

ADULT DEVELOPMENT AND AGING



John C. Cavanaugh

fourth

Fredda Blanchard-Fields

edition

ADULT DEVELOPMENT AND AGING

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FOURTH EDITION

WADSWORTH



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Psychology Publisher: EDITH BEARD BRADY
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Permissions Editor: STEPHANIE KEOUGH-HEDGES
Production Service: GRAPHIC WORLD

Text Designer: JOHN WALKER DESIGN
Photo Researcher: SUE C. HOWARD
Illustrators: SUSAN BRIETBARD, LORI HECKELMAN, AND
GRAPHIC WORLD ILLUSTRATION STUDIO
Cover Designer: LAURIE ANDERSON
Cover Image: BRICOLAGE, MEG SHIELDS, OIL ON LINEN
© MEG SHIELDS; COURTESY FISCHBACH GALLERY, NEW YORK
Cover Printer: R. R. DONNELLEY & SONS, CRAWFORDSVILLE
Compositor: GRAPHIC WORLD, INC.
Printer: R. R. DONNELLEY & SONS, CRAWFORDSVILLE

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Printed in the United States of America
3 4 5 6 7 05 04 03

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Library of Congress Cataloging-in-Publication Data

Cavanaugh, John C.

Adult development and aging / John C. Cavanaugh, Fredda
Blanchard-Fields.—4th ed.
p. cm

Includes bibliographical references and indexes.

ISBN 0-534-50761-1

1. Adulthood—Psychological aspects. 2. Aging—psychological aspects. 3. Adulthood—Physiological aspects.
4. Aging—Physiological aspects. 5. Aging—Social aspects. I. Blanchard-Fields, Fredda. II. Title.

BF724.5.C38 2001

155.6—dc21

2001026223

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To Patrice and Dorothy

PREFACE

The late 20th and early 21st centuries demonstrated that having a solid grounding in research and theory about adult development and aging is essential even for understanding the evening news. The U.S. Presidential election in 2000 saw two of the most central issues having direct relevance: Social Security and Medicare. Other stories about genetic breakthroughs, interventions for cognitive decline, and the latest advice on lifestyle factors affecting longevity were reported quite frequently. To understand why these issues were so critical, of course, one must understand aging in a broader context. That is why *Adult Development and Aging* is now in its fourth edition.

The first few decades of this century will witness a fundamental change in the face of the population—literally. Along with many countries in the industrialized world, the United States will experience an explosive growth in the older adult population due to the aging of the Baby Boom generation. Additionally, the proportion of older adults who are African American, Hispanic American, Asian American, and Native American will increase rapidly. To deal with these changes, new approaches will need to be created through the combined efforts of people in many occupations—academics, gerontologists, social workers, health care professionals, financial experts, marketing professionals, teachers, factory workers, technologists, government workers, human service providers, and nutritionists, to mention just a few. Every reader of this book, regardless of his or her area of expertise, will need to understand older adults in order to master the art of living.

This fourth edition of *Adult Development and Aging* continues to provide in-depth coverage of the

major issues in the psychology of adult development and aging. The fourth edition adds numerous topics and provides expanded coverage of many of the ones discussed in earlier editions.

MAJOR NEW FEATURES

The most exciting addition to the fourth edition is Fredda Blanchard-Fields as a new co-author. Fredda is a world-renowned expert in social cognition, and she brings 20 years of research and teaching experience to the project. In addition to the new chapter on Social Cognition, Fredda also handled the extensive revisions of the cognition chapters, personality, and the chapter on work, leisure, and retirement.

The fourth edition represents a thorough revision and, in some areas, a reordering of the chapters from the third edition. The most obvious content changes include a new, separate chapter on social cognition, placing the mental health material after the physical health chapter, recasting the material on nursing homes, person-environment interactions, and prevention into a thoroughly revised chapter, chapter opening vignettes describing real people as a way of introducing key concepts, embedding the material on diversity throughout the text rather than in a separate chapter, eliminating the material on neighborhoods and housing, and eliminating the material about looking into the future. These changes reflect shifts in the field, especially regarding the rapid growth of the social cognition literature.

The strong pedagogical helps introduced in the third edition have been improved. The goal of embedding a study guide within the text is achieved even better by including several Web sites at the end of each chapter that will allow students to find additional information about topics emphasized in the text. Terminology has been updated and considerable recent research has been added (while retaining classic studies).

Each chapter received a thorough revision; among the most important changes in each chapter are:

- Chapter 1 now includes a discussion of the demographics of aging, a separate discussion of ethics in conducting research, and boxes concerning culture and ethnicity and concerning the degree to which personality in young adulthood determines personality in old age.
- Chapter 2 reorders topics from the most visible to the most microscopic, provides expanded coverage on genetic theories of aging and research on Tai Chi as a means for improving mobility, and restructures the discussion of brain changes into central and autonomic nervous systems.
- Chapter 3 represents a major reorganization of health topics and provides a discussion of the meanings of health and illness and more thorough presentations of chronic conditions and pharmacology and medication adherence.
- Chapter 4 provides a new section on developmental issues in assessment and therapy, discussion of genetics research on Alzheimer's disease, and coverage on substance abuse.
- Chapter 5 includes a more thorough treatment of how older adults respond to patronizing speech, a new discussion of decision-making capacity and individual choices in nursing home residents, and a new section on optimal aging.
- Chapter 6 eliminates the section on psychomotor speed and replaces it with a more up-to-date section on speed of processing, highlights the current controversy on speed of processing as general slowing or process-specific slowing, and includes a new section on attentional resources and eliminates the section on feature integration theory.
- Chapter 7 reviews hot topics in memory research including false memory, automatic retrieval, source

memory, how memory functioning relates to vulnerabilities in older adults' everyday information processing, and recent developments in situation models and the influence of social context on memory.

- Chapter 8 provides an updated definition of intelligence that includes mechanics and pragmatics, a discussion of the controversy of whether lifestyle affects intelligence, and research including decision making and more recent work on wisdom.
- Chapter 9 (a new chapter on social cognition) interweaves what we know about basic cognitive abilities and how they influence reasoning in a social context, questions the role processing capacity plays in social cognition (it plays a major role in mainstream cognitive aging), and includes the topics social knowledge and social beliefs, stereotypes, collaborative cognition, motivation and social processing goals, and the social context of memory.
- Chapter 10 illuminates the hot controversy pitting intraindividual change with stability of personality traits, and provides more thorough coverage of intraindividual variability, personality change, and well-being.
- Chapter 11 provides a new box on the topic of elder abuse, and reorganized presentations on the family life cycle and intergenerational relationships.
- Chapter 12 includes more detailed discussions of research on the degree to which older adults can be retrained when their jobs become obsolete and research on planning for retirement.
- Chapter 13 includes a new section on end-of-life issues and creating a final scenario and more thorough discussions of physician-assisted suicide and hospices.

WRITING STYLE

Although *Adult Development and Aging* covers complex issues and difficult topics, we use clear, concise, and understandable language. We revised all of the chapters to achieve this goal, and many were com-

pletely rewritten. We examined all terms to ensure that their use was essential; otherwise, they were eliminated.

The text is aimed at upper-division undergraduate students. Although it will be helpful if students have completed an introductory psychology or life span human development course, the text does not assume this background.

INSTRUCTIONAL AIDS

The many pedagogical aids introduced in the third edition have been retained in the fourth edition.

Learning Aids in the Chapter Text

Each chapter begins with a chapter outline. At the start of each new section, learning objectives are presented. These objectives are keyed to each primary subsection that follows, and they direct the students' attention to the main points to be discussed. At the conclusion of each major section are concept checks, one for each primary subsection, which help students spot-check their learning. Key terms are defined in context; the term itself is printed in ***bold italic***, with the sentence containing the term's definition in **boldface**.

End-of-Chapter Learning Aids

At the end of each chapter are summaries, organized by major sections and primary subsection heads. This approach helps students match the chapter outline with the summary. Numerous review questions, also organized around major sections and primary subsections, are provided to assist students in identifying major points. Integrative questions are included as a way for students to link concepts across sections within and across chapters. Key terms with definitions are listed. Suggestions for additional readings from both the scientific and popular literatures are provided, with estimates of difficulty level based on undergraduates' evaluations. Key Web sites are included with brief descrip-

tions of the content of the site. Additionally, students may access InfoTrac® College Edition to find additional readings and Web sites.

Boxes

The fourth edition includes four types of boxes. Those entitled *How Do We Know?* draw attention to specific research studies that were discussed briefly in the main body of the text. Details about the study's design, participants, and outcomes are presented as a way for students to connect the information about these issues in Chapter 1 with specific research throughout the text.

Current Controversies boxes raise controversial and provocative issues about topics discussed in the chapter. These boxes get students to think about the implications of research or policy issues and may be used effectively as points of departure for class discussions. Additional information on the topic can be obtained through InfoTrac College Edition by using the suggested search terms provided.

Discovering Development boxes give students a way to see developmental principles and concepts in the "real world" as well as some suggestions as to how to find others. These boxes provide a starting point for applied projects in either individual or group settings.

New to the fourth edition are *Forces in Action* boxes that describe how the four fundamental developmental forces (biological, psychological, sociocultural, and life cycle) can be seen in specific developmental phenomena. These boxes help students understand how development is shaped by the interaction of these four forces.

INSTRUCTOR'S MANUAL

The fourth edition of *Adult Development and Aging* is accompanied by an instructor's manual. Each chapter begins with a lecture outline that highlights the main points of the chapter. Additionally, supplemental information is included, as are suggested activities and discussion topics. A list of suggested videos is also

provided. Included in the manual are numerous test items, which are also available in electronic format.

ACKNOWLEDGMENTS

As usual, it takes many people to produce a textbook; such is the case with the fourth edition. The editorial group at Wadsworth is excellent. Publisher Edith Beard Brady shepherded the new edition through the editorial process. We also appreciate the assistance of Senior Development Editor Sherry Symington, Senior Project Editor Lisa Weber, Editorial Assistant Maritess Tse, and Marketing Manager Marc Linsenman. We also want to thank Carol O'Connell of Graphic World and Photo Researcher Sue Howard.

We also want to thank the reviewers of the third edition, who provided extremely helpful and insightful commentary that improved the book: Yiwei Chen, Bowling Green State University; Kim L. Sondergard, Alaska Pacific University; Brad Caskey, University of Wisconsin, River Falls; R. Kevin Rowell, University of Central Florida; Joseph M. White, South Dakota State University; Susan Hillier,

Sonoma State University; Jeff Penick, Central Washington University; Heather Unger-Robertson; University of North Alabama; Victor G. Cicrelli, Purdue University; Julie Hicks Patrick, West Virginia University; David N. Carpenter, Southwest Texas State University; and Norman Abeles, Michigan State University. A special thanks to Katherine Fowler for her helpful suggestions and help on the literature search.

We also want to thank the special supports in our lives, without whom this book would not have been possible. Patrice, John's wife, put up with long hours at night and on weekends and piles of papers, journals, and books with nothing but patience and support. She was always there with words of encouragement.

Finally, to a group too often overlooked—the sales representatives. Without you none of this would have any payoff. You are an extension of us and the whole Wadsworth editorial and production team. What a great group of hard working folks you are!

Thanks to you all. Live long and prosper!

John C. Cavanaugh
Fredda Blanchard-Fields

ABOUT THE AUTHORS



JOHN C. CAVANAUGH is Provost and Vice Chancellor for Academic Affairs at the University of North Carolina at Wilmington. A researcher and teacher of adult development and aging for more than two decades, he has published nearly 70 articles and chapters and 9 books. He is a Past President of Division 20 (Adult Development and Aging) of the American Psychological Association (APA) and is a Fellow of APA, the American Psychological Society, and the Gerontological Society of America. John is a devoted fan of Star Trek and a serious chocoholic.



FREDDA BLANCHARD-FIELDS, PH.D., is Professor and Associate Chair of the School of Psychology at Georgia Institute of Technology. She received her undergraduate degree from University of California, Los Angeles, and her Ph.D. in developmental psychology from Wayne State University in 1983. Blanchard-Fields is a Fellow of the American Psychological Association and the Gerontological Society of America. She has served on the executive committee of Division 20 (adult development and aging) of the APA since 1990 in the capacity of continuing education chair, member at large, co-editor of the Division 20 newsletter, and APA Fellowship chair. She serves on the editorial board of *Psychology and Aging*, *Journal of Gerontology: Psychological Sciences*, and the *Journal of Adult Development*. Blanchard-Field's program of research examines adaptive developmental changes in adulthood in various areas of social cognition. She has numerous publications in the general area of social cognition and aging including causal attributional processing, everyday problem solving, coping, and perceived controllability from adolescence through older adulthood. She has co-edited two books, including *Perspectives on Cognitive Change in Adulthood and Aging* and *Social Cognition and Aging*. Her research on causal attributional processing and aging as well as everyday problem solving and aging have been and are currently funded by grants from the National Institute on Aging.

STUDYING ADULT DEVELOPMENT AND AGING



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