

# TEST BANK



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## Chapter 02 Biological Beginnings

### Multiple Choice Questions

1. (p. 49) As the environment changes, some species adapt in a way that helps them survive and reproduce, while other species do not adapt well and die. This process is called:

- A. canalization.
- B. sociobiology.
- C. natural selection.**
- D. genetic inheritance.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-01 Discuss the evolutionary perspective on life-span development*

*Topic: Natural Selection*

2. (p. 49) Natural selection favors individuals of a species that are best able to \_\_\_\_\_ and \_\_\_\_\_.

- A. survive; reproduce**
- B. find food; hide
- C. survive change; adapt
- D. change; adapt

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Basic*

*Learning Objective: 02-01 Discuss the evolutionary perspective on life-span development*

*Topic: Natural Selection*

Chapter 02 - Biological Beginnings

3. (p. 49) Many species of fish produce very large numbers of offsprings; yet size of the overall population remains fairly constant. This is an example of:

- A. progressive behavior.
- B. natural selection.**
- C. canalized population traits.
- D. assimilative behavior.

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-01 Discuss the evolutionary perspective on life-span development*

*Topic: Natural Selection*

4. (p. 49) The type of behavior that promotes an organism's survival in its natural habitat is called \_\_\_\_\_ behavior.

- A. receptive
- B. adaptive**
- C. progressive
- D. recessive

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-01 Discuss the evolutionary perspective on life-span development*

*Topic: Adaptive Behavior*

5. (p. 49) Evolutionary psychology holds that:

- A. natural selection does not ring true for personality characteristics.
- B. natural selection favors certain behaviors as well as physical characteristics.**
- C. biological evolution explains why humans live well beyond child-bearing years.
- D. only physical development is stage-like in process.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Basic*

*Learning Objective: 02-01 Discuss the evolutionary perspective on life-span development*

*Topic: Evolutionary Psychology*

Chapter 02 - Biological Beginnings

6. (p. 49) Natural selection operates primarily on characteristics that are tied to:
- A. group social interaction.
  - B. psychological wellness.
  - C.** reproductive fitness.
  - D. developmental plasticity.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Basic*

*Learning Objective: 02-01 Discuss the evolutionary perspective on life-span development*

*Topic: Natural Selection*

7. (p. 49-50) Which of the following statements describes the main idea of David Buss's theory of evolutionary psychology?
- A. It is not useful to compare human social behavior with social behavior in other species.
  - B.** Evolutionary processes can influence behavior as well as physical features.
  - C. Behavior is determined by the environmental consequences it brings about.
  - D. Development proceeds in a series of stages.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Basic*

*Learning Objective: 02-01 Discuss the evolutionary perspective on life-span development*

*Topic: Evolutionary Psychology*

8. (p. 50) Which of the following is the BEST explanation for an extended childhood period in human development?
- A. During this time, a human's immune system reaches its full potential.
  - B. A long childhood period is a "left over" adaptation from the time when the human life span was considerably shorter than it is today.
  - C. Rebellion against authority is a necessary step in the evolutionary development of independent behavior.
  - D.** During this time, humans develop a large brain and gain experience required to master the complexities of human society.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-01 Discuss the evolutionary perspective on life-span development*

*Topic: Evolutionary Psychology*

Chapter 02 - Biological Beginnings

9. (p. 50) Which of the following statements is NOT an idea held by evolutionary developmental psychologists?

- A. Many aspects of childhood function as preparations for adulthood.
- B. Some characteristics of childhood are adaptive at specific developmental points and do not function as preparation for adulthood.
- C. All evolved mechanisms are adaptive in contemporary society.**
- D. Many evolved psychological mechanisms are domain-specific.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-01 Discuss the evolutionary perspective on life-span development*

*Topic: Evolutionary Developmental Psychology*

10. (p. 50-51) Baltes holds that physical natural selection operates:

- A. primarily during the first half of life.**
- B. across the life span.
- C. through the end of the adolescent period.
- D. through the end of late childhood.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Basic*

*Learning Objective: 02-01 Discuss the evolutionary perspective on life-span development*

*Topic: Evolution and Life-Span Development*

11. (p. 50-51) According to Baltes, older adults have an increased need for:

- A. generativity.
- B. culture-based resources.**
- C. biological hardiness.
- D. developmental plasticity.

*APA Outcome: 1.1*

*Blooms Taxonomy: Understand*

*Difficulty Level: Basic*

*Learning Objective: 02-01 Discuss the evolutionary perspective on life-span development*

*Topic: Evolution and Life-Span Development*

Chapter 02 - Biological Beginnings

12. (p. 51) A bidirectional view of evolutionism suggests that:
- A. social behavior is a product of evolved biology.
  - B. evolved biology is a product of social behavior.
  - C. environmental and biological conditions influence each other.**
  - D. there is no such thing as social evolution.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-01 Discuss the evolutionary perspective on life-span development*

*Topic: Evolutionary Developmental Psychology*

13. (p. 52) Which of the following is a double-helix-shaped molecule that contains genetic information?
- A. genome
  - B. genotype
  - C. DNA**
  - D. phenotype

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Genes*

14. (p. 53) Approximately how many genes does a typical human have?
- A. more than 100,000
  - B. 50,000-75,000
  - C. 35,000-40,000
  - D. 20,000-30,000**

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Genes*

Chapter 02 - Biological Beginnings

15. (p. 53) What did researchers working on the Human Genome project accomplish?
- A. They estimated how many genes humans have.
  - B. They determined that DNA is collaborative.
  - C. They completed a preliminary map of the human genome.
  - D. all of these**

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Genes*

16. (p. 53) In his book *The Dependent Gene*, David Moore reports that DNA:
- A. is collaborative.**
  - B. acts independently.
  - C. has a one-to-one correspondence with proteins.
  - D. is not affected by environmental conditions.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Genes*

17. (p. 53-54) Which of the following statements BEST explains the nature of genetic expression?
- A. A single gene is the source of a single protein's genetic information.
  - B. Events outside of cell cannot excite or inhibit genetic expression.
  - C. Only internal events inside a cell can influence genetic expression.
  - D. The activity of genes is affected by the internal and external environment.**

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Genes*

Chapter 02 - Biological Beginnings

18. (p. 54) Which of the following does NOT have 46 chromosomes?

- A. zygotes
- B. the sperm and egg**
- C. parent cells
- D. duplicate cells

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Genes*

19. (p. 54) In a human body, all cells except the sperm and egg reproduce by a process called:

- A. meiosis.
- B. mitosis.**
- C. fertilization.
- D. helixation.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Mitosis*

20. (p. 54) \_\_\_\_\_ is a specialized form of cell division that occurs to form eggs and sperm.

- A. Meiosis**
- B. Mitosis
- C. Reproduction
- D. Fertilization

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Meiosis*



Chapter 02 - Biological Beginnings

21. (p. 54) How many chromosomes does an egg or a sperm have?

- A. 46
- B. 24
- C. 23**
- D. 48

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Genes*

22. (p. 54) Fertilization results in the formation of a(n):

- A. ovum.
- B. zygote.**
- C. gamete.
- D. DNA helix.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Fertilization*

23. (p. 54) In \_\_\_\_\_, the number of cells doubles, whereas in \_\_\_\_\_, the number of chromosomes is halved.

- A. meiosis; mitosis
- B. mitosis; meiosis**
- C. genotype; phenotype
- D. phenotype; genotype

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Meiosis*

*Topic: Mitosis*

Chapter 02 - Biological Beginnings

24. (p. 55) All of a person's genetic material makes up the \_\_\_\_\_, whereas the \_\_\_\_\_ consists of only observable characteristics.

- A. phenotype; genotype
- B. genotype; phenotype**
- C. dominant phenotype; recessive phenotype
- D. dominant genotype; recessive genotype

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Genes*

25. (p. 55) Angela describes her friend as tall and slender with blue eyes and red hair. She is describing her friend's:

- A. genotype.
- B. phenotype.**
- C. reaction range.
- D. gamete expression.

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Genes*

26. (p. 55) You notice that Lou's eyes are a unique shade of green. You have observed his:

- A. genotype.
- B. phenotype.**
- C. dominant genetic trait.
- D. gamete type.

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Understand*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Genes*

Chapter 02 - Biological Beginnings

27. (p. 56) Which of the following principles is demonstrated when one gene overrides the effect of a second gene?

- A. polygenic inheritance
- B. facilitated gene action
- C. dominant-recessive genes**
- D. forward-backward gene operation

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Dominant-Recessive Genes*

28. (p. 56) Kevin has curly hair, but both of his parents have straight hair. What might account for their differing phenotypes?

- A. polygenic inheritance
- B. reaction range
- C. sex-linked genes
- D. dominant-recessive genes**

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Dominant-Recessive Genes*

29. (p. 56) X-linked inheritance describes the inheritance of a(n):

- A. unaltered gene that is carried on the Y chromosome.
- B. altered gene that is carried on the Y chromosome.
- C. unaltered gene that is carried on the X chromosome.
- D. altered gene that is carried on the X chromosome.**

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Sex-Linked Genes*

Chapter 02 - Biological Beginnings

30. (p. 56) Melinda and Joseph both have brown eyes. Their child has blue eyes, showing that:
- A.** both Melinda and Joseph are carrying a recessive gene for blue eyes.
  - B. either Melinda or Joseph is carrying a recessive gene for blue eyes.
  - C. both Melinda and Joseph are carrying a dominant gene for blue eyes.
  - D. either Melinda or Joseph is carrying a dominant gene for blue eyes.

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Dominant-Recessive Genes*

31. (p. 56) It is believed that many genes interact to influence a psychological characteristic. This is the concept of:
- A. dominant-recessive inheritance.
  - B. sex-linked inheritance.
  - C. genetic imprinting.
  - D.** polygenic inheritance.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Polygenic Inheritance*

32. (p. 56) Most people who have hemophilia or fragile-X syndrome are:
- A. children.
  - B. females.
  - C.** males.
  - D. adults.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Sex-Linked Chromosomal Abnormalities*

Chapter 02 - Biological Beginnings

33. (p. 57) \_\_\_\_\_ is a genetic disorder which occurs less often with mothers who are 16 to 34 years old but more often with younger or older women.

- A.** Down syndrome
- B. Turner syndrome
- C. Sickle-cell anemia
- D. Phenylketonuria (PKU)

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Down Syndrome*

34. (p. 57) \_\_\_\_\_ are both genetic disorders that are both caused by the presence of an extra chromosome.

- A. Down syndrome and Turner syndrome
- B. Turner syndrome and sickle-cell anemia
- C.** Klinefelter syndrome and Down syndrome
- D. Phenylketonuria (PKU) and XYY syndrome

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Sex-Linked Chromosomal Abnormalities*

35. (p. 57) \_\_\_\_\_ syndrome causes males to have undeveloped testes, enlarged breasts, and tallness. Boys with this chromosomal disorder often have language, academic, attentional, and motor impairments.

- A. Down
- B.** Klinefelter
- C. Turner
- D. Fragile X

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Sex-Linked Chromosomal Abnormalities*

Chapter 02 - Biological Beginnings

36. (p. 57) Which of the following characteristics is likely to be exhibited in boys with fragile X syndrome?

- A. a flattened skull
- B. aggression and violence
- C. hyperactivity
- D. mental deficiency**

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Sex-Linked Chromosomal Abnormalities*

37. (p. 58) Conditions, such as phenylketonuria or sickle cell anemia, are produced by \_\_\_\_\_ abnormalities.

- A. gamete
- B. sex-linked
- C. polygenic
- D. gene-linked**

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Gene-Linked Chromosomal Abnormalities*

38. (p. 58) \_\_\_\_\_ is a genetic disorder that can be controlled by diet.

- A. Down syndrome
- B. Turner syndrome
- C. sickle-cell anemia
- D. phenylketonuria (PKU)**

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Gene-Linked Chromosomal Abnormalities*

Chapter 02 - Biological Beginnings

39. (p. 5) Which of the following genetic disorders occurs primarily in African Americans?

- A. Down syndrome
- B. Turner syndrome
- C. sickle-cell anemia**
- D. phenylketonuria (PKU)

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Gene-Linked Chromosomal Abnormalities*

40. (p. 59) Mr. and Mrs. Higgins learned that they both carry the gene for phenylketonuria. To learn about the odds of a future child getting the disease and possible prevention, they should participate in:

- A. genetic counseling.**
- B. selective gene removal.
- C. preventive surgery.
- D. hormone therapy.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Basic*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Gene-Linked Chromosomal Abnormalities*

41. (p. 60) Behavior genetics is the field of study that seeks to discover how individual differences in human traits and development are influenced by:

- A. environment.
- B. heredity.
- C. heredity and environment.**
- D. disease.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Behavior Genetics*

Chapter 02 - Biological Beginnings

42. (p. 60) Dr. Santos designs studies to examine the influence of heredity and environment on individual differences in human traits and development. She investigates:

- A.** behavior genetics.
- B. evolutionary genetics.
- C. evolutionary psychology.
- D. developmental genetics.

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Understand*

*Difficulty Level: Basic*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Behavior Genetics*

43. (p. 60) Researchers are comparing identical twins Carrie and Devon, who were reared apart. They are MOST likely studying the effect of:

- A. cohort effects on personality.
- B.** heredity on development.
- C. adoption on parenting styles.
- D. environment on aptitude.

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Understand*

*Difficulty Level: Basic*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Behavior Genetics*

44. (p. 60) Which comparison of siblings would give you the MOST information if you wanted to study how much genetics influences personality?

- A. comparing two fraternal twins reared apart
- B.** comparing two identical twins reared apart
- C. comparing two fraternal twins reared together
- D. comparing two identical twins reared together

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Behavior Genetics*



45. (p. 60) Brent is an athlete who loves to play catch or shoot baskets with his son Todd. Todd is quickly developing the same affinity for sports. This is an example of which type of genotype-environment correlation?

- A. active
- B. passive**
- C. evocative
- D. niche-picking

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Passive Genotype-Environment Correlations*

46. (p. 60) An individual's genes may influence the type of environment he/she is exposed to. This is called a(n):

- A. heredity-environment correlation.**
- B. environment canalization.
- C. reaction range coefficient.
- D. correlation coefficient.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Passive Genotype-Environment Correlations*

47. (p. 60) Maura is genetically predisposed to have above-average intelligence. Her cognitive abilities lead to additional educational opportunities and eventually success and wealth. This is an example of a(n):

- A. environment canalization.
- B. reaction range coefficient.
- C. heredity-environment correlation.**
- D. correlation coefficient.

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Passive Genotype-Environment Correlations*

Chapter 02 - Biological Beginnings

48. (p. 60) Katrina played basketball in high school and in college. She recently enrolled her son in a junior basketball league. This is an example of which type of genotype-environment correlation?

- A. passive
- B. evocative
- C. active
- D. suggestive

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Passive Genotype-Environment Correlations*

49. (p. 61) Kylie is friendly and outgoing. Because of this, people treat her well and often seem drawn to her. This is an example of which type of genotype-environment correlation?

- A. active
- B. passive
- C. evocative
- D. niche-picking

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Evocative Genotype-Environment Correlations*

50. (p. 61) Hannah is an "easy" child. She rarely cries and is cooperative and pleasant. As a result, she receives much attention and nurturing. This is an example of which type of genotype-environment correlation?

- A. passive
- B. evocative
- C. active
- D. suggestive

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Evocative Genotype-Environment Correlations*

Chapter 02 - Biological Beginnings

51. (p. 61-62) Dani loves dinosaurs. She always chooses library books about dinosaurs and has even asked her parents to enroll her in a junior paleontology club. This is an example of which type of genotype-environment correlation?

- A. passive
- B. evocative
- C. active**
- D. suggestive

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Active Genotype-Environment Correlations*

52. (p. 61-62) Elise has enrolled in a parenting program aimed at teaching parents to recognize and support a child's natural abilities and chosen activities. Which type of genotype-environment interaction will she learn to encourage?

- A. passive
- B. evocative
- C. active**
- D. suggestive

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Active Genotype-Environment Correlations*

Chapter 02 - Biological Beginnings

53. (p. 61-62) Allison began singing at an early age. She requested vocal lessons and now she participates in the school choral program. This is an example of which type of genotype-environment correlation?

- A. passive
- B. evocative
- C. active**
- D. suggestive

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Active Genotype-Environment Correlations*

54. (p. 62) Which of the following is a genotype-environment interaction that plays a smaller role in development as children grow older?

- A. passive**
- B. evocative
- C. active
- D. direct

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Basic*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Passive Genotype-Environment Correlations*

55. (p. 62) Louis has accepted a scholarship opportunity to study art in Europe for a semester. His twin sister will continue her schooling at a local university. Their experiences are labeled as:

- A. shared environmental.
- B. nonshared environmental.**
- C. epigenetic environmental.
- D. active heredity-environment.

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Nonshared Environmental Influences*

56. (p. 62) More similarities are seen among twins than among siblings who are different ages because twins may have:

- A.** more shared environmental influences.
- B. more non-shared environmental influences.
- C. fewer nonshared environmental influences.
- D. identical shared environmental and hereditary influences.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Shared Environmental Influences*

57. (p. 62) Stephanie and Pamela love to reminisce about their childhood experiences. They laugh about their parents' personalities and different mishaps in their old neighborhood. Their experiences would be labeled:

- A.** shared environmental.
- B. nonshared environmental.
- C. shared heritable.
- D. non-shared heritable.

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Shared Environmental Influences*

58. (p. 62) The epigenetic view of development states that development is:

- A. becoming less and less influenced by heredity and more impacted by enriched environmental experiences.
- B. completely random with no reliability as to the influence of biology or environment.
- C. 50 percent nature and 50 percent nurture.
- D.** the result of an ongoing, bidirectional interchange between heredity and the environment.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Epigenetic View*

Chapter 02 - Biological Beginnings

59. (p. 62-63) The relative contributions of heredity and environment are not additive. This means:

- A. genetic loading cannot account for development alone—an environment is required.
- B. some characteristics are solely due to heredity and others to environmental conditions.
- C. certain characteristics are more linked to heredity and others to environmental conditions.
- D.** that the person we become is due to X percent nature and X percent nurture.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Epigenetic View*

60. (p. 63) What do MOST developmentalists today believe about the contributions of heredity and the environment to development?

- A. Heredity plays the dominant role in development.
- B. Environment plays the dominant role in development.
- C.** Heredity and environment interact to produce development.
- D. Development follows its own path regardless of heredity or environment.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Basic*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Epigenetic View*

61. (p. 65) During which prenatal development period does differentiation of cells take place?

- A. embryonic
- B.** germinal
- C. fetal
- D. zygotic

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Germinal Period*

Chapter 02 - Biological Beginnings

62. (p. 65) Which of the following is the prenatal development period that takes place during the first 2 weeks after conception, includes creation of a zygote, and ends with attachment of the zygote to the uterine wall?

- A.** germinal
- B. embryonic
- C. fetal
- D. fertilization

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Germinal Period*

63. (p. 65) When does the zygote implant in the lining of the mother's uterus?

- A. immediately after conception
- B. within 2 days after conception
- C.** about 10 to 14 days after conception
- D. at the end of the embryonic period

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Germinal Period*

64. (p. 65) During which prenatal developmental period do the following changes take place? Eyes appear, four chambers of the heart take shape, spinal cord begins to form, and the intestinal tract develops.

- A. germinal
- B.** embryonic
- C. fetal
- D. zygotic

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Embryonic Period*

Chapter 02 - Biological Beginnings

65. (p. 65) Which of the following is the correct order of an embryo's layering of cells (outermost, middle, and inner layers)?

- A. mesoderm, endoderm, ectoderm
- B. mesoderm, ectoderm, endoderm
- C. endoderm, mesoderm, ectoderm
- D.** ectoderm, mesoderm, endoderm

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Embryonic Period*

66. (p. 65) When baby Juanita was born, she had problems with her eyes, ears, and nose. MOST likely, Juanita's problems came from defects in the formation of the:

- A.** ectoderm.
- B. endoderm.
- C. mesoderm.
- D. trophoblast.

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Embryonic Period*

67. (p. 65) Baby Weston's digestive system did not fully develop and does not function properly. This problem likely arose from a defect in the formation of the:

- A. ectoderm.
- B.** endoderm.
- C. mesoderm.
- D. trophoblast.

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Embryonic Period*



Chapter 02 - Biological Beginnings

68. (p. 65) The doctor tells Sharice and Jayden that their unborn baby is having problems because of a drastic change in temperature. The \_\_\_\_\_ has failed to perform its protective function.

- A. uterus
- B. amnion**
- C. placenta
- D. trophoblast

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Embryonic Period*

69. (p. 65) The \_\_\_\_\_ connects a baby to the placenta.

- A. amniotic sac
- B. amnion
- C. umbilical cord**
- D. uterine wall

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Embryonic Period*

70. (p. 65) When a blood test was performed on Cindy's fetus, the doctors found some of Cindy's red blood cells in the fetus's circulatory system. We know that this most likely:

- A. is normal because the mother's red blood cells are shared with the fetus.
- B. indicates a problem with the blastocyst, which should not contain red blood cells.
- C. indicates a problem with the placenta, which should block the mother's red blood cells.**
- D. indicates a problem with the amnion, which should eliminate the mother's red blood cells.

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Difficult*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Embryonic Period*

Chapter 02 - Biological Beginnings

71. (p. 65) Iyanla is concerned that the bacteria from her ear infection may pass to her baby. She does not need to worry because:

- A. although the bacteria will pass to the fetus, supercharged white blood cells in the umbilical cord will successfully destroy the infection.
- B. the bacteria will be destroyed by the amniotic fluid.
- C.** bacteria are large molecules and will be filtered out by the placenta and not reach the fetus.
- D. the baby's sinuses are filled with amniotic fluid and are immune to sinus bacteria.

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Embryonic Period*

72. (p. 66) During which prenatal developmental period do the following changes—rapid weight gain, active movement of arms and legs, face, forehead, eyelids, nose, and chin become distinguishable—take place?

- A. germinal
- B. embryonic
- C.** fetal
- D. monozygotic

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Fetal Period*

73. (p. 66) What is approximately the earliest point that a fetus can survive outside the womb?

- A. 5 months
- B.** 6 months
- C. 7 months
- D. 8 months

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Fetal Period*

Chapter 02 - Biological Beginnings

74. (p. 66) Sidney is expecting her first child and recently began to feel kicking movements. Sidney is MOST likely in the \_\_\_\_\_ month of her pregnancy.

- A. second
- B. fourth**
- C. sixth
- D. seventh

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Fetal Period*

75. (p. 66) Which of the following would handle information processing at the cellular level?

- A. teratogens
- B. neurons**
- C. mitochondria
- D. neural tubes

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Prenatal Brain Development*

76. (p. 66) During which of the following stages of prenatal development is the basic structural design of the human brain developed?

- A. first trimester
- B. second trimester
- C. third trimester
- D. first and second trimesters**

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Trimesters*

Chapter 02 - Biological Beginnings

77. (p. 66) Teri's doctor has recommended that she take folic acid regularly throughout her pregnancy. The doctor is most likely trying to prevent which of the following from occurring?

- A. abnormal brain development
- B. fetal neural tube defects**
- C. maternal postpartum depression
- D. maternal diabetes

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Prenatal Brain Development*

78. (p. 67) At approximately 6 to 24 weeks after conception, cells move outward from their point of origin to their appropriate locations and create the different levels, structures, and regions of the brain. This is known as \_\_\_\_\_.

- A. anencephaly
- B. neuronal viability
- C. neurogenesis
- D. neuronal migration**

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Prenatal Brain Development*

79. (p. 67) Which of the following involves the process of cells moving outward from their point of origin to their appropriate locations in the brain?

- A. neuronal migration**
- B. neurogenesis
- C. implantation
- D. organogenesis

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Prenatal Brain Development*

Chapter 02 - Biological Beginnings

80. (p. 68) Which of the following prenatal diagnostic tests would involve removing a small sample of the placenta?

- A. ultrasound sonography
- B. amniocentesis
- C. maternal blood sampling
- D.** chorionic villi sampling

*APA Outcome: 1.3*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Chorionic Villus Sampling*

81. (p. 69) Which of the following prenatal diagnostic tests would detect spina bifida?

- A. ultrasound sonography
- B. amniocentesis
- C.** maternal blood screening
- D. chorionic villi sampling

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Maternal Blood Screening*

82. (p. 69) While pregnant, Cindy lived in an old home with lead-based paint and she smoked and frequently drank alcohol. She likely exposed her unborn child to many:

- A. legal drugs.
- B. hallucinogens.
- C.** teratogens.
- D. carcinogens.

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Teratogen*

Chapter 02 - Biological Beginnings

83. (p. 69) Stephanie's doctor reduces the dosage of her daily medication when she begins trying to get pregnant. The principle behind this action states that:
- A. teratogens can affect a woman's menstrual cycle.
  - B. the genotype of the child could be so closely linked to that of the mother that it will benefit from the medication in the same way the mother does.
  - C. the greater the dose of a teratogen, the greater the effect on prenatal development.**
  - D. the effect of any teratogen is greater in the early stages of prenatal development.

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Teratogen*

84. (p. 70) During which prenatal developmental period is the probability of a structural defect the greatest?
- A. implantation
  - B. fetal
  - C. embryonic**
  - D. germinal

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Embryonic Period*

85. (p. 69-70) Which of the following statements about teratogens is NOT true?
- A. Female fetuses are far more likely to be affected by teratogens than male fetuses.**
  - B. The greater the dose of a teratogen, the greater the effect.
  - C. Differences in placental membranes can affect a fetus' exposure to a teratogen.
  - D. The time of exposure to a teratogen impacts the type and degree of damage to the fetus.

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Teratogen*

Chapter 02 - Biological Beginnings

86. (p. 70) Exposure to teratogens after organogenesis may result in:

- A. a less intelligent child.
- B. stunted growth.**
- C. fetal alcohol spectrum disorders.
- D. birth defects.

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Teratogen*

87. (p. 71) Recent research shows that high doses of aspirin during pregnancy can contribute to which of the following?

- A. low intelligence
- B. miscarriage
- C. Down syndrome
- D. maternal and fetal bleeding**

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Prescription and Nonprescription Drugs*

88. (p. 71) Psychoactive drugs affect the \_\_\_\_\_ system.

- A. endocrine
- B. nervous**
- C. respiratory
- D. digestive

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Prescription and Nonprescription Drugs*

Chapter 02 - Biological Beginnings

89. (p. 71) Gina is pregnant and is a heavy smoker. Compared to the baby of a nonsmoker, her baby is **MORE** likely to suffer from which of the following?

- A. facial and limb deformities
- B. sudden infant death syndrome**
- C. cleft palate
- D. tremors and increased general irritability

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Nicotine*

90. (p. 70-71) Which of the following prescription and nonprescription drugs can have harmful effects on an embryo or fetus?

- A. aspirin
- B. some antibiotics and hormones
- C. diet pills
- D. all of these**

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Prescription and Nonprescription Drugs*

91. (p. 71) The **BEST** way to prevent fetal alcohol spectrum disorders (FASD) is to:

- A. drink only beer during pregnancy.
- B. maintain good nutrition during pregnancy.
- C. completely abstain from drinking during the entire pregnancy.**
- D. drink only wine during pregnancy.

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Alcohol*



Chapter 02 - Biological Beginnings

92. (p. 71) Maria is a social drinker but has vowed that she will stop drinking as soon as she gets pregnant. Maria may be unaware that:
- A. pregnancy will cause her to crave alcohol.
  - B. moderate drinking of alcohol during pregnancy does not affect the fetus.
  - C. even moderate use of alcohol will decrease her chance of becoming pregnant.
  - D.** many developmental problems can occur even before a woman knows she is pregnant.

*APA Outcome: 1.2*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Alcohol*

93. (p. 71) Facial deformities, defective limbs, learning problems, below-average intelligence, and impaired memory development are all linked to which teratogen?
- A. cocaine
  - B. psychoactive drugs
  - C. nicotine
  - D.** alcohol

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Alcohol*

94. (p. 71) Neonatal deaths, preterm births, low birth weights, respiratory problems, and sudden infant death syndrome are all linked to which teratogen?
- A. cocaine
  - B. psychoactive drugs
  - C.** nicotine
  - D. alcohol

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Nicotine*

Chapter 02 - Biological Beginnings

95. (p. 72) Cocaine exposure during prenatal development is linked to which of the following?
- A. increased likelihood of being in special education and receiving support services
  - B. impaired language development and information processing
  - C. impaired motor development and slower growth rate
  - D.** all of these

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Cocaine*

96. (p. 72) Newborn babies are likely to exhibit signs of withdrawal if a mother heavily used which teratogen?
- A. alcohol
  - B. nicotine
  - C. caffeine
  - D.** heroin

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Heroin*

97. (p. 72) Newborn Brock cries most of the day, does not sleep well, and has impaired motor control. Which of the following substances that his mother used during pregnancy account for these problems?
- A.** heroin
  - B. caffeine
  - C. alcohol
  - D. nicotine

*APA Outcome: 1.2*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Heroin*

98. (p. 73) Which of the following teratogens is MOST damaging in later prenatal development?

- A. nicotine
- B. syphilis**
- C. rubella
- D. cocaine

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Teratogen*

99. (p. 73) What is the BEST way to keep the effects of maternal genital herpes from harming a fetus/infant?

- A. A cesarean section can be performed.**
- B. Antibiotics should be delivered for a minimum of 6 hours before delivery.
- C. A vaccination for the disease should be administered before the woman gets pregnant.
- D. A vaccination for the disease should be administered after the woman gets pregnant.

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Maternal Diseases*

100. (p. 72-73) Which of the following presents a risk to a developing fetus?

- A. A mother has received the vaccine RhoGAM.
- B. A woman has a negative Rh factor and her partner has a positive Rh factor.**
- C. A woman and her partner have positive Rh factors, but the fetus is Rh negative.
- D. A woman has type O blood and the fetus has type A blood.

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Incompatible Blood Types*

Chapter 02 - Biological Beginnings

101. (p. 72-73) Laura has a negative Rh factor, and her baby has a positive Rh factor. Which of the following may happen?

- A. Laura's antibodies may attack the fetus.
- B. The baby may die soon after birth.
- C. Miscarriage or stillbirth, brain damage, and/or heart defects.
- D.** all of these

*APA Outcome: 1.2*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Incompatible Blood Types*

102. (p. 73) If a mother is HIV positive, but her infant does not show signs of AIDS at birth, then the infant may:

- A. not have HIV.
- B. not develop AIDS.
- C.** still develop AIDS.
- D. be a carrier for AIDS.

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Maternal Diseases*

103. (p. 73) Which of the following is NOT a way for a mother infected with HIV to pass the virus to her child?

- A. during gestation across the amnion
- B.** during gestation through the umbilical cord
- C. during delivery through contact with maternal blood
- D. after birth through breast-feeding

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Maternal Diseases*

Chapter 02 - Biological Beginnings

104. (p. 73-74) Nutritional status during pregnancy is:

- A. influenced only by the amount of protein that a woman intakes each day.
- B. easily determined simply by calculating the number of calories consumed.
- C.** influenced by relative levels of protein, vitamins, minerals, and total calories.
- D. difficult to determine, since one must monitor complex interactions of several substances.

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Maternal Diet and Nutrition*

105. (p. 74) Who among the following is LEAST likely to receive prenatal care?

- A. a first-time mother in her mid-30s
- B. a mother with two or more other children
- C. a working woman over 25
- D.** a pregnant adolescent

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Maternal Age*

106. (p. 75) Tammy is pregnant and is 45 years old. Her doctor considers her a "high-risk" pregnancy. Which of the following risks is Tammy's doctor concerned about?

- A. increased risk for Down syndrome
- B. increased risk for low birth weight
- C. increased risk for preterm delivery and fetal death
- D.** all of these

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Maternal Age*

Chapter 02 - Biological Beginnings

107. (p. 75) Which of the following paternal characteristics is LEAST likely to affect a child's development?

- A. exposure to lead and radiation
- B. exposure to certain pesticides and petrochemicals
- C. cigarette smoking
- D. age**

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Paternal Factors*

108. (p. 76) Centering Pregnancy, an innovative prenatal care program, is rapidly expanding in the United States and provides \_\_\_\_\_.

- A. free prenatal care to low-income mothers
- B. in-home prenatal care by a midwife
- C. prenatal care in a peer group setting**
- D. confidential prenatal care to pregnant adolescents

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Prenatal Care*

109. (p. 76-77) Which of the following outcomes of prenatal education is of the MOST value for pregnant women living in poverty?

- A. Participants receive coupons for free goods and services.
- B. These women can be linked to other valuable social services.**
- C. Classes encourage these mothers to bottle-feed so that they can maintain employment.
- D. Participants are offered free postpartum birth control.

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Basic*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Prenatal Care*

Chapter 02 - Biological Beginnings

110. (p. 78) During which stage of childbirth does the cervix dilate?

- A.** first
- B. second
- C. third
- D. afterbirth

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Stages of Birth*

111. (p. 78) During which stage of childbirth is the fetus expelled from the womb?

- A. first
- B.** second
- C. third
- D. pushing

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Stages of Birth*

112. (p. 78) Myriam received a drug that will numb the entire lower area of her body during labor. Myriam was likely given a(n):

- A.** anesthetic.
- B. pitocin.
- C. analgesic.
- D. hormone.

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Basic*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Medication*

Chapter 02 - Biological Beginnings

113. (p. 79) Which of the following is an example of an analgesic?

- A.** Demerol
- B. heroin
- C. pitocin
- D. epidural block

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Basic*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Medication*

114. (p. 79) Which of the following does the natural childbirth method use to reduce a mother's pain during labor and delivery?

- A. nonprescription drugs
- B.** education and relaxation techniques
- C. Lamaze breathing
- D. Apgar coaching

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Natural and Prepared Childbirth*

115. (p. 79) Melissa plans to use the prepared childbirth method to reduce her pain during labor and delivery. Which of the following will she employ?

- A. nonprescription drugs
- B. epidural block
- C.** Lamaze breathing
- D. Apgar coaching

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Natural and Prepared Childbirth*



Chapter 02 - Biological Beginnings

116. (p. 80) A breech position is undesirable because it means that:
- A. the third stage of birth will be longer and more complicated.
  - B. a cesarean section will be necessary to safely deliver the baby.
  - C. delivery will take place too quickly, resulting in brain hemorrhaging.
  - D.** the fetus will be at increased risk for respiratory problems during delivery.

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Caesarean Delivery*

117. (p. 80) Diane's doctor has suggested that a cesarean delivery of her child may be necessary. What is the MOST likely reason?
- A. The doctor will be out of town during the week that Diane is due to deliver her baby.
  - B. The fetus is very small.
  - C. Diane is allergic to pain medication.
  - D.** The fetus is in a breech position.

*APA Outcome: 1.2*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Caesarean Delivery*

118. (p. 80) An Apgar scale score of 3 signals a newborn's condition is:
- A. excellent.
  - B. good.
  - C. average.
  - D.** high risk.

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Apgar Scale*

Chapter 02 - Biological Beginnings

119. (p. 80) Renee's baby was born just minutes ago, and the doctor is checking the baby's heart rate, respiratory effort, and muscle tone. Renee's baby is being given a(n):

- A.** Apgar Scale test.
- B. Preterm Outcome test.
- C. Rogers-Randall Assessment.
- D. Brazelton Neonatal Assessment.

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Apgar Scale*

120. (p. 82) The designation preterm is determined by:

- A. ratio of weight at birth to time of gestation.
- B.** time of gestation.
- C. weight at birth.
- D. time of gestation plus weight.

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Basic*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Low Birth Weight and Preterm Infants*

121. (p. 82) Baby Alec was born during his mother's 38<sup>th</sup> week of pregnancy and weighed 5 lbs 2 oz. He is considered:

- A. preterm.
- B.** low birth weight.
- C. very low birth weight.
- D. large for date.

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Low Birth Weight and Preterm Infants*

Chapter 02 - Biological Beginnings

122. (p. 82) Twins Diego and Demare were delivered during their mother's 34<sup>th</sup> week of pregnancy and weighed 4 lbs 3 oz and 4 lbs 15 oz, respectively. They are considered:

- A. preterm and low birth weight.
- B. term and low birth weight.
- C. term and small for date.
- D. preterm and very low birth weight.

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Low Birth Weight and Preterm Infants*

123. (p. 82) Angie was born after 40 weeks of gestation and weighed 4 pounds. Angie is considered:

- A. preterm.
- B. premature.
- C. low birth weight.
- D. very low birth weight.

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Difficulty Level: Moderate*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Low Birth Weight and Preterm Infants*

124. (p. 82) Tamara delivered her babies preterm. All of the following are possible reasons for the preterm delivery EXCEPT:

- A. Tamara was pregnant with triplets.
- B. Tamara was 43 years old.
- C. Tamara's tobacco use.
- D. Tamara had low stress.

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Moderate*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Low Birth Weight and Preterm Infants*

125. (p. 83) According to Tiffany Field's research, what can increase weight gain, alertness, and activity in preterm infants?

- A. massage therapy
- B. letting a mother be the first to hold the baby
- C. breast feeding
- D. visual stimulation

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Basic*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Low Birth Weight and Preterm Infants*

### Short Answer Questions

126. (p. 49) Define *natural selection* and *adaptive behavior*.

Natural selection is the evolutionary process that favors individuals of a species that are best adapted to survive and reproduce.

Adaptive behavior promotes an organism's survival in its natural habitat.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Moderate*

*Learning Objective: 02-01 Discuss the evolutionary perspective on life-span development*

*Topic: Adaptive Behavior*

*Topic: Natural Selection*

127. (p. 49) Describe evolutionary psychology.

Evolutionary psychology emphasizes the importance of adaptation, reproduction, and "survival of the fittest" in shaping behavior. Evolution favors certain behaviors that can increase chances for reproductive success.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-01 Discuss the evolutionary perspective on life-span development*

*Topic: Evolutionary Psychology*

Chapter 02 - Biological Beginnings

128. (p. 50-51) Evolution has not weeded out many harmful conditions that have their onset in old age. Give a possible reason for this.

Natural selection operates primarily on characteristics that are tied to reproductive fitness.

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-01 Discuss the evolutionary perspective on life-span development*

*Topic: Evolutionary Psychology*

*Topic: Natural Selection*

129. (p. 52-53) Briefly discuss the relationships among human chromosomes, DNA, and genes.

Each human cell contains 46 chromosomes that come in 23 pairs. Chromosomes contain DNA, a complex molecule containing genetic information. Genes are short segments of DNA.

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Difficult*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Genes*

130. (p. 53-54) Why is genetic variability in the population valuable?

Genetic variability provides more characteristics for natural selection to operate on.

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Difficult*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Genes*

131. (p. 55) Explain the difference between genotype and phenotype.

Genotype is a person's entire genetic heritage.

Phenotype is the way an individual's genotype is expressed in observed and measurable characteristics.

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Moderate*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Genes*

132. (p. 56) Explain the dominant-recessive genes principle, and give an example of a dominant characteristic that rules over its recessive counterpart.

Dominant-recessive genes principle: If one gene in a pair is dominant and one is recessive, the dominant gene exerts its effect and overrides the potential influence of the recessive gene.

Examples: brown eyes over blue eyes, farsightedness over nearsightedness, dimples over no dimples, no freckles over freckles.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Difficult*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Dominant-Recessive Genes*

133. (p. 56-57) Describe the chromosomal abnormality of two sex-linked syndromes.

Klinefelter syndrome—occurs in males when there is an extra X chromosome, making them XXY instead of XY.

Fragile X syndrome—abnormality in the X chromosome that becomes constricted and often breaks.

Turner syndrome—occurs in females when one of the X chromosomes is missing, making them XO instead of XX or when the second X chromosome is partially deleted.

XYY syndrome—occurs in males when there is an extra Y chromosome, making them XYY instead of XY.

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Difficult*

*Learning Objective: 02-02 Describe what genes are and how they influence human development*

*Topic: Sex-Linked Genes*

134. (p. 60) How might the results from a twin study be misinterpreted?

The environments of identical twins may be more similar than those of fraternal twins.

Environmental influences might get overlooked when results are interpreted.

*APA Outcome: 1.1*

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Behavior Genetics*

135. (p. 60-61) Describe the three types of heredity-environment correlations, and give an example of each.

Passive genotype-environment correlations occur because biological parents provide a rearing environment for the child. (Any example of a parent(s) providing opportunities for their child(ren) for which the parent(s) or child(ren) may have a predisposed biological ability.)

Evocative genotype-environment correlations occur when a child's genetically shaped characteristics elicit certain types of physical and social environments. (Any example of a child's natural abilities or personality characteristics evoking certain reactions from parents.)

Active genotype-environment correlations occur when children seek out environments that they find compatible or stimulating. (Any example of a child preferring and choosing certain settings, friends, and activities.)

*APA Outcome: 1.2*

*APA Outcome: 1.3*

*Blooms Taxonomy: Apply*

*Blooms Taxonomy: Remember*

*Difficulty Level: Difficult*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Active Genotype-Environment Correlations*

*Topic: Evocative Genotype-Environment Correlations*

*Topic: Passive Genotype-Environment Correlations*

136. (p. 62) Describe shared and nonshared environmental experiences.

Shared environmental experiences are siblings' common experiences, such as parents' intellectual orientations, values, socioeconomic status, and neighborhood.

Nonshared environmental experiences are a child's unique experiences within and outside the family.

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Nonshared Environmental Influences*



137. (p. 62) It is common for children raised in the same household to have very different personalities and interests. What might this indicate about the nonshared experiences of siblings?

Some behavior geneticists argue that heredity influences the nonshared environments of siblings as described in the active genotype-environment interaction. Children who have genetic propensities toward certain abilities will spend more time in those types of environments.

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Nonshared Environmental Influences*

138. (p. 62-63) Describe an epigenetic view of development.

Development is the result of an ongoing bidirectional interchange between heredity and the environment. Developmental outcome is not determined by a certain percentage of heredity and a certain percentage of environment. Genetic expression happens throughout the lifespan.

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-03 Explain some of the ways that heredity and environment interact to produce individual differences in development*

*Topic: Epigenetic View*

## Chapter 02 - Biological Beginnings

139. (p. 65-66) List three developmental characteristics or events from each of the germinal, embryonic, and fetal periods of prenatal development.

### Germinal

- takes place in first 2 weeks after conception
- includes creation of a zygote
- rapid cell division begins
- cell differentiation begins

### Embryonic

- occurs from 2 to 8 weeks after conception
- zygote attaches to the uterine wall
- rate of cell differentiation intensifies
- support systems for cells form
- organs appear
- endoderm, ectoderm, and mesoderm develop
- urogenital system is apparent
- arm and leg buds emerge
- four chambers of the heart take place
- intestinal track develops

### Fetal

- begins 2 months after conception and lasts for 7 months
- fetus becomes active, moving limbs, head, and opening and closing mouth
- face, forehead, eyelids, nose, and chin are distinguishable
- genitals can be identified as male or female
- rapid growth and weight gain
- prenatal reflexes become stronger
- skin structures form
- organ function intensifies
- fatty tissues develop

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Embryonic Period*

*Topic: Fetal Period*

*Topic: Germinal Period*

140. (p. 65) Describe the three layers of cells that develop at the beginning of the embryonic period.

Endoderm: the inner layer of cells, which will develop into the digestive and respiratory systems

Ectoderm: the outermost layer, which will become the nervous system, sensory receptors (e.g., ear, nose, and eyes), and skin parts (e.g., hair and nails)

Mesoderm: the middle layer, which will become the circulatory system, bones, muscle, excretory system, and reproductive system.

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Difficult*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Embryonic Period*

141. (p. 68-69) Describe four prenatal diagnostic tests and when they are administered.

Ultrasound sonography: high-frequency sound waves are directed into the pregnant woman's abdomen to assess growth and development, can be given anytime during pregnancy.

Fetal MRI is used to diagnose fetal malformations. MRI (magnetic resonance imaging) uses a powerful magnet and radio waves to generate detailed images of the body's organs and structures. This provides more detailed images than ultrasound. In many instances, ultrasound will indicate a possible abnormality and fetal MRI will then be used to obtain a clearer, more detailed image. Among the fetal malformations that fetal MRI may be able to detect better than ultrasound sonography are certain central nervous system, chest, gastrointestinal, genital/urinary, and placental abnormalities.

Chorionic villi sampling: a small sample of the placenta is removed, given between the 8<sup>th</sup> and 11<sup>th</sup> week of pregnancy.

Amniocentesis: a sample of amniotic fluid is withdrawn by syringe to determine if any chromosomal or metabolic disorders are present in the developing fetus, given between the 12<sup>th</sup> and 16<sup>th</sup> weeks of pregnancy.

Maternal blood test (alpha-fetoprotein test—AFP): blood is drawn and tested to determine if defects are present in brain and spinal cord of the fetus, given between the 14<sup>th</sup> and 20<sup>th</sup> week of pregnancy.

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Difficult*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Prenatal Diagnostic Tests*

142. (p. 69-72) Define a *teratogen* and list five teratogens.

A teratogen is any agent that can cause a birth defect.

Teratogens include but are not limited to nicotine, alcohol, heroin, caffeine, toxins (such as lead and various pollutants), cocaine, marijuana, some prescription and nonprescription drugs, infectious diseases, radiation, and so on.

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Teratogen*

143. (p. 69-72) Discuss three conditions that affect the severity of the damage and/or type of birth defects teratogens may cause.

Dose: The greater the dose of a teratogenic agent, the greater its effect.

Genetic susceptibility: Genotypes of the woman and of the fetus influence the effect of a given teratogen.

Time of exposure: Teratogens do more damage at some points in development than others.

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Teratogen*

144. (p. 71) Define *fetal alcohol spectrum disorders* (FASD), and list two possible abnormalities that can occur as a result.

Fetal alcohol spectrum disorders is a cluster of abnormalities that appear in the offspring of mothers who drink alcohol heavily during pregnancy. Abnormalities include: (1) facial deformities, (2) defective limbs, (3) defective heart, (4) below-average intelligence, (5) mental retardation.

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Alcohol*

145. (p. 71-72) Explain three effects of nicotine on fetal development.

Nicotine use by the mother when pregnant can lead to the following problems in the fetus or infant: (1) respiratory problems, (2) poor language and cognitive development, (3) low birth weight, (4) preterm births, and (5) a higher incidence of fetal and neonatal deaths, (6) higher incidence of SIDS.

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Nicotine*

146. (p. 72) What are the three ways that a mother infected with HIV may transmit the virus to her offspring?

1. during gestation across the placenta
2. during delivery through contact with maternal blood or fluids
3. after birth through breast-feeding

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Maternal Diseases*

147. (p. 73) What are the three possible outcomes for a child born to a mother infected with HIV?

1. infected and symptomatic
2. infected and asymptomatic
3. not infected

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Maternal Diseases*

Chapter 02 - Biological Beginnings

148. (p. 75) List three environmental hazards that can endanger the fetus.

1. radiation
2. toxic wastes
3. other chemical pollutants

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Environmental Hazards*

149. (p. 75) List three paternal factors that can influence fetal development.

1. exposure to radiation
2. exposure to lead
3. exposure to certain pesticides
4. exposure to petrochemicals
5. smoking

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Moderate*

*Learning Objective: 02-04 Characterize the course of prenatal development and its hazards*

*Topic: Paternal Factors*

Chapter 02 - Biological Beginnings

150. (p. 78) List two characteristics of each of the three stages of birth.

First Stage:

- longest of the three stages
- uterine contractions begin
- cervix stretches and opens

Second Stage:

- lasts an average of 1 1/2 hours
- baby's head starts to move through the cervix and the birth canal
- baby completely emerges from the mother's body

Third Stage (or afterbirth):

- shortest of the three stages
- placenta, umbilical cord, and other membranes are detached and expelled

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Moderate*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Stages of Birth*

151. (p. 80) What would necessitate a cesarean delivery?

If the baby is in a breech position, a cesarean delivery is usually performed because a breech birth can cause respiratory problems for the baby.

*APA Outcome: 1.2*

*Blooms Taxonomy: Understand*

*Difficulty Level: Moderate*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Cesarean Delivery*

152. (p. 80-81) List four of the five health signs evaluated by the Apgar Scale.

1. heart rate
2. respiratory effort
3. muscle tone
4. body color
5. reflex irritability

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Moderate*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Apgar Scale*

153. (p. 82) Define *low birth weight*, *preterm*, and *small-for-date* infants.

Low birth weight infants weigh less than 5 1/2 pounds at birth.

Preterm infants are those born three weeks or more before pregnancy has reached full term (35 or fewer weeks after conception).

Small-for-date infants may be preterm or full term and have a below-normal weight for their gestational age.

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Moderate*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Low Birth Weight and Preterm Infants*

154. (p. 82-83) List three possible consequences of low birth weight.

- brain damage
- learning problems or disabilities
- attention deficit disorder
- breathing problems

*APA Outcome: 1.2*

*Blooms Taxonomy: Remember*

*Difficulty Level: Moderate*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Consequences of Low Birth Weight*



155. (p. 83-84) Discuss three points in the issue of bonding between mother and newborn.

Bonding is the formation of a connection between parent and newborn. Sometimes hospital conditions can interfere with bonding (pain drugs make the mother drowsy, separation of mother and newborn after delivery, preterm infants may be isolated from the mother, etc.).

Some physicians believe that parent and child need to form an emotional attachment shortly after birth in order for optimal development in years to come.

The extreme bonding hypothesis that a newborn must have close contact with the mother in the first few days of life to develop optimally is simply not true.

Many hospitals offer rooming-in arrangements in which a baby can remain in the mother's room most of the time during its hospital stay.

*APA Outcome: 1.2*

*Blooms Taxonomy: Analyze*

*Difficulty Level: Difficult*

*Learning Objective: 02-05 Summarize how birth takes place and describe the nature of the postpartum period*

*Topic: Bonding*