

*Obstacle 4:* Many students develop test anxiety.

On the following pages, we offer specific strategies that will help you overcome these obstacles.

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## USING THE STUDY GUIDE TO LEARN MORE EFFECTIVELY

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To improve your overall understanding of the material in the textbook and to help yourself recall that material on tests, follow these steps in the sequence described:

### Step 1: Preview the Chapter

Before reading each chapter in the textbook, read the introduction to the chapter in the *Study Guide* and preview the key terms.

Next, read and familiarize yourself with the chapter outline and the learning objectives in the *Study Guide*. This will help you see the scope and direction of the material in the text. The *Study Guide* serves as an advance organizer (a bridge between old and new learning), enabling you to anticipate important issues, facts, and concepts in the textbook.

This preview should take only a few minutes.

### Step 2: Read the Chapter

*Creating study units.* Read the textbook chapter, but *don't* try to read the entire chapter at one sitting. Research has demonstrated that the capacity for long-term retention increases if we do not try to overload our short-term memory with too much new information at one time.

Therefore, break the chapter into smaller "chunks" or units for study. You can use the chapter outlines in the *Study Guide* to establish your "chunks" or study units. Preferably, each unit, and thus each learning session, should cover only about 7 to 9 pages of the text.

*Using the key terms and learning objectives.* As you read the textbook chapter, use the space provided in the *Study Guide* to define each key term briefly and to jot down short notes for each of the learning objectives. The purpose of this approach is to involve you directly with the material during and following your reading of the textbook.

Using the key terms and objectives in

this way will make you actively involved in reading, and being an active reader will increase your learning and comprehension of the material.

Merely reading a chapter passively does not mean that you have mastered it. Everything may seem to make sense as you read it; however, if you try to recall the material or summarize the main points, you will frequently find that terms, concepts, and names are not retrievable. On the other hand, by defining key terms and responding to the learning objectives, you will make the information in the chapter more significant and hence easier to recall on a test (or, for that matter, in appropriate situations in "real life").

### Step 3: Review the Chapter and Test Your Mastery

After you have read the chapter--being sure to follow the procedure described in Step 2--you should review what you have learned. (Remember to use the chapter outline, key terms, and learning objectives for reviewing.)

Then take the self-tests in the *Study Guide*. The purpose of the self-tests is to evaluate your understanding and recall of the material and to reinforce what you have learned.

As we've already noted, an answer key is provided at the end of each chapter in the *Study Guide*, so that you can check your answers to the self-tests.

Take the self-tests seriously. If you could not answer a question, do not merely look up the correct answer in the key. For each answer in the key, a text page reference is given; use this reference to find the textbook passage that answers the question, and reread that passage. Then reanswer the question. In this way, you will shore up any areas that need additional review and help store the information in long-term memory.

### Step 4: Reread the Chapter

Reread the textbook chapter, and then go through the self-tests again. As you go through Step 4, you should find that the chapter material is more "connected"--and therefore much easier to remember.



## Summary: The Four Steps

In summary, these are the steps we recommend that you follow.

**Step 1: Preview.** Read the introduction to the chapter in the *Study Guide*, and examine the key terms.

**Step 2: Read.** Break the textbook chapter down into small study units, and read it one unit at a time. As you read, write in the *Study Guide* brief definitions of the key terms and brief notes on each of the learning objectives.

**Step 3: Review and test yourself.** Review what you have learned; then take the self-tests in the *Study Guide*. Check your answers against the answer key and correct your mistakes.

**Step 4: Reread.** Read the textbook chapter again, and then take the self-tests again.

## A Note on Learning and the Senses

Keep in mind that not everyone learns in the same way. For example, some students understand information better when they see it in written form--they learn best from the textbook, the *Study Guide*, lecture notes and handouts, etc. Other students prefer to hear information; they learn best from listening to lectures, making and listening to tape recordings of lectures, making and listening to recordings of their own notes on the learning objectives and their own definitions of terms, and studying with other student groups where answers can be discussed.

If you need oral assistance in learning, you should be aware that many textbooks have been recorded on tape; check with your library to see if *Human Development* by Papalia and Olds is available. You may also be able to work directly with a tutor on your campus. Some colleges provide "note-takers" for students who need this extra assistance.

Of course, many people learn best by combining seeing and hearing. By simultaneously using the senses which are most helpful to you, you will make the material more memorable and more retrievable at test time.

## Instructional Materials for Students with Visual or Learning Disabilities

If you have been formally tested and identified as having a visual learning disability, you are eligible to get recorded books free of charge from the Recordings for the Blind in Princeton, New Jersey. This library has nearly all published textbooks on special 3/4" cassette tapes available to any learner who is classified as legally blind, visually impaired, or learning disabled with visual perceptual difficulties. You can call RFB toll free at 1 (800) 221-4792 to get an application, which must be filled out by a school psychologist, private psychologist, physician, or local vocational testing agency (testing is usually free from this type of agency). This is a short form in which the student's learning disability is identified by a professional. There is a one-time fee (about \$25) for lifetime use of any materials.

Most college textbooks should be available. If a book is not yet on cassette, you can make the request, and the Recordings for the Blind will prepare your text for you (expect a short wait).

The Library of Congress in Washington, DC, also provides recorded leisure reading materials for free through their Talking Book Program at 1 (202) 707-5100.

## Getting Recorded Textbooks for the Semester You Need Them

If you can find out at the end of each semester what textbooks you will need for the following semester, you should be able to get your books on 3/4-inch cassette on a timely basis. Contact your college professors or college bookstore directly for the required reading list for the following semester. Textbook requests are usually turned in by November for the spring semester and by April for the summer sessions and fall semester.

The special cassette player that will play the 3/4-inch cassettes can be borrowed for free by the student from your own state Library for the Blind (usually located in your state's capitol). For example, a resident in New York state can call (518) 474-5935 to make this request. This recorder will be sent to you on loan for as long as you need it.

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## PREPARING FOR AND TAKING TESTS

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There are at least four factors that can prevent you from doing your best on tests and examinations: (1) ineffective studying, (2) ineffective use of supplemental materials, (3) lack of strategies for taking tests, and (4) inability to overcome test anxiety. Our step-by-step procedure for using the *Human Development* textbook and this *Study Guide*--a procedure which can also be adapted for use with other textbooks and other supplements--will help you overcome the first two of these barriers. Strategies for taking tests and dealing with test anxiety are beyond the scope of this *Study Guide*, but we can give you some useful, if brief, advice.

### Overcoming Test Anxiety

*Test anxiety* can be defined as a feeling of helplessness before or during a test.

It is important to realize that examinations cause many people to become anxious and that this is normal. Complete freedom from test anxiety is unattainable; and even if it were attainable, it would probably not be desirable. Low to moderate anxiety before a test actually tends to have a positive effect on test performance.

However, if your test anxiety is so high that it prevents you from demonstrating what you have learned, then it becomes a problem and should be addressed. Unfortunately, such anxiety is usually a complex problem, which often cannot be traced to any single cause. Personality traits (such as a tendency to take risks), emotional states (such as a negative outlook and fear of failure), and personal needs and priorities (such as overemphasis on grades) can sabotage your performance on tests.

If you consistently experience test anxiety, we recommend that you make an appointment with someone in the college or university counseling center to discuss the problem and work out a procedure for dealing with it. College counselors are trained to help you assess the cause or causes

of your test anxiety and to provide you with strategies for reducing it and for improving your performance on tests.

### Becoming "Test Smart"

Students who are "test smart" are able to prepare for tests efficiently and to take advantage of the characteristics of tests.

For example, different tests (such as multiple-choice tests and essay tests) have different properties, which students can be taught to recognize. In fact, your college library or bookstore should be able to provide materials dealing with the nature of tests and "test smarts"; and we can recommend one such reference: a practical, pocket-sized book by Jason Millman, entitled *How to Take Tests* (Cornell Publishing, Cornell University, Ithaca, New York). Some colleges also offer workshops or study sessions on how to take different kinds of tests. Remember that instructors want your test scores to reflect what you have learned. If you do poorly because you do not understand the nature of the test, then the test becomes an obstacle to accurate assessment rather than a tool for assessment. Familiarizing yourself with various kinds of tests will help ensure that your grade will be determined by your learning.

Below, we suggest some strategies that will help you prepare for and take tests, so that an examination will become a genuine opportunity for you to demonstrate what you have learned.

### Intellectual Preparation

Preparing for a test has intellectual, emotional, and physical aspects. Let's look first at some strategies for intellectual preparation.

- Attend classes.
- Follow our step-by-step procedure for using *Human Development* and the *Study Guide*. Remember that this procedure can be adapted for use with other textbooks and supplements.
- Schedule regular study sessions in a specific, quiet place; and set small, reachable goals for each study session.

- Study relevant quizzes and tests that you have already taken.
- Become familiar, in advance, with the purpose and format of the test. Ask your instructor what types of questions will appear.
- Some professors may share copies of old exams with those students who ask for them. See if your professor will put copies of old exams on reserve in your campus library.
- See yourself--realistically--as succeeding on the test.

### Emotional and Physical Preparation

Now let's look at some strategies for preparing yourself emotionally and physically.

- Appreciate the usefulness of the test.
- Relax.
- Concentrate.
- Get a good night's sleep before the test.
- Eat a good meal before the test. Avoid sugars before the test, and consume no caffeine.
- Arrive early for the test, and come prepared with all necessary supplies (such as #2 pencils, erasers, pens, paper).

### Taking the Test: General Strategies

*Use time wisely.* Since the time allowable for taking the test is limited, it's important to use that time efficiently.

- Find out how long you have to complete the test.
- Look over the entire test briefly before you start to answer any questions. Find out which items yield the most points.
- Begin to work as rapidly as is possible with some reasonable assurance of accuracy.
- At the outset, omit items that stump you, or just take a guess. If you have enough time when you've completed the rest of the test, remember to return to these items.
- Work immediately, and quickly, on the items which will yield the most points.
- If you become too nervous to work, stop

briefly and use some relaxation techniques to calm yourself.

- If you have any time left when you've finished the test (including any difficult items you skipped at the beginning), use it to reconsider and improve your answers. As a rule, however, don't change an answer unless you are absolutely certain that you misread the question initially or that you missed some important aspect of it. Your first answer is often the correct one.

*Read all directions and questions carefully.* Students often lose points simply because they haven't followed directions or because they have misinterpreted questions.

- Before you start writing, become familiar with the test directions.
- Pay particular attention to the directions that most influence how you will take the test.
- Ask the examiner for clarification when necessary.
- Keep the test directions in mind while you are answering the questions.
- Be careful to read each question "as is"--not as you might like it to be.
- Pay attention to any vocabulary terms that appear in the questions. If you are allowed to make your own notes on your exam paper, sometimes it helps to circle or highlight vocabulary terms in a question; this can help you pinpoint what the question is asking for.
- If you can write your own notes on the exam paper, it may be helpful in multiple-choice to cross out answers that you have eliminated as incorrect and in matching sections to cross off items you've already paired up.

### Taking the Test: Strategies for Specific Types of Questions

*Multiple-choice items.* The typical multiple-choice format consists of an incomplete sentence with several options for completing it or a question with several possible answers. (You may have to circle the correct choice, or write its identifying letter or number in an answer space.)

- Read the fragment or question carefully, anticipate the answer, and then look for your anticipated answer among the choices.
- Especially look for qualifiers such as *not, all of the following except, ...*
- If the choices do not include the answer you anticipated, consider all the alternatives using a process of elimination. It can be helpful to treat the item as a "completion" question, covering all the choices and then uncovering one at a time.
- If, in a four-choice format, you have eliminated two of the choices but are undecided about the remaining two, treat each of the remaining two as a "true-false" question.
- Relate each option to the question.

**Matching items.** The typical matching format consists of two sets of items to be paired off. They might be in side-by-side columns; or one set might be inside a box, or there may be some other setup. (Arrangements for indicating the answers vary.)

- As always, read the directions carefully.
- Count the number of items in each set.
- Determine the relationship between the two sets.
- Try the first item. If you can't find its "partner" in the second set, skip to the second item. Keep skipping until you find one matching pair, then go on until you find another pair, and so on.
- When you have matched all the items you know, use a process of elimination for the remaining items. If you are allowed to write your own notes on the exam paper, cross out the items you have already matched.

**Completion items.** The typical completion, or "fill-in" item is a sentence with one or more blanks; you are to make the sentence read correctly by supplying whatever is needed in each blank. (You may be asked to write your answer in the blank itself or in a separate answer space.)

- Give a general answer if you don't know the specific answer.
- Examine the sentence for grammatical clues. (For example, *a* or *an* preceding a

blank tells you that the answer is singular; *these* or *those* tells you that the answer is plural.)

**True-false items.** The typical true-or-false item is a statement which you are to identify as correct or incorrect. (You may have to write *T* or *true* or *F* or *false* in an answer space; or check off or circle a *T* or an *F*.)

- Remember the odds (50-50).
- As always, read each item carefully.
- Look for qualifiers (*not, new, recent*)
- Watch for absolute terms (*always, never, all, none, every*). Items using absolute terms are usually false.
- Watch for conditional terms (*some, few, occasionally, sometimes*). Items using conditional terms are usually true.

**Essay items.** An essay item may be phrased as a question ("Why did Freud believe that ... ?" or as an imperative ("Explain why Freud believed that ..."). You are to write a full answer. Often, your answer will be graded not only for content but also for grammar and for the logic of your presentation. (Space may be provided for each answer; or all the essay items may be on a printed sheet, with answers to be written in an examination booklet or on your paper.)

- When a test has more than one essay item, read each one carefully.
- If you are allowed to make notes on the exam paper, jot down beside each essay item the relevant points that occur to you.
- If you can make notes on the exam paper, you may also want to highlight or circle parts of the question that indicate exactly what you are being asked to write about.
- Analyze the verbs in the item: *contrast, compare, describe, list, explain*, etc. Circle them for emphasis if that is permitted.
- Organize your answer before you start writing.
- If you are not sure of the best answer, quickly write down all your ideas.
- Follow a format: introduction, body, conclusion.
- If you do not have enough time to write a full essay answer, give your answer in outline form.

- When you have finished an essay item, read it over. Check to be sure that you have followed each of the direction verbs you identified (you may have circled these, as noted above).
- **WRITE LEGIBLY.** Some students print more legibly than they write.

*"Bubble sheets" and optical scanner sheets.* These are not, of course, types of questions; nevertheless, they are formats that you should know how to deal with. A few hints:

- Bring at least two No. 2 pencils with an eraser.
- If permitted, mark your answers on your test booklet first; and when concluded, carefully transfer those answers to the bubble sheet in the correct sequence.
- Before turning in your exam, make sure that you have filled in all the spaces.
- If you skip any items on the test, be sure to complete the remaining items in the correct order.
- Check to make sure you did not fill in two answers for the same question.

If you have a visual-perceptual problem and cannot fill in the circles on the bubble sheets, speak to your professor to see if you can write directly on your test booklet. It never hurts to ask--the most the professor could say is, "No."

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## IN CONCLUSION

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As we mentioned earlier, there are no shortcuts to learning; and there are no shortcuts to good grades. Good grades are the result of hard work. But for serious students who want their grades to reflect the amount of effort they have spent studying, these study tips and guidelines for test-taking should be very helpful.

This *Study Guide* was designed as an educational tool to help you learn the material in *Human Development*. Therefore, you should plan to use it as a working document. Mark up the pages: make notes on the chapter outlines, make notes of definitions and examples of the key terms, jot down your thoughts about the learning objectives, and

write in your answers to the self-tests.

Doing all this, and following our suggestions, will help you improve your overall memory of the material you are learning.

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Colleen Crandell, (B.S., Cornell University) a fourth-year medical student at New York College of Osteopathic Medicine

James Crandell, (M.S., Alfred University) a special education teacher who works with middle school children

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# The Internet

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It is important for college students to learn to access and critically evaluate information on the Internet. The Internet is a constantly expanding treasure of information on and contacts for every conceivable topic, including many that pertain to psychology and health. It is the world's largest computer network, connecting universities, government institutions, private corporations, public organizations and associations, and private citizens.

## Should I Learn to Use the Internet?

Learn how to access any information you need via the Internet for professional or personal reasons.

- Get information from your college and professors--most have their own Web home pages; and some professors are distributing assignments via their Home page
- Look at undergraduate/graduate programs in psychology at many colleges and universities
- Look for financial resources (scholarships, grants, and awards) to continue your college education
- Look for college courses offered via the Internet, if you live in a more remote location
- Access the most up-to-date information on a topic. Many psychologists, and psychology students, spend time retrieving information, analyzing it, and writing papers for professional journals to disseminate findings. You can access the most recent information on a particular topic--or, in some cases, be able to look at and read the original works (pictures, text, sound, video, multimedia) of many researchers and authors via computer screen. Or you can actually download files by FTP (file transfer protocol).
- Link up with other psychology student groups in other parts of the world, through newsgroups, e-mail, or chat groups
- Join the National Honor Society in Psychology through the American Psychological Association

- Look for employment in your area of expertise--and in the region of the world in which you wish to live
- Stay informed by joining professional organizations and societies on the Internet

## How Can I Get Connected to the Internet?

Students have access to the Internet on campus at their college library and/or in their campus computer center. Some campuses have computer access in their dorms, so students can use their own PCs in their dorm rooms. Students who live off campus usually have access to their college's computer facilities, including the Internet, if they have a PC at home with access to a phone line and modem. Students should check with their college's Computer Center to determine availability of service, hardware needs, and software necessary to get connected. Most colleges offer Internet instruction several times a semester. Check with your college registrar's office.

## What Software Do I Use to Get Started?

Netscape Navigator or Microsoft Explorer are very popular software programs installed on many campus computers that will allow even novice users to find what they are looking for in an easy, graphical, point-and-click interface. Private service providers, such as America Online, CompuServe, Genie, and Prodigy have their own web browsers. America Online has the Web Crawler, for instance.

## Where Can I Find Sites on Topics in Psychology and Human Development?

Once you are online, you can search for psychology-related sites in several ways. Some of the more popular "search engines" are Alta Vista, DejaNews, Excite, HealthGate, Infoseek, Lycos, Magellan, Metacrawler, WebCrawler, and Yahoo! Here are some of the more comprehensive site addresses, which often have their own indexes for you to search by terminology once you are at that http (hypertext transport protocol) site. Remember, psychology is a branch of the social sciences, so sometimes when an index is provided, just start there.

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## Additional Student Resources to Supplement Human Development

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**Resources for Writing Papers and Completing Labs in APA Style and MLA Style**  
**Test Preparation and Memory Improvement**  
**Further student resources related to College Success**  
**Undergraduate and Graduate Psychology Program Information**  
**Student Honorary Organizations in Psychology**  
**Financial Aid Resources**  
**Other Sites in Psychology which allow the user to Search a Database**

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### Resources for Writing Papers and Completing Labs in APA Style and MLA Style:

#### A Field Guide to Sources On, About, and On the Internet

(links to all major citation sources on the Internet)

<http://www.cc.emory.edu/WHSC/citation.formats.html>

#### An Introduction to Library Research in Psychology

<http://www.apa.org/science/lib.html>

#### APA Publication Manual Crib Sheet

<http://www.gasou.edu/psychweb/tipsheet/apacrib.htm>

#### Citation Styles for Media on the Internet

(standards for citing printed words and images from online)

<http://www.uvm.edu/~xli/reference/estyles.html>

#### Electronic Journal Access

(Colorado State Library System's searchable list of online journals, magazines, electronic publications, newsletters, and other electronic serial publications)

<http://www.coalliance.org>

#### Elements of Style by William Strunk, Jr.

<http://www.columbia.edu/acis/bartleby/strunk/>

#### Four Steps to Searching a Psychology Topic

(dictionaries & encyclopedias, subject searches, periodical indexes, current periodicals)

<http://roadrunner.lib.mq.edu.au:80/RnR/Psychology/4steps/>

#### FAQs about the Publication Manual of the APA (4th ed.)

<http://www.apa.org/journals/faq.html>

#### **ICPSR**

(the world's largest archive of social science data going back as far as the 1800s)

<http://www.icpsr.umich.edu/ICPSR/home.html>

#### Information for Psychology Honours Students - Literature Searches

(CD-ROM, on-line databases, social sciences citation index, access to resources of other libraries)

<http://www.lib.mq.edu.au/RnR/Psychology/hons.html>

#### Information for Psychology Postgraduate Students (conducting literature searches using CD-ROM, online databases, social sciences citation index, access to resources at other libraries)

<http://www.lib.mq.edu.au/RnR/Psychology/postgrads.html>

**Lab Reports: APA Style**

<http://www.gasou.edu/psychweb/tipsheet/labrep.htm>

**MLA Style**

<http://www.cas.usf.edu/english/walker/mla.html>

**Research Design Explained**

(a resource for teaching the research design or research methods course)

<http://spsp.clarion.edu/RDE3/start/RDE3start.html>

**Steve's List of Lists**

(links to internet research, education, literature, writing and grammar, misc.)

<http://ernie.bgsu.edu/~skrause/lists.html>

**Tools for Writing** (excellent)

(General [style and mechanics, grammar, etc.], Citation Formats [APA, MLA, Emory], and searchable database)

<http://www.nova.edu/Inter-Links/education/tools.html>

**Walker/ACW Style Sheet** (excellent)

<http://cas.usf.edu/english/walker/mla.html>

**Web Extension to American Psychological Association Style**

(a suggested method for citing online documents in the references of scientific papers)

<http://www.nyu.edu/pages/psychology/WEAPAS>

**Web Extension to American Psychological Association Style**

(proposed standards for referencing online documents in scientific publications)

<http://www.nyct.net/~beads/weapas/>

**Writing Center Online**

(University of Maine list of online resources for writers with important links and writing tools)

<http://www.ume.maine.edu/~wcener/resource.html>

**Xplore Reference** (a dream research site for writers and researchers)

<http://www.xplore.com/xplore500/medium/reference.html>

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**Test Preparation and Memory Improvement:**

**Mnemonic Methods** (for remembering)

<http://educationlindiana.edu/~cep/courses/p540/ciwegs.html#mnemonics>

**Psychology Tutorials** (links to hypertext tutorials in psychology)

<http://psych.hanover.edu/Krantz/tutor.html>

**Stress Reduction, Thought Awareness, and Rational Thinking**

<http://gasou.edu/psychweb/mtsite/redpstv.html>

**The Web in College Level Instruction**

<http://www.gasou.edu/psychweb/discuss/index.htm>

**Total Recall: How to Boost Your Memory Power**

<http://www.galenpress.com>

**Types of Memory**

<http://education.indiana.edu/~cep/courses/p540/cipover.html>



## **Further Student Resources related to College Success:**

### **Back Off! How to Confront and Stop Sexual Harassment and Harassers**

**<http://www.galenpress.com>**

### **Education Resources (comprehensive--excellent)**

(links to the Education Menu for the Whole Internet catalog, Researchers' Guide to the WWW, Nova, Peterson's Educational Center, Princeton Review, U.S. Department of Education, Higher Education Links, ERIC Virtual Library, National Resources of Adult Literacy and Learning Disabilities, Edupage Digest, CAUSE, Association for Institutional Research, Chronicle of Higher Education, National Academy of Sciences, Western Interstate Commission for Higher Education, ICET Education Research Sites, links to State Higher Education Executive organizations, and education gophers)

**<http://icpac.indiana.edu/ed.html>**

### **Educational Resources (comprehensive site on all aspects of education for K-university level)**

**<http://www.nova.edu/Inter-Links/education/education.html>**

### **He Works/She Works: Successful Strategies for Working Couples**

**<http://www.galenpress.com>**

### **How to Test & Improve Your Own Mental Health**

**<http://www.galenpress.com>**

### **Human Subjects and Research Ethics**

**<http://www.psych.bangor.ac.uk/deptpsych/Ethics/HumanResearch.html>**

### **Managing Anxiety & Stress**

**<http://www.galenpress.com>**

### **Online Career Center**

**<http://occ.com/occ/>**

### **The College Woman's Handbook**

**<http://www.galenpress.com>**

### **The Student Market**

(an online resource to exchange used textbooks without the overhead of retail bookstores)

**<http://www.studentmkt.com/>**

### **The Student Survival Guide**

**<http://skypoint.com/subscribers/jackp/survive.html>**

### **The Working Parents' Handbook**

**<http://www.galenpress.com>**

## **Undergraduate and Graduate Program Information in Psychology**

### **APSSCNET**

(American Psychological Society Student Council discussion group offers a LISTSERV for psychology majors pursuing educational opportunities, scholarships, and research)

To: **LISTSERV@CMUVM.CSV.CMICH.EDU**

Msg. **SUBSCRIBE APSSCNET Your Name**