|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Section/Learning Objective |  | Factual | Conceptual | Applied |
| **POP Quiz 1** | Multiple Choice | 1-4, 6-9 | 5, 10 |  |
| **POP quiz 2**  | Multiple Choice | 1-6, 8, 10 | 7, 9 |  |
| **Psychology, Pseudoscience, and Popular Opinion** LO 1.1.A – Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. LO 1.1.B – Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology.LO 1.1.C – List and describe four major perspectives in modern psychology.LO 1.1.D – Describe the roles that psychologists play in research, practice, and the community. | Multiple Choice | 1-2, 5, 7, 9-11, 13-18, 22-23, 25-26, 29-40, 43-44, 46, 48-50, 57, 59-60, 46-66, 68  | 3-4, 6, 8, 19-21, 27-28, 42, 51-53, 58, 61, 70 | 24, 41, 45, 47, 54-56, 62-63, 67, 69 |
| True/False | 1-44 |  |  |
| Short Answer | 3-7, 9 | 1, 8, 10 | 2, 11 |
| Essay | 3 | 2, 4-5 | 1 |
| Integrative Essay |  |  |  |
| **Thinking Critically and Scientifically About Psychology**LO 1.2.A – Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.LO 1.2.B – Discuss how students can use the principles and methods of psychology to more effectively study psychology. | Multiple Choice | 71, 80-81 | 78-79, 82 | 72-77 |
| True/False | 45-65 | 10,12 |  |
| Short Answer | 13-14 | 12 |  |
| Essay |  | 6-7 |  |
| Integrative Essay |  |  |  |
| **Doing Research: Moving From Questions to Data**LO 1.3.A – Describe the major ways participants are selected for psychological studies and how the method of selection might influence interpretations of a study’s outcomes.LO 1.3.B – Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. | Multiple Choice | 83-86, 89, 92-98, 101-102  |  90 | 87-88, 91, 99-100  |
| True/False | 66-78 |  |  |
| Short Answer |  | 15 |  |
| Essay |  |  | 8 |
| Integrative Essay |  |  |  |

**(Continued on next page)**

**Chapter 1**

**What is Psychology?**

**Total**

**Assessment**

**Guide**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Section/Learning Objective |  | Factual | Conceptual | Applied |
| **Correlational Studies: Looking For Relationships**LO 1.4.A – Illustrate with an example how the correlation coefficient give both the size and direction of the relationship between two variables.LO 1.4.B – Explain why a correlation between two variables does not establish a causal relationship between those variables. | Multiple Choice | 103-106,107,108,109,117,120,121,122 | 108-113, 115-116, 121-122 | 107 |
| True/False | 79-85 |  |  |
| Short Answer | 17 |  | 16 |
| Essay |  |  |  |
| Integrative Essay |  |  |  |
|  |  |  |  |
| **The Experiment: Hunting For Causes**LO 1.5.A – Distinguish an independent variable from a dependent variable and give an example of each.LO 1.5.B – Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group.LO 1.5.C – Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design. | Multiple Choice | 126,127,129,132,136,137,141,142 | 125, 130, 133-135, 140-142 | 128, 131-132, 136-137 |
| True/False | 86-92, 94-106  |  | 93 |
| Short Answer | 22 |  | 18-21 |
| Essay |  |  | 9 |
| Integrative Essay |  |  |  |
|  |  |  |  |
| **Evaluating The Findings**LO 1.6.A – Explain how descriptive statistics can be used to compare the performance of groups and research participants.LO 1.6.B – Explain what a statistically significant research result does and does not mean. | Multiple Choice | 146, 148,150,151,152,154,158,159 | 150 | 144, 146, 152-154 |
| True/False | 107-117 |  |  |
| Short Answer |  |  |  |
| Essay | 10-11 | 12 |  |
| Integrative Essay |  |  |  |
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**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Chapter 1 – Pop Quiz 1**

1. Psychology is defined as the discipline concerned with

 a. the study of all physical stimuli that affect human sensations and perceptions.

 b. behavior and mental processes and how they are affected by an organism’s physical state, mental state, and external environment.

 c. the study of humankind and the importance of culture in explaining the diversity in human behavior.

 d. maladaptive human behaviors and cognitions that are incorporated into a person’s self-worth during childhood.

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ established the first psychological laboratory in 1879.

 a. Sigmund Freud

 b. John Locke

 c. William James

 d. Wilhelm Wundt

3. Which modern psychological perspective focuses on how people reason, remember, understand language, and solve problems?

 a. the learning perspective

 b. the cognitive perspective

 c. the sociocultural perspective

 d. the psychodynamic perspective

4. In almost all states, a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is required to obtain a license to practice clinical psychology.

 a. doctorate

 b. master’s degree

 c. medical degree

 d. certificate from a psychoanalytic institute

5. Critical thinking requires

 a. creativity for creating alternative explanations.

 b. treating all theories as equally valid.

 c. low tolerance for uncertainty.

 d. emotional reasoning.

6. Research methods that depict behavior, but do not necessarily yield causal explanations, are called

 a. experimental methods.

 b. blind studies.

 c. significance tests.

 d. descriptive methods.

7. Assessment instruments that are designed to tap unconscious feelings or motives are called

 a. objective tests.

 b. projective tests.

 c. double-blind tests.

 d. single-blind tests.

8. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a measure of how strongly two variables are related to one another.

 a. relationship coefficient

 b. meta-analysis

 c. Bayesian statistic

 d. correlation

9. Which variable does an experimenter manipulate when conducting experimental research?

 a. control variable

 b. confounding variable

 c. independent variable

 d. dependent variable

10. A result that is significant at the .05 level indicates that

 a. the result was obtained purely by chance and is not real.

 b. the probability that the result is due to real differences between groups is .05.

 c. there is a positive relationship between variables.

 d. the probability that the result occurred by chance is low, and therefore the result is probably real.

**Chapter 1 – Pop Quiz 1**

**Answer Key**

1. b Rationale: Psychology is the discipline concerned with understanding behavior and mental processes and how they are affected by an organism’s physical state, mental state, and external environment. The other choices are only a part of psychology. (Factual, Easy, LO 1.1.A, APA 1.1, 1.2)

2. d Rationale: Wilhelm Wundt is referred to as the father of modern, scientific psychology because he established the first psychological laboratory in Leipzig in 1879. (Factual, Easy, LO 1.1.B, APA 1.1, 1.2)

3. b Rationale: The cognitive perspective focuses on understanding the processes the mind uses to know and understand the world. (Factual, Moderate, LO 1.1.C, APA 1.1, 1.2, 2.2)

4. a Rationale: Most U.S. states require a doctoral degree to be licensed as a psychologist. (Factual, Easy, LO 1.1.D, APA 1.1, 1.2, 5.5)

5. a Rationale: Critical thinking includes the ability to be creative and constructive, the ability to come up with alternative rationales for events, think of implications of research findings, and apply new knowledge to social and personal problems. It does not mean that all opinions are created equal and that everybody’s beliefs are as good as anyone else’s. (Conceptual, Easy, LO 1.2.A, APA 1.1, 2.1, 2.2)

6. d Rationale: This is a definition of descriptive research techniques. (Factual, Easy, LO 1.3.B, APA 1.1, 1.2, 2.4)

7. b Rationale: Projective tests purport to determine a person’s unconscious feelings and motives. (Factual, Easy, LO 1.3.B, APA 1.1, 1.2)

8. d Rationale: This is a definition of correlation. A correlation is a measure of how strongly two variables are related to one another. (Factual, Easy, LO 1.4.A, APA 1.1, 1.2, 2.4)

9. c Rationale: The independent variable is manipulated by the experimenter. The dependent variable gets affected by the experimenter’s manipulation of the independent variable. (Factual, Easy, LO 1.5.A, APA 1.1, 1.2, 2.4)

10. d Rationale: A .05 level of significance means that there is less than 5 percent probability that the results were due to chance. If, however, the significance test shows that the *p* value is greater than .05, many researchers would have little confidence in the study’s result. (Conceptual, Difficult, LO 1.6.B, APA 1.1, 1.2, 2.1, 2.2, 2.4)

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Chapter 1 – Pop Quiz 2**

1. Compared to “pop psychology,” psychology

 a. is based on empirical evidence.

 b. is less complex.

 c. addresses only human behavior.

 d. is narrower in the issues it addresses.

2. Which of the following was a classic pseudoscientific theory that related bumps on the head to personality traits, and did not disappear until well into the twentieth century?

 a. introspection

 b. functionalism

 c. phrenology

 d. behaviorism

3. The first psychological laboratory was officially established by Wilhelm Wundt in

 a. America.

 b. Holland.

 c. Germany.

 d. Russia.

4. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a medical doctor who diagnoses and treats mental disorders and takes a more biological approach than other psychotherapists.

 a. psychiatrist

 b. psychoanalyst

 c. LCSW

 d. MFCC

5. Which of the following is one of the critical-thinking guidelines described in the textbook?

 a. don’t overthink; go with your gut reaction

 b. define your terms

 c. accept all opinions as equally valid

 d. simplify as much as possible

6. The tendency to look for information that supports one’s own belief is called

a. the principle of falsifiability.

b. confirmation bias.

c. denialism.

d. cognitive inertia.

7. Which of the following is an advantage of case studies?

a. Case studies produce a more detailed picture of an individual than other methods do.

b. The information produced in a case study is easy to interpret.

c. Data collected during a case study can be easily generalized to other individuals.

d. Case studies are less susceptible to researcher bias than other methods.

8. A numerical measure of the relationship between two variables is known as

 a. correlation.

 b. the association coefficient.

 c. association.

 d. arbitrage.

9. Which of the following pairs of variables would illustrate a negative correlation?

a. ocean temperature and the number of people at the beach

b. adult shoe size and IQ scores

c. the price of a car and the mileage on the odometer

d. height and weight

10. A variable that is predicted to be affected by an experimenter’s manipulations in experimental research is called a(n)

a. extraneous variable.

b. dependent variable.

c. confounding variable.

d. independent variable.

**Chapter 1 – Pop Quiz 2**

**Answer Key**

1. a Rationale: Psychology (the science you’re learning about in this course), as opposed to pop psychology, is strongly based on empirical evidence. (Factual, Easy, LO 1.1.A, APA 1.1, 1.2)

2. c Rationale: Phrenology is a pseudoscientific theory that relates bumps on the head to personality traits. Enthusiasm for phrenology did not disappear until the twentieth century. (Factual, Easy, LO 1.1.B, APA 1.1, 1.2, 2.1)

3. d Rationale: Wilhelm Wundt established the first psychological laboratory in Germany. (Factual, Easy, LO 1.1.B, APA 1.1, 1.2)

4. a Rationale: A psychiatrist is a medical doctor who has done a three-year residency in psychiatry to learn how to diagnose and treat mental disorders. (Factual, Easy, LO 1.1.D, APA 1.1, 1.2, 2.1, 5.5)

5. b Rationale: Defining terms is one of the eight important critical thinking guidelines. Vague or poorly defined terms in a question can lead to misleading or incomplete answers, or cause terrible misunderstandings. (Factual, Easy, LO 1.2.A, 1.9, APA 1.1, 1.2)

6. b Rationale: Confirmation bias occurs when people look for and accept evidence that supports their pet theories and assumptions and ignore or reject evidence that contradicts their beliefs. (Factual, Easy, LO 1.2.A, 1.9, APA 1.1, 1.2, 2.4)

7. a Rationale: Case studies illustrate psychological principles in a way that abstract generalizations and descriptive statistics never can, and they produce a more detailed picture of an individual than other methods do. However, they can also be biased, difficult to interpret, and the results do not always generalize to other individuals. (Conceptual, Moderate, LO 1.3.B, APA 1.1, 2.1, 2.2)

8. a Rationale: This is the definition for correlation. (, Factual, Easy, LO 1.4.A, APA 1.1, 2.4)

9. c Rationale: There is a negative relationship between the price of a car and its mileage. The more miles driven, the less a car is typically worth. (Conceptual, Moderate, LO 1.4.A, APA 1.1, 1.2, 2.1, 2.4)

10. b Rationale: A dependent variable is a variable that an experimenter predicts will be affected by manipulations of the independent variable. (Factual, Easy, LO 1.5.A, APA 1.1, 1.2, 2.1, 2.4)

**Multiple Choice Questions**

1. Psychology is defined as the discipline concerned with

 a. the study of all physical stimuli that affect human sensations and perceptions.

 b. behavior and mental processes and how they are affected by an organism’s physical state, mental state, and external environment.

 c. the study of humankind and the importance of culture in explaining the diversity in human behavior.

 d. maladaptive human behaviors and cognitions that are incorporated into a person’s self-worth during childhood.

 **Section:**  **Psychology, Pseudoscience, and Popular Opinion**

 **Type: Factual Answer: b**

 **Level of Difficulty: Easy**

**LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. APA 1.1, 1.2**

 **Rationale: Psychology is the discipline concerned with understanding behavior and mental processes and how they are affected by an organism’s physical state, mental state, and external environment. The other choices are only a part of psychology.**

2. Compared to “pop psychology,” psychology

 a. is based on empirical evidence.

 b. is less complex.

 c. addresses only human behavior.

 d. is narrower in the issues it addresses.

 **Section: Psychology, Pseudoscience, and Popular Opinion**

 **Type: Factual Answer: a**

 **Level of Difficulty: Easy**

 **LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. APA 1.1, 1.2, 2.1**

**Rationale: Psychology (the science you’re learning about in this course), as opposed to pop psychology, is strongly based on empirical evidence.**

3. Which of the following best describes the academic field of psychology?

 a. It is restricted to the study of mental and emotional disorders, personal problems, and psychotherapy.

 b. It is restricted to the study of humans.

 c. Its approach is similar to popular psychology.

 d. It is the study of not just exceptional experiences but also commonplace ones.

 **Section: Psychology, Pseudoscience, and Popular Opinion**

 **Type: Conceptual Answer: d**

 **Level of Difficulty: Moderate**

 **LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. APA 1.1, 1.2, 2.1**

 **Rationale: Psychologists are as likely to study commonplace experiences—rearing children, gossiping, remembering a shopping list, daydreaming, making love, and making a living—as exceptional ones. Scientific psychology actually addresses a broader range of issues than does pop psych.**

4. Real psychology differs from popular psychology and its pseudoscientific relatives in that it is based on

 a. popular opinion.

 b. the ideas of prominent psychoanalysts.

 c. empirical evidence.

 d. the latest theories.

 **Section: Psychology, Pseudoscience, and Popular Opinion**

 **Type: Conceptual Answer: c**

 **Level of Difficulty: Easy**

**LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. APA 1.1, 1.2, 2.1**

 **Rationale: Psychology is based on scientific research and empirical evidence, not on opinions, ideas or random theories.**

5. Empirical findings are those that

 a. rely on observation, experimentation, or measurement.

 b. characterize an entire set of research data.

 c. are conducted in a field setting outside of a laboratory.

 d. compare subjects of different ages at a given time.

 **Section: Psychology, Pseudoscience, and Popular Opinion**

 **Type: Factual Answer: a**

 **Level of Difficulty: Moderate**

**LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. APA 1.1, 1.2, 2.1**

 **Rationale: Empirical findings are gathered by careful observation, experimentation, and measurement. It is not necessary that such experimentation needs to be conducted in a field setting or a laboratory.**

6. Which of the following would give the most accurate view of psychology?

 a. hearing a radio call-in show facilitated by a therapist

 b. searching the Internet to see what the popular opinion is on when to begin toilet training an infant

 c. reading a self-help book about how to get over a breakup

 d. reading a newspaper article on the causes of bullying, which describes some of the current research evidence

 **Section: Psychology, Pseudoscience, and Popular Opinion**

 **Type: Conceptual Answer: d**

 **Level of Difficulty: Moderate**

 **LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. APA 1.1, 1.2, 2.1**

 **Rationale: Real psychology bears little relation to popular psychology and its pseudoscientific relatives found on the Internet, on television, and in thousands of self-help books. It is based on scientific research and empirical evidence.**

7. Unlike modern psychologists, great thinkers of the past

 a. relied primarily on observations based on anecdotes and descriptions of individual cases.

 b. wanted to describe, predict, understand, and modify behavior.

 c. relied heavily on empirical evidence.

 d. wanted to know what motivated people’s actions.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: a**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2, 2.1**

**Rationale: Great thinkers of the past tended to rely on anecdotes and descriptions of individual cases rather than empirical evidence, but they were similar to modern psychologists in wanting to describe, predict, understand, and modify behavior and wanting to know what motivated behavior.**

8. A difference between the great thinkers of history and today’s psychologists is that

 a. modern psychologists want to describe, predict, understand, and modify behavior.

 b. modern psychologists rely heavily on empirical evidence.

 c. modern psychologists wonder whether emotion controls us or is something we can control.

 d. modern psychologists want to know how people take in information through their senses and use that information to solve problems.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual Answer: b**

**Level of Difficulty: Moderate**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2, 2.1**

**Rationale: Modern psychologists rely strongly on empirical evidence, whereas the great thinkers of the past tended to rely on anecdotes and descriptions of individual cases. The other choices are similarities between modern psychologists and great historical thinkers.**

9. The formal discipline of psychology, as we know it today, began

 a. in Ancient Greece.

 b. in the Middle Ages.

 c. in the 1600s.

 d. in the 1800s.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: d**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: Psychology was not a formal discipline until the late 1800’s.**

10. The forerunners of psychology developed the theory of phrenology, which in Greek means

 a. a map of thoughts.

 b. a map of behavior.

 c. study of the mind.

 d. study of mental diseases.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: c**

**Level of Difficulty: Moderate**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: Phrenology is a Greek word meaning “the study of the mind.”**

11. Phrenology

 a. is a modern perspective in psychology.

 b. is the study of the thought processes and behaviors of criminals.

 c. is a theory arguing that the mind works by associating ideas arising from experiences.

 d. is a pseudoscience relating the bumps on one’s head to personality traits.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: d**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology.**

**APA 1.1**

**Rationale: Phrenology is a discredited theory that relates bumps on the head to personality traits.**

12. Amy claims that phrenology is a pseudoscience and not a true science. Which of the following statements supports her claim?

 a. When phrenologists found large “stealing” bumps on the head of a person who was *not* a thief, they concluded that other positive bumps held this characteristic in check.

 b. Most of the phrenologists received inadequate training in the analysis of head bumps and so there were variations in their predictions.

 c. Phrenologists relied heavily on the theories of Charles Darwin, and yet they could not link the bumps to evolutionary adaptation.

 d. When “bumps” did not accurately explain a person’s characteristics, the phrenologists explained the contradiction by hypothesizing traumatic childhood experiences.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual Answer: a**

**Level of Difficulty: Difficult**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2, 2.1**

**Rationale: Phrenologists explained inconsistencies by claiming the existence of other traits that counteracted the inconsistency. This suggests that the phrenologists did not challenge their beliefs when the empirical evidence conflicted with them.**

13. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ established the first psychological laboratory in 1879.

 a. Sigmund Freud

 b. John Locke

 c. William James

 d. Wilhelm Wundt

 **Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: d**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: Wilhelm Wundt is referred to as the father of modern, scientific psychology because he established the first psychological laboratory in Leipzig in 1879.**

14. The first psychological laboratory was officially established by Wilhelm Wundt in

 a. America.

 b. Holland.

 c. Germany.

 d. Russia.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: c**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: In 1879, the first psychological laboratory was officially established in Leipzig, Germany, by Wilhelm Wundt.**

15. Wilhelm Wundt promoted a method referred to as \_\_\_\_\_\_\_\_\_ which involved observation, analysis, and descriptions of one’s sensations and emotional reactions

 a. introspection

 b. reflection

 c. prediction

 d. modification

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: a**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: Wilhelm Wundt promoted a method of introspection in which the volunteers utilized observation, analysis, and descriptions to examine their sensations and emotions.**

16. Researchers in Wilhelm Wundt’s laboratory studied

 a. phrenology.

 b. psychology.

 c. sociology.

 d. chemistry.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: The Leipzig laboratory set up by Wilhelm Wundt became the go-to place for anyone who wanted to become a psychologist.**

17. Your textbook discusses a famous laboratory set up in Leipzig, Germany in 1879. The goal of this laboratory was the study of

 a. psychology.

 b. phrenology.

 c. sociology.

 d. chemistry.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: a**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: The Leipzig laboratory set up by Wilhelm Wundt became the go-to place for anyone who wanted to become a psychologist.**

18. The research method used by Wilhelm Wundt in which volunteers were taught to carefully observe, analyze, and describe their own sensations, mental images, and emotional reactions is called

 a. critical thinking.

 b. trained introspection.

 c. experimentation.

 d. conceptual proliferation.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: Trained introspection was the research method popularly used by Wilhelm Wundt in which volunteers were taught to carefully observe, analyze, and describe their own sensations, mental images, and emotional reactions. The goal of trained introspection was to break down behavior into its most basic elements, much as a chemist might break down water into hydrogen plus oxygen.**

19. The goal of trained introspection, a research method in psychology popularized by Wilhelm Wundt, was to

 a. break down behaviors into their most basic elements.

 b. determine the strongest character trait in an individual.

 c. learn by listening intently to individuals with psychological disorders.

 d. feel bumps on a person’s head and accurately determine character traits.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual Answer: a**

**Level of Difficulty: Moderate**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: Trained introspection was the research method popularly used by Wilhelm Wundt in which volunteers were taught to carefully observe, analyze, and describe their own sensations, mental images, and emotional reactions. The goal of trained introspection was to break down behavior into its most basic elements, much as a chemist might break down water into hydrogen plus oxygen.**

20. Most psychologists eventually rejected the method of trained introspection in psychological research as being too

 a. objective.

 b. subjective.

 c. expensive.

 d. time-consuming.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual Answer: b**

**Level of Difficulty: Moderate**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2, 2.1**

**Rationale: Most psychologists eventually rejected trained introspection because they found the method highly subjective.**

21. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ emphasized the purpose of behavior as opposed to its analysis and description.

 a. Structuralism

 b. Functionalism

 c. Psychoanalysis

 d. Behaviorism

 **Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual Answer: b**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: Functionalism emphasized the purpose of behavior, whereas structuralism examined the basic elements of the mind.**

22. Who among the following was a famous functionalist?

 a. William James

 b. Wilhelm Wundt

 c. Sigmund Freud

 d. E. B. Titchener

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: a**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: One of functionalism’s leaders was William James, an American philosopher, physician, and psychologist.**

23. The founder of functionalism was

 a. Sigmund Freud.

 b. William James.

 c. Wilhelm Wundt.

 d. E. B. Titchener.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: William James was the leader and founder of the functionalist school of thought in psychology.**

24. Several middle-school girls watch their classmates, James and Danny, engage in a rough-and-tumble wrestling match. The attention of the girls seems to intensify the boys’ play. A psychologist trained in the functionalist school would wonder:

a. What are the most basic elements of the boys’ behavior?

b. Do these boys have smaller head bumps devoted to “cautiousness” than most boys?

c. What is the purpose of rough-and-tumble play in the adaptive changes of early adolescence?

d. Did these boys experience childhood traumas that unconsciously cause aggression?

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Applied Answer: c**

**Level of Difficulty: Difficult**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2, 2.1**

**Rationale: Functionalism emphasized the function or purpose of a specific behavior, in this case, rough-and-tumble play.**

25. Who among the following largely influenced the work of William James?

 a. Wilhelm Vundt

 b. Sigmund Freud

 c. Charles Darwin

 d. E. B. Titchener

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: c**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: William James was inspired by the evolutionary work conducted by Charles Darwin.**

26. Which area of study seeks to determine how actions help individuals adapt to their environment?

 a. phrenology

 b. functionalism

 c. psychoanalysis

 d. structuralism

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: William James, and other functionalists, asked how numerous actions assist people and animals in adapting to their environment.**

27. Which of the following questions is a functionalist most likely to ask?

 a. What happens when an organism sleeps?

 b. Where does an organism sleep?

 c. Why does an organism sleep?

 d. When does an organism sleep?

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual Answer: c**

**Level of Difficulty: Difficult**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2, 2.1**

**Rationale: The functionalists asked how and why thought and behavior occurred.**

28. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wanted to know how specific behaviors and mental processes help a person or animal adapt to the environment, so they looked for the underlying causes and practical consequences of these behaviors and processes.

 a. Rationalists

 b. Structuralists

 c. Fundamentalists

 d. Functionalists

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual Answer: d**

**Level of Difficulty: Moderate**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2, 2.1**

**Rationale: Functionalism emphasized the function or purpose of behavior and was inspired by Darwin’s theory of how species adapt to their environment.**

29. Which of the following schools of psychological thought was influenced by the evolutionary theories of Charles Darwin?

 a. phrenology

 b. structuralism

 c. functionalism

 d. psychoanalysis

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: c**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: Functionalism was strongly influenced by the theories of Charles Darwin, who argued that a biologist’s job is not merely to describe, say, the puffed-out chest of a pigeon or the drab markings of a lizard, but also to figure out how these attributes enhance survival.**

30. Which school of thought in psychology tried to explain how specific behaviors and mental processes help a person adapt to the environment?

 a. phrenology

 b. structuralism

 c. functionalism

 d. psychiatry

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: c**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: Functionalism focused on explaining the purpose of behavior and the way various behaviors allow an organism to adapt to the environment.**

31. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ founded the field of psychoanalysis.

 a. Sigmund Freud

 b. William James

 c. Wilhelm Wundt

 d. E. B. Titchener

 **Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: a**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1**

**Rationale: Sigmund Freud was the founder of the field of psychoanalysis. Wilhelm Wundt is referred to as the father of modern, scientific psychology.**

32. Which school of thought in psychology emphasized the importance of the unconscious mind?

 a. phrenology

 b. structuralism

 c. functionalism

 d. psychoanalysis

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: d**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: Psychoanalysis is a theory of personality and a method of psychotherapy, originally formulated by Sigmund Freud that emphasizes unconscious motives and conflicts.**

33. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ concluded that his patients’ distress was due to conflicts and emotional traumas that had occurred in their early childhood and that were too threatening to be remembered consciously.

 a. Wilhelm Wundt

 b. William James

 c. Sigmund Freud

 d. E. B. Titchener

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: c**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: Sigmund Freud became convinced that many of his patients’ symptoms had mental, not physical, causes. He attributed the symptoms to unconscious memories, motives, and conflicts.**

34. Sigmund Freud theorized that his patients’ issues could be explained by \_\_\_\_\_\_\_\_\_\_\_\_\_\_ causes.

 a. mental

 b. bodily

 c. environmental

 d. unexplained

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: a**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: Sigmund Freud argued that numerous patients’ symptoms had mental, not physical, causes.**

35. The ideas of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ formed the basis for psychoanalysis, an important school of psychological thought.

 a. Wilhelm Wundt

 b. William James

 c. Sigmund Freud

 d. Joseph Gall

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: c**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: The ideas of Sigmund Freud evolved into a broad theory of personality and a method of psychotherapy, both of which became known as psychoanalysis.**

36. Which of the following is a theory of personality and a method of psychotherapy emphasizing unconscious motives and conflicts?

 a. functionalism

 b. phrenology

 c. structuralism

 d. psychoanalysis

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: d**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

**Rationale: Psychoanalysis is both a theory of personality and a method of psychotherapy emphasizing the role of the unconscious mind in influencing behavior.**

37. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ perspective is a psychological approach that emphasizes bodily events and changes associated with actions, feelings, and thoughts.

 a. biological

 b. learning

 c. cognitive

 d. sociocultural

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: a**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2**

**Rationale: The biological perspective emphasizes bodily events associated with actions, feelings, and thoughts. The learning perspective emphasizes how environmental events such as reward and punishment determine our behavior. Cognitive psychologists study the influences of thinking, memory, language, problem solving, and perceptions of humans.**

38. Which modern psychological perspective focuses on bodily events and their effects on behavior, feelings, and thoughts?

 a. the biological perspective

 b. the cognitive perspective

 c. the evolutionary perspective

 d. the psychodynamic perspective

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: a**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.1**

**Rationale: The biological perspective emphasizes bodily events associated with actions, feelings, and thoughts. The learning perspective emphasizes how environmental events such as reward and punishment determine our behavior. Cognitive psychologists study the influences of thinking, memory, language, problem solving, and perceptions of humans.**

39. Which of the following modern psychological perspectives most resembles functionalism?

 a. the sociocultural perspective

 b. the cognitive perspective

 c. the evolutionary perspective

 d. the behavioral perspective

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: c**

**Level of Difficulty: Moderate**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.1**

**Rationale: The evolutionary perspective, like functionalism, emphasizes the purpose of behavior.**

40. A(n) \_\_\_\_\_\_\_\_\_\_ psychologist studies how genetically-influenced behavior that was functional or adaptive during our species’ past may be reflected in the present behaviors, mental processes, and traits of modern humans.

 a. cognitive

 b. behavioral

 c. sociocultural

 d. evolutionary

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: d**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 5.5**

**Rationale: Evolutionary psychology is a field of psychology emphasizing evolutionary mechanisms that may help explain human commonalities in cognition, development, emotion, social practices, and other areas of behavior.**

41. Tony is a psychologist investigating the contributions of genes in the development of abilities and personality traits in human beings. Tony is most likely a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 a. biological psychologist

 b. learning theorist

 c. cognitive researcher

 d. cultural psychologist

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Applied Answer: a**

**Level of Difficulty: Moderate**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.1, 5.5**

**Rationale: Biological psychologists investigate the contributions of genes in the development of abilities and personality traits. The learning perspective emphasizes how environmental events such as reward and punishment determine our behavior. Cognitive psychologists study the influences of thinking, memory, language, problem solving, and perceptions of humans.**

42. Older adults with low levels of the chemical acetylcholine in their brains may develop memory loss. Which of the following psychological perspectives does this best relate to?

 a. biological

 b. cognitive

 c. sociocultural

 d. learning

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual Answer: a**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.1**

**Rationale: Biological psychologists study the influences of the nervous system, hormones, brain chemistry, heredity, and evolutionary influences on humans. Because the statement emphasizes the role of a brain chemical in memory loss, this is the best answer.**

43. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ perspective of psychology focuses on the environmental rewards and punishers that maintain or discourage specific behaviors.

 a. cognitive

 b. learning

 c. sociocultural

 d. psychodynamic

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2**

**Rationale: The learning perspective emphasizes how environmental events such as reward and punishment determine our behavior. Cognitive psychologists study the influences of thinking, memory, language, problem solving, and perceptions of humans.**

44. Which modern psychological perspective is behaviorism a part of?

 a. biological

 b. cognitive

 c. sociocultural

 d. learning

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: d**

**Level of Difficulty: Moderate**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2**

**Rationale: Behaviorism is a part of the learning perspective, emphasizing the role of environment and of consequences in determining our behavior.**

45. Dr. Manning is a behaviorist who is studying the causes of excessive violence among some hockey players. He is likely to consider whether

 a. the more aggressive players have experienced brain injuries.

 b. players who engage in excessive violence are rewarded in some way.

 c. the more aggressive players experienced emotional abuse in childhood.

 d. cultural change has shaped hockey players to become more violent than in the past.

 **Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Applied Answer: b**

**Level of Difficulty: Difficult**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.1, 2.2**

**Rationale: Behaviorism is a part of the learning perspective, emphasizing the role of reward and punishment in determining our behavior.**

46. With which of the following psychological perspectives is the term “behaviorist” most closely associated?

 a. biological

 b. cognitive

 c. sociocultural

 d. learning

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: d**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.1**

**Rationale: Behaviorism is a part of the learning perspective, emphasizing the role of reward and punishment in determining our behavior.**

47. Dr. Smith approaches questions about human behavior from a perspective that emphasizes the rewards and punishments that maintain certain specific behaviors. He does not invoke the mind to explain behavior but sticks to what he can observe and measure directly. It is most likely that he accepts which of the following psychological approaches?

 a. sociocultural

 b. learning

 c. cognitive

 d. psychodynamic

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Applied Answer: b**

**Level of Difficulty: Moderate**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.1**

**Rationale: The learning perspective emphasizes the role of consequences such as reward and punishment in determining our behavior. Behaviorists prefer to work with what they can observe and measure directly, and do not invoke the mind or mental states to explain behavior.**

48. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ combine elements of behaviorism with research on thoughts, values, expectations, and intentions and believe that people learn not only by adapting their behavior to the environment, but also by observing and imitating others.

 a. Cognitive researchers

 b. Sociocultural psychologists

 c. Biological psychologists

 d. Social-cognitive learning theorists

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: d**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2**

**Rationale: Social-cognitive learning theorists combine elements of behaviorism with research on thoughts and intentions. They believe that people learn by adapting their behavior to the environment and observing and imitating others.**

49. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a psychological approach that emphasizes mental processes in perception, memory, language, problem solving, and other areas of behavior.

 a. biological perspective

 b. learning perspective

 c. cognitive perspective

 d. sociocultural perspective

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: c**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2**

**Rationale: The cognitive perspective focuses on understanding the processes the mind uses to know and understand the world.**

50. Which modern psychological perspective focuses on how people reason, remember, understand language, and solve problems?

 a. the learning perspective

 b. the cognitive perspective

 c. the sociocultural perspective

 d. the psychodynamic perspective

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: b**

**Level of Difficulty: Moderate**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2**

**Rationale: The cognitive perspective focuses on understanding the processes the mind uses to know and understand the world.**

51. Professor Baker wants her students to conduct a study to examine how people reason, recall, and understand language in order to apply moral standards. She has instructed her class to infer the mental processes of their participants. What psychological perspective is she attempting to teach her class?

 a. the learning perspective

 b. the cognitive perspective

 c. the sociocultural perspective

 d. the psychodynamic perspective

 **Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual Answer: b**

**Level of Difficulty: Moderate**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 5.5**

**Rationale: The cognitive perspective attempts to examine how individuals reason, remember, acquire language, solve problems, relate experiences, and ascertain morals.**

52. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ might study what goes on in the mind of an infant or study different types of intelligence.

 a. cultural psychologist

 b. learning theorist

 c. cognitive researcher

 d. biological psychologist

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual Answer: c**

**Level of Difficulty: Moderate**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 5.5**

**Rationale: The cognitive perspective is a psychological approach that emphasizes mental processes in perception, memory, language, problem solving, and other areas of behavior. Infant cognition and intelligence are two areas that a cognitive psychologist is likely to be interested in. Learning theorists tend to be more interested in how external factors affect our behavior.**

53. Observing violent role models can influence some children to behave aggressively themselves. Which of the following psychological perspectives is this an example of?

 a. behaviorist perspective

 b. learning perspective

 c. social-cognitive perspective

 d. biological perspective

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual Answer: c**

**Level of Difficulty: Difficult**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.1**

**Rationale: Within the learning perspective, social-cognitive learning theorists combine elements of behaviorism with research on thoughts, values, expectations, and intentions.** **They believe that people learn not only by adapting their behavior to the environment, but also by observing and imitating others and by thinking about the events happening around them.**

54. If you wanted to determine how one’s cultural and social forces shape behavior, then you would embrace which perspective?

 a. behaviorist perspective

 b. learning perspective

 c. sociocultural perspective

 d. biological perspective

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Applied Answer: c**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.1**

 **Rationale: The sociocultural perspective seeks to determine how social and cultural external factors shape aspects of behavior.**

55. Which modern psychological perspective focuses on how our behavior is influenced by the other people in our environment and the communities we belong to?

 a. sociocultural

 b. learning

 c. cognitive

 d. biological

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Applied Answer: a**

**Level of Difficulty: Moderate**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2**

**Rationale: The sociocultural perspective focuses on the impact of other people, the social context, and cultural rules.**

56. Dr. Leon studies the impact of societal norms and values on human decision-making behavior. It is most likely that she endorses which of the following psychological approaches?

a. sociocultural

b. learning

c. cognitive

d. biological

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Applied Answer: a**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.1, 2.2**

**Rationale: The sociocultural perspective is a psychological approach that emphasizes social and cultural influences on behavior.**

57. Which of the following is true about the professional activities of psychologists?

a. All psychologists see patients.

b. Some psychologists serve as consultants to governments or businesses.

c. Psychology researchers are not allowed to do work in nonacademic settings.

d. Psychology researchers are not allowed to provide counseling services in a mental health setting.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: b**

**Level of Difficulty: Moderate**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community.**

**APA 1.1, 1.2, 2.1, 5.5**

**Rationale: Some psychologists conduct research or apply its findings in nonacademic settings such as business, sports, government, law, and the military. A university professor might teach, do research, and serve as a consultant.**

58. One reason why people in the general public are often confused about what psychologists do is that

 a. psychologists themselves are often confused about what it means to be a psychologist.

 b. psychology has never been established as a real academic field.

 c. there is widespread disagreement among psychologists about the proper role for psychologists.

 d. there is a wide variety of psychology specialties and roles psychologists can play in the community.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual Answer: d**

**Level of Difficulty: Difficult**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community.**

**APA 1.1, 1.2, 2.1, 5.5**

**Rationale: The number of different types of psychologists makes it difficult for non-psychologists to understand what a psychologist is. The other options are all false.**

59. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the study of psychological issues for the sake of knowledge rather than for its practical application.

 a. Basic psychology

 b. Clinical psychology

 c. Applied psychology

 d. Educational psychology

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: a**

**Level of Difficulty: Easy**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community.**

**APA 1.1, 1.2**

**Rationale: Basic psychology is the study of psychological issues for the sake of knowledge rather than for its practical application.**

60. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the study of psychological issues that have direct practical significance.

 a. Basic psychology

 b. Clinical psychology

 c. Applied psychology

 d. Educational psychology

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: c**

**Level of Difficulty: Easy**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community.**

**APA 1.1, 1.2**

**Rationale: Applied psychology is the study of psychological issues that have direct practical significance and the application of psychological findings.**

61. A major point of difference between basic research and applied research is that:

 a. basic research involves experimentation and applied research involves psychiatry.

 b. basic research studies physical processes and applied research studies mental processes.

 c. basic research studies only humans, whereas applied research studies both animals and human beings.

 d. basic research is done to acquire knowledge and applied research is done to solve practical problems.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual Answer: d**

**Level of Difficulty: Easy**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community.**

**APA 1.1, 1.2, 2.1, 2.4**

**Rationale: Basic research focuses on the acquisition of knowledge, whereas applied research attempts to use that basic knowledge to solve human problems.**

62. Donna counsels couples at her local community club. Although she gives great advice, she has never had any formal training. It is most likely that Donna is a

 a. psychotherapist.

 b. psychoanalyst.

 c. psychiatrist.

 d. psychologist.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Applied Answer: a**

**Level of Difficulty: Moderate**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community.**

**APA 1.1, 1.2, 2.1, 5.5**

**Rationale: A psychotherapist does any form of psychotherapy. One can claim to be a psychotherapist without formal training.**

63. Lucy is a clinical psychologist. The clinical program she attended to start her professional practice required her to complete a literature review instead of a dissertation. Lucy’s advanced degree is most likely a(n)

 a. PhD.

 b. PsyD.

 c. MD.

 d. EdD.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Applied Answer: b**

**Level of Difficulty: Moderate**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community.**

**APA 1.1, 1.2, 2.1, 5.5**

**Rationale: The PsyD degree focuses on professional practice and typically requires the student to complete an extensive study, theoretical paper, or literature review instead of a dissertation.** **Clinical programs leading to a PhD or EdD require completion of a dissertation.**

64. In the United States, which of the following professionals must have a doctoral degree in psychology?

 a. clinical psychologists

 b. psychoanalysts

 c. psychiatrists

 d. psychotherapists

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: a**

**Level of Difficulty: Moderate**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community.**

**APA 1.1, 1.2, 2.1, 5.5**

**Rationale: Clinical psychologists in the United States must have a doctoral degree in psychology. Psychoanalysts and psychotherapists may or may not have a doctoral degree and psychiatrists have an MD.**

65. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a medical doctor who diagnoses and treats mental disorders and takes a more biological approach than other psychotherapists.

 a. psychiatrist

 b. psychoanalyst

 c. LCSW

 d. MFCC

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: a**

**Level of Difficulty: Easy**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community.**

**APA 1.1, 1.2, 2.1, 5.5**

**Rationale: A psychiatrist is a medical doctor who has done a three-year residency in psychiatry to learn how to diagnose and treat mental disorders.**

66. The term \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is unregulated, and so, a practitioner may have an advanced professional degree or no degree at all.

 a. clinical psychologist

 b. psychiatrist

 c. psychoanalyst

 d. psychotherapist

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: d**

**Level of Difficulty: Easy**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community.**

**APA 1.1, 1.2, 1.3, 2.1, 5.5**

**Rationale: A psychotherapist is simply anyone who does any kind of psychotherapy. The term is not legally regulated; in fact, in most states, anyone can say that he or she is a “therapist” of one sort or another without having any training at all.**

67. Dr. Braddock has been treating a child with Attention Deficit Hyperactivity Disorder. She decides to write a prescription for Ritalin. Given this information, it is most likely that Dr. Braddock is a

 a. psychiatrist.

 b. psychoanalyst.

 c. clinical psychologist.

 d. school psychologist.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Applied Answer: a**

**Level of Difficulty: Difficult**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community.**

**APA 1.1, 1.2, 2.1, 5.5**

**Rationale: Unlike psychiatrists, clinical psychologists and other therapists cannot write prescriptions in most states.**

68. A psychiatrist is a therapist

 a. with a PsyD.

 b. trained in psychoanalysis.

 c. that is more likely than other types of therapists to take a biological approach to treatment.

 d. who is not legally required to have any degree at all.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: c**

**Level of Difficulty: Easy**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community.**

**APA 1.1, 1.2, 2.1, 5.5**

**Rationale: Because psychiatrists are MDs, they typically take a biological approach to treatment.**

69. Which therapist is more likely to concentrate on biological factors that cause mental disorders and prescribe medications to treat the issues experienced by the patient?

 a. a psychotherapist

 b. a psychoanalyst

 c. a psychiatrist

 d. a psychologist

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Applied Answer: c**

**Level of Difficulty: Easy**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community. APA 1.1, 1.2, 2.1, 5.5**

**Rationale: Psychiatrists are medical doctors, and they will primarily embrace a biological approach to treatment.**

70. Critical thinking involves

 a. pessimistic thinking when trying to solve a problem.

 b. using one’s intuition to assess claims made by researchers.

 c. using evidence to make objective judgments.

 d. detecting emotional cues to find hidden agendas in research.

 **Section: Thinking Critically and Scientifically About Psychology**

 **Type: Conceptual Answer: c**

 **Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 2.1, 2.2**

 **Rationale: Critical thinking is the ability and willingness to assess claims and make objective judgments on the basis of well-supported reasons and evidence rather than emotion and anecdote. Pessimism, emotional cues, and intuition do not help in critical thinking.**

71. Which of the following is one of the critical-thinking guidelines described in the textbook?

 a. don’t overthink; go with your gut reaction

 b. define your terms

 c. accept all opinions as equally valid

 d. simplify as much as possible

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1**

**Rationale: Defining terms is one of the eight important critical thinking guidelines. Vague or poorly defined terms in a question can lead to misleading or incomplete answers, or cause terrible misunderstandings.**

72. Critical thinkers analyze their assumptions and those of others. Which of the following statements best demonstrates this skill?

 a. “My boss won’t let me work from home, but her decision is based on the belief that employees are more productive at the office.”

 b. “I think my girlfriend is cheating on me, but I’m too angry right now to think logically.”

 c. “It’s OK to admit that I don’t know the answer when my son asks me a question.”

 d. “There’s probably no single reason why people commit crimes.”

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Applied Answer: a**

**Level of Difficulty: Difficult**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 2.1, 2.2**

**Rationale: All of the statements reflect good critical thinking skills, but only the statement about working from home involves analyzing an assumption. Specifically, the employee has concluded that the boss’s decision is based on a specific assumption that may or may not be correct.**

73. “I really want to believe that my vague recollection of an incident that occurred at Disneyland as a preschooler is true, but that doesn’t mean that it is true.” Which of the following critical thinking guidelines does this example illustrate?

 a. examine the evidence

 b. define your terms

 c. don’t oversimplify

 d. avoid emotional reasoning

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Applied Answer: d**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 2.1, 2.2**

**Rationale: Wanting to believe something is an emotional factor. The speaker is trying to avoid emotional reasoning here. There is no clear evidence here that can be examined.**

74. Which of the following would be an example of “argument by anecdote”?

 a. “My gut feeling is that it isn’t the right time to get married.”

 b. “I know that marriage doesn’t work out, because both of my uncles ended up divorced and alone.”

 c. “That is my opinion and nothing is going to change my mind.”

 d. “What evidence is there to support your claim?”

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Applied Answer: b**

**Level of Difficulty: Moderate**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 2.1, 2.2**

**Rationale: Generalizing from a personal experience or from a few examples to everyone is a type of oversimplification known as “argument by anecdote.”**

75. “My memory of getting knocked down by a wave at Panama Beach could be based on what my parents told me later, not on my own recollection.” Which of the following critical thinking guidelines does this example illustrate?

 a. define your terms

 b. avoid emotional reasoning

 c. consider other interpretations

 d. don’t oversimplify

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Applied Answer: c**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 2.1, 2.2**

**Rationale: This is an example of considering other possible interpretations.**

76. Robert meets a Californian who grows his own vegetables and refuses to eat nonorganic food. Robert concludes that Californians are overzealous about nutrition. This type of error illustrates the importance of which critical thinking guideline?

 a. don’t oversimplify

 b. tolerate uncertainty

 c. avoid emotional reasoning

 d. examine the evidence

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Applied Answer: a**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 2.1, 2.2**

**Rationale: This is an example of argument by anecdote or generalizing from a personal experience, a common form of oversimplification. Randy bases his statement on only one anecdote.**

77. “I may never know for sure whether some of my childhood memories are real or accurate.” Which of the following critical thinking guidelines does this example illustrate?

 a. avoid emotional reasoning

 b. don’t oversimplify

 c. tolerate uncertainty

 d. ask questions and be willing to wonder

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Applied Answer: c**

**Level of Difficulty: Moderate**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 2.1, 2.2**

**Rationale: Critical thinkers are willing to accept a state of uncertainty when there is little or no evidence, the evidence permits only tentative conclusions, or the evidence seems strong only until new evidence throws beliefs into disarray.**

78. Which of the following statements is true of a hypothesis?

 a. It is a sentence negating the assumption that is considered correct by a researcher.

 b. It is a theory that has not yet been accepted by most scientists.

 c. It is a statement about a relationship between variables that may be empirically tested.

 d. It is a precise definition of a term used in a theory.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Conceptual Answer: c**

**Level of Difficulty: Moderate**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: A hypothesis is a statement that attempts to predict or account for a set of phenomena; scientific hypotheses specify relationships among events or variables that can be empirically tested.**

79. Which of the following is an operational definition of depression?

 a. a feeling of extreme sadness

 b. a state of low mood and aversion to activity that has a negative effect on a person’s thoughts

 c. a score on a depression questionnaire

 d. the opposite of euphoria

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Conceptual Answer: c**

**Level of Difficulty: Difficult**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 2.1, 2.4**

**Rationale: An operational definition is a precise definition of a term, which specifies the operations for observing and measuring it. Of the options given, the score on the Beck Depression Inventory is the only one that specifies how depression will be measured.**

80. An organized system of assumptions and principles that purports to explain a specified set of phenomena and their interrelationships is called a(n)

 a. hypothesis.

 b. operational definition.

 c. research design.

 d. theory.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: d**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 2.4**

**Rationale: This is the definition of a theory given in the textbook.**

81. In the scientific use of the term, a “theory” is

a. a prediction about the outcome of a given experiment or study.

b. an organized system of assumptions and principles that purports to explain a set of observations and how they are related.

c. a precise definition of a term in a hypothesis, which specifies how it will be observed and measured.

d. a scientist’s best guess about the cause of an event or phenomenon.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: This is the definition of a theory given in the textbook. Importantly, a scientific theory is not just someone’s personal opinion.**

82. The principle of falsifiability means that

a. scientists must be careful not to falsify their results.

b. all theories will eventually be shown to be false.

c. a scientist must state an idea in such a way that it can be refuted or disproved by counterevidence.

d. theories that have not been proven are considered false.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Conceptual Answer: c**

**Level of Difficulty: Moderate**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: The principle of falsifiability states that a scientific theory must make predictions that are specific enough to expose the theory to the possibility of disconfirmation; that is, the theory must predict not only what will happen but also what will not happen.**

83. Researchers prefer to select participants who accurately represent the larger population that the researchers are interested in. This type of a group is called a \_\_\_\_\_\_\_\_\_\_\_\_\_ sample.

a. double-blind

b. cross-cultural

c. volunteer

d. representative

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: d**

**Level of Difficulty: Easy**

**LO 1.3.A Describe the major ways participants are selected for psychological studies and how the method of selection might influence interpretations of a study’s outcomes. APA 1.1, 2.4**

**Rationale: This is a definition of a representative sample.**

84. Research methods that depict behavior, but do not necessarily yield causal explanations, are called

a. experimental methods.

b. single-blind studies.

c. significance tests.

d. descriptive methods.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: d**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.4**

**Rationale: This is a definition of descriptive research techniques.**

85. Which of the following is a descriptive method used in psychological research?

a. an experiment

b. a case study

c. a double-blind study

d. a single-blind study

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.4**

**Rationale: A case study is a detailed description of a particular individual being studied or treated. It is the only option that is specifically a descriptive method.**

86. A detailed description of a particular individual based on careful observation or formal psychological testing is called a(n)

a. observational study.

b. correlational study.

c. case study.

d. survey.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: c**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.4**

**Rationale: This is the definition of a case study.**

87. Which method would you embrace if you wanted to examine the effects of corporal punishment that a child endured for 10 years by a cruel parent?

a. an experiment

b. a case study

c. a double-blind study

d. a single-blind study

**Section: Doing Research: Moving From Questions to Data**

**Type: Applied Answer: b**

**Level of Difficulty: Moderate**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.4**

**Rationale: A case study involves a detailed description of a particular individual being studied or treated.**

88. Dr. Storey wants to know whether or not the first three years of life are critical for acquiring language. She decides to study a child who was tragically deprived of human language by her parents. This type of research is called a(n)

a. correlational study.

b. experiment.

c. survey.

d. case study.

**Section: Doing Research: Moving From Questions to Data**

**Type: Applied Answer: d**

**Level of Difficulty: Moderate**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: A case study is a detailed description of a particular individual being studied or treated.**

89. In a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ study, a researcher carefully and systematically watches and records behavior, taking care to avoid affecting the subjects being studied.

a. observational

b. exploratory

c. experimental

d. double-blind

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: a**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.4**

**Rationale: This is a description of observational research.**

90. An advantage of observational studies is that

a. they can provide accurate descriptions of behavior.

b. the presence of observers can alter the behavior being observed.

c. they can answer questions about cause and effect.

d. they allow experimenters to manipulate variables.

**Section: Doing Research: Moving From Questions to Data**

**Type: Conceptual Answer: a**

**Level of Difficulty: Moderate**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: Observational studies provide good descriptive information**. **Observer effects are a disadvantage, not an advantage, of observational studies and only experiments allow researchers to manipulate variables and determine cause-and-effect relationships.**

91. To test whether people in bars drink more when they are in groups than when they are alone, researchers visited all the pubs in a city. They ordered beers and recorded observations on napkins and pieces of newspaper. Why did they keep their identities in disguise?

a. They were conducting a double-blind study.

b. They wanted to make sure the study had test-retest reliability.

c. They needed to determine the experimenter effects in the study at a later point in time.

d. They wanted the people they were observing to behave naturally.

**Section: Doing Research: Moving From Questions to Data**

**Type: Applied Answer: d**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: In observational research, it is important that the subjects are unaware that they are being observed. Otherwise they may behave differently.**

92. Procedures used to measure and evaluate personality traits, emotional states, aptitudes, and values are called

a. laboratory observations.

b. psychological tests.

c. significance tests.

d. meta-analyses.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.4**

**Rationale: Psychological tests are used to measure personality traits, emotional states, aptitudes, opinions, values, and other characteristics.**

93. Assessment instruments that are designed to tap unconscious feelings or motives are called

a. objective tests.

b. projective tests.

c. double-blind tests.

d. single-blind tests.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.4**

**Rationale: Projective tests purport to determine a person’s unconscious feelings and motives.**

94. If a psychological test is standardized

a. it has been approved for use by the APA.

b. it is always administered to a random sample of participants.

c. it has been demonstrated to be valid.

d. uniform procedures have been developed for giving and scoring the test.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: d**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.4**

**Rationale: Standardization involves uniformity in giving and scoring tests.**

95. Reliability in psychological testing means that the test

a. actually measures what it is supposed to measure.

b. is fair.

c. is unbiased.

d. produces the same results from one time and place to the next.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: d**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.4**

**Rationale: Reliable tests are consistent. If a test yields consistent scores from one time and place to another time and place, it is reliable.**

96. If a psychological test measures what it is supposed to measure, it has which of the following properties?

a. reliability

b. validity

c. variability

d. standardization

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: b**

**Level of Difficulty: Moderate**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: A test that measures what it is supposed to measure is said to be valid.**

97. A psychological test is said to have criterion validity if

a. it measures what it is designed to measure.

b. its results are comparable to established standards of performance.

c. it produces the same results from one time to the next.

d. it predicts other criteria of the personality trait in question.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: d**

**Level of Difficulty: Moderate**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: Criterion validity exists when a test’s results are predictive of other criteria of the trait being measured.**

98. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ gather information by asking people directly about their experiences, attitudes, or opinions.

a. Surveys

b. Inventories

c. Projective tests

d. Naturalistic observations

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: a**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.4**

**Rationale: Surveys help gather information by asking people directly about their experiences, attitudes, or opinions.**

99. Which descriptive method would be most appropriate for studying a random sample of people’s attitudes toward stem cell research?

a. observation

b. case study

c. survey

d. test

**Section: Doing Research: Moving From Questions to Data**

**Type: Applied Answer: c**

**Level of Difficulty: Moderate**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: Surveys are generally most appropriate for measuring the attitudes of large groups of people.**

100. The magazine *Lover’s Delight* publishes a survey of its female readers called “The Sex Life of the American Wife.” It reports that 87 percent of all wives like to make love in rubber boots. The critical flaw in this research would be:

a. the fact that the sample is not representative of American wives.

b. the fact that a psychological test, rather than a survey, should have been given.

c. the fact that rubber boots are not equally available in all regions of the country.

d. the fact that “making love” has not been operationally defined.

**Section: Doing Research: Moving From Questions to Data**

**Type: Applied Answer: a**

**Level of Difficulty: Difficult**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: Respondents to such a survey would include only readers of the particular magazine and would not be representative of all wives.**

101. People who are willing to take part in surveys usually have opinions and views that are different from those who decline to take part. This phenomenon is called:

a. volunteer bias.

b. experimenter’s bias.

c. confirmation bias.

d. systematic bias.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: a**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.4**

**Rationale: This phenomenon is called volunteer bias.**

102. According to your textbook, the likelihood of lying about a sensitive topic on a survey is reduced when respondents:

a. are paid for their participation in the survey.

b. receive explanations regarding the importance of the survey.

c. are questioned by an interviewer of the same age.

d. are guaranteed anonymity.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: d**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.2, 2.4**

**Rationale: The likelihood of lying on surveys can be reduced if respondents are guaranteed anonymity**.

103. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a measure of how strongly two variables are related to one another.

a. relationship coefficient

b. meta-analysis

c. Bayesian statistic

d. correlation

**Section: Correlational Studies: Looking for Relationships**

**Type: Factual Answer: d**

**Level of Difficulty: Easy**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.4**

**Rationale: This is a definition of correlation.**

104. A statistical measure of the relationship between two variables is known as

a. correlation.

b. the association coefficient.

c. association.

d. arbitrage.

**Section: Correlational Studies: Looking for Relationships**

**Type: Factual Answer: a**

**Level of Difficulty: Easy**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.4**

**Rationale: This is a definition of correlation.**

105. A correlation is a numerical measure of the

a. unintended changes in subjects’ behavior due to cues from the experimenter.

b. strength of the relationship between two variables.

c. behaviors of subjects of different ages compared at a given time.

d. behaviors of subjects followed and periodically assessed over time.

**Section: Correlational Studies: Looking for Relationships**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.4**

**Rationale: Correlation is a measure of the strength of a relationship between two variables.**

106. A negative correlation means that

a. the high values of one variable are associated with the low values of the other.

b. the high values of one variable are associated with the high values of the other.

c. the low values of one variable are associated with the low values of the other.

d. there is no relationship between the two variables.

**Section: Correlational Studies: Looking for Relationships**

**Type: Factual Answer: a**

**Level of Difficulty: Easy**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.4**

**Rationale: Negative correlations indicate that two related variables move in opposite directions, that is, the higher one variable, the lower the other tends to be and vice versa.**

107. Janet finds that the more she sleeps on the eve of an exam, the higher the score she gets for the exam. There is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ correlation between the amount Julie sleeps and her exam scores.

a. a negative

b. a positive

c. a perfect

d. no

**Section: Correlational Studies: Looking for Relationships**

**Type: Applied Answer: b**

**Level of Difficulty: Moderate**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: This is an example of a positive correlation. A positive correlation occurs when the high values of one variable are associated with the high values of the other.**

108. Which of the following pairs of variables are likely to be positively correlated?

a. outdoor temperature and hot chocolate sales

b. damage to a car and speed at the time of accident

c. the price of a car and the age of a car

d. hours spent watching TV and grade point average

**Section: Correlational Studies: Looking for Relationships**

**Type: Conceptual Answer: b**

**Level of Difficulty: Moderate**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: The faster a car is traveling at the time of accident, the more severe the damage is likely to be.**

109. Which of the following pairs of variables are likely to be negatively correlated?

a. room size and time required to paint walls

b. amount of studying and test grade

c. value of a collectable item and the number of those items known to exist

d. ocean temperature and the number of people at the beach

**Section: Correlational Studies: Looking for Relationships**

**Type: Conceptual Answer: c**

**Level of Difficulty: Moderate**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: Rare collectables (i.e., few are known to exist) are typically more expensive than ones that are more common. As the number known to exist goes down, the cost goes up.**

110. Which of the following pairs of variables are likely to be uncorrelated?

a. average income and the incidence of dental disease

b. adult shoe size and IQ scores

c. the price of a car and the age of a car

d. hours spent watching TV and grade point average

**Section: Correlational Studies: Looking for Relationships**

**Type: Conceptual Answer: b**

**Level of Difficulty: Moderate**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.1, 2.2, 2.4**

**Rationale:** **There is no relationship between shoe size and IQ scores.**

111. Two sets of observations assessing students’ heights and their respective weights are compared. Which of the following is most likely true?

a. The two variables will be both positively and negatively correlated.

b. The two variables will be uncorrelated.

c. The two variables will be negatively correlated.

d. The two variables will be positively correlated.

**Section: Correlational Studies: Looking for Relationships**

**Type: Conceptual Answer: d**

**Level of Difficulty: Easy**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: Height and weight are positively correlated; that is, in general, the taller a person is, the more he or she weighs.**

112. Two sets of observations assessing men’s educational level and their respective annual income are compared. Which of the following is most likely true?

a. The two variables will be both positively and negatively correlated.

b. The two variables will be uncorrelated.

c. The two variables will be negatively correlated.

d. The two variables will be positively correlated.

**Section: Correlational Studies: Looking for Relationships**

**Type: Conceptual Answer: d**

**Level of Difficulty: Easy**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: In general, men with more education also earn more, a positive correlation.**

113. Two sets of observations assessing annual income and dental health are compared. Which of the following is most likely true?

a. The two variables will be both positively and negatively correlated.

b. The two variables will be uncorrelated.

c. The two variables will be negatively correlated.

d. The two variables will be positively correlated.

**Section: Correlational Studies: Looking for Relationships**

**Type: Conceptual Answer: d**

**Level of Difficulty: Easy**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: In general, people with higher incomes receive more preventive dental care and therefore have better dental health. Thus, this is a positive correlation.**

114. The coefficient of correlation conveys

a. the size and direction of the relationship between two variables.

b. whether one variable causes the other variable to happen.

c. the unintended changes in a subject’s behavior due to the experimenter’s cues.

d. whether or not the principle of falsifiability applies to each variable.

**Section: Correlational Studies: Looking for Relationships**

**Type: Factual Answer: a**

**Level of Difficulty: Moderate**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.2, 2.4**

**Rationale: The statistic used to express a correlation is called the coefficient of correlation. This number conveys both the size of the correlation and its direction.**

115. Which of the following correlation coefficient values indicate the strongest relationship between two variables?

a. +.50

b. –.80

c. +.70

d. –.10

**Section: Correlational Studies: Looking for Relationships**

**Type: Conceptual Answer: b**

**Level of Difficulty: Moderate**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: Correlations farther away from 0 (either positive or negative) are stronger.**

116. A correlation coefficient of +1.73 means that

a. the relationship between the two variables is very strong.

b. the relationship between the two variables is very weak.

c. as one variable increases, so does the other.

d. a calculation error has been made.

**Section: Correlational Studies: Looking for Relationships**

**Type: Conceptual Answer: d**

**Level of Difficulty: Moderate**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: Correlations can only range from** –**1.00 to +1.00, therefore a calculation error has been made.**

117. When two variables are not related, the correlation coefficient will be close to

a. .00.

b. –1.00.

c. +1.00.

d. +.50.

**Section: Correlational Studies: Looking for Relationships**

**Type: Factual Answer: a**

**Level of Difficulty: Moderate**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: The closer the correlation coefficient is to 0, the weaker the relationship. A correlation coefficient of 0 indicates no relationship.**

118. When two variables have a strong positive correlation, the correlation coefficient will be close to

a. .00.

b. +1.00.

c. –1.00.

d. +.50.

**Section: Correlational Studies: Looking for Relationships**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: Correlation coefficients close to +1.00 indicate strong positive relationships.**

119. When two variables have a strong negative correlation, the correlation coefficient will be close to

a. .00.

b. –1.00.

c. +1.00.

d. .50.

**Section: Correlational Studies: Looking for Relationships**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: Correlation coefficients close to** –**1.00 indicate strong negative relationships.**

120. Which of the following correlation coefficient values indicate the strongest relationship between two variables?

a. –.74

b. –.42

c. –.35

d. +.05

**Section: Correlational Studies: Looking for Relationships**

**Type: Factual Answer: a**

**Level of Difficulty: Moderate**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: The farther a correlation coefficient is from 0, the stronger the relationship.**

121. The hotter the weather, the more muggings tend to occur. This means that

a. hot temperatures make people edgy and cause them to commit crimes.

b. potential victims are more plentiful when the weather warms up.

c. criminals may find it more comfortable to commit crimes in warm weather.

d. Any of the above explanations is a possibility.

**Section: Correlational Studies: Looking for Relationships**

**Type: Conceptual Answer: d**

**Level of Difficulty: Easy**

**LO 1.4.B Explain why a correlation between two variables does not establish a causal relationship between those variables. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: Correlation tells us about relationships, but not causal relationships. Even when a correlation is real, it does not necessarily demonstrate a causal relationship between the variables.**

122. Why can it be difficult to interpret a correlation between two variables?

a. Correlation does not establish a relationship.

b. A correlation does not establish causation.

c. Most correlations are illusory.

d. Most correlations are negative.

**Section: Correlational Studies: Looking for Relationships**

**Type: Conceptual Answer: b**

**Level of Difficulty: Moderate**

**LO 1.4.B Explain why a correlation between two variables does not establish a causal relationship between those variables. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: Even when correlations are meaningful and strong, they can be hard to interpret because a correlation does not establish causation.**

123. A controlled test of a hypothesis, in which the researcher manipulates one variable in order to discover its effect on another variable, is called a(n)

a. correlational study.

b. experiment.

c. survey.

d. single-blind study.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.5.A Distinguish an independent variable from a dependent variable and give an example of each. APA 1.1, 2.4**

**Rationale: This is a description of an experiment.**

124. A(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ allows a researcher to control and manipulate the situation being studied.

a. survey

b. experiment

c. case study

d. correlational study

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.5.A Distinguish an independent variable from a dependent variable and give an example of each. APA 1.1, 2.4**

**Rationale: Experiments are characterized by the control and manipulation of variables in order to draw conclusions about cause and effect.**

125. Experiments are more valuable than other research methods because

a. they are always double-blind.

b. they can determine correlations.

c. they require informed consent.

d. they allow a determination of cause-effect relationships.

**Section: The Experiment: Hunting for Causes**

**Type: Conceptual Answer: d**

**Level of Difficulty: Moderate**

**LO 1.5.A Distinguish an independent variable from a dependent variable and give an example of each. APA 2.1, 2.2, 2.4**

**Rationale: Experiments are the only method that allows a determination of cause and effect.**

126. Ideally, in an experimental situation, everything is held constant except for the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which is manipulated by the researchers.

a. control variable

b. dependent variable

c. independent variable

d. extraneous variable

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: c**

**Level of Difficulty: Moderate**

**LO 1.5.A Distinguish an independent variable from a dependent variable and give an example of each. APA 1.1, 1.2, 2.4**

**Rationale: Ideally, everything in the experimental situation except the independent variable is held constant, that is, kept the same for all participants.**

127. In an experimental situation, the independent variable

a. is a placebo.

b. is measured.

c. is held constant.

d. is manipulated.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: d**

**Level of Difficulty: Moderate**

**LO 1.5.A Distinguish an independent variable from a dependent variable and give an example of each. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: The aspect of an experimental situation manipulated or varied by the researcher is**

**known as the independent variable.**

128. A researcher wants to know whether eating chocolate makes people nervous. Some participants are given three bars of chocolate to eat and some are given no chocolate at all, and then all of the participants are tested for nervousness an hour later. In this experiment, the amount of chocolate eaten

a. would be a dependent variable.

b. would be a placebo.

c. would be an independent variable.

d. may be either an independent or dependent variable.

**Section: The Experiment: Hunting for Causes**

**Type: Applied Answer: c**

**Level of Difficulty: Moderate**

**LO 1.5.A Distinguish an independent variable from a dependent variable and give an example of each. APA 1.1, 2.1, 2.2, 2.4**

**Rationale: Independent variables are manipulated by the experimenter.**

129. A variable that is predicted to be affected by an experimenter’s manipulations in experimental research is called a(n)

a. extraneous variable.

b. dependent variable.

c. confounding variable.

d. independent variable.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.5.A Distinguish an independent variable from a dependent variable and give an example of each. APA 1.1, 2.4**

**Rationale:** **A dependent variable is a variable that an experimenter predicts will be affected by manipulations of the independent variable.**

130. A research hypothesis proposes that consuming low carbohydrate diets results in increased weight loss. One group of participants follows a low-carb diet for 4 weeks, whereas a second group follows a high-carb diet containing the same number of calories for 4 weeks. The average number of pounds lost for each group is then is compared. What is the dependent variable?

a. number of pounds lost

b. length of time on the diet

c. the amount of carbs in each diet

d. the number of calories in each diet

**Section: The Experiment: Hunting for Causes**

**Type: Conceptual Answer: a**

**Level of Difficulty: Moderate**

**LO 1.5.A Distinguish an independent variable from a dependent variable and give an example of each. APA 1.1, 1.2, 2.1, 2.4**

**Rationale: The dependent variable is the variable that is predicted to be affected by manipulations of the independent variable. In this example, the amount of weight loss is predicted to be affected by the different diets.**

131. In a laboratory, smokers are asked to drive using a computerized driving simulator and cover the maximum distance possible, while avoiding rear-end collisions. Some volunteers are given a real cigarette to smoke immediately before the test. Others smoke a fake cigarette without nicotine. The number of collisions the two groups make is to be compared. In this study, the independent variable is

a. the use of nicotine.

b. the use of a driving simulator.

c. the number of collisions.

d. the speed of each driver.

**Section: The Experiment: Hunting for Causes**

**Type: Applied Answer: a**

**Level of Difficulty: Moderate**

**LO 1.5.A Distinguish an independent variable from a dependent variable and give an example of each. APA 1.1, 1.2, 2.1, 2.4**

**Rationale: The independent variable is manipulated by the experimenter, the use of nicotine. The dependent variable is the outcome measure, the number of collisions.**

132. In a laboratory, smokers are asked to drive using a computerized driving simulator and cover the maximum distance possible, while avoiding rear-end collisions. Some volunteers are given a real cigarette to smoke immediately before the test. Others smoke a fake cigarette without nicotine. The number of collisions the two groups make is to be compared. The experimental group in this scenario consists of

a. volunteers who smoke real cigarettes.

b. volunteers who smoke fake cigarettes.

c. all the experimenters.

d. all the volunteers.

**Section: The Experiment: Hunting for Causes**

**Type: Applied Answer: a**

**Level of Difficulty: Moderate**

**LO 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group. APA 1.1, 1.2, 2.1, 2.4**

**Rationale: Volunteers who smoke real cigarettes make up the experimental group, and those who smoke fake cigarettes without nicotine make up the control group.**

133. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are fake treatments or inactive substances used as a control in an experiment.

a. Double-blinds

b. Alternative medicines

c. Clinical trials

d. Placebos

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: d**

**Level of Difficulty: Easy**

**LO 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group. APA 1.1, 1.2, 2.4**

**Rationale: Placebos are fake treatments or inactive substances used as a control in an experiment or given by a medical practitioner to a patient.**

134. Which of the following is critical in testing new drugs because of the optimism that the new drugs may create in the minds of the users?

a. standardization

b. having a small sample size

c. laboratory observation

d. using a placebo

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: d**

**Level of Difficulty: Easy**

**LO 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group. APA 1.1, 1.2, 2.1, 2.2, 2.4**

**Rationale: Placebos are fake treatments or inactive substances used as a control in an experiment. Placebos are critical in testing new drugs, because of the optimism that a potential “miracle cure” often brings with it.**

135. Subjects are randomly assigned to experimental and control groups to

a. make the two groups as similar as possible in all major characteristics.

b. eliminate the placebo effect.

c. establish possible correlations between the independent and dependent variables.

d. eliminate experimenter effects.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: a**

**Level of Difficulty: Moderate**

**LO 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group. APA 1.1, 1.2, 2.1, 2.2, 2.4**

**Rationale: Random assignment helps to eliminate differences between groups.**

136. Professor Vance has developed a new form of therapy that she believes reduces anxiety. She bases her claim on the fact that 63 percent of the people who go through her program show little to no anxiety after treatment. Why might a scientist be skeptical of her claim?

a. There is no control group to compare to the people in his program.

b. He lacks a well-developed hypothesis.

c. Over 30 percent of the people did not improve.

d. The professor conducted an experiment when he should have done a laboratory observation.

**Section: The Experiment: Hunting for Causes**

**Type: Applied Answer: a**

**Level of Difficulty: Difficult**

**LO 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group. APA 1.1, 1.2, 2.1, 2.2, 2.4**

**Rationale: Experiments usually require both an experimental condition and a comparison or control condition. In this example, it is unclear how many people would show little to no anxiety without the therapy.**

137. The participants for an experiment are randomly assigned to either the experimental or control group. Although the researchers know which group each participant has been assigned to, the participants do not know if they are in the experimental or control group. Which type of study is this an example of?

a. single-blind

b. correlational

c. field research

d. double-blind

**Section: The Experiment: Hunting for Causes**

**Type: Applied Answer: a**

**Level of Difficulty: Moderate**

**LO 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design. APA 1.1, 1.2, 2.1, 2.2, 2.4**

**Rationale: An experiment in which the participants do not know which group they are in is called a single-blind study.**

138. Unintended changes in subjects’ behavior due to cues inadvertently given by the experimenter in an experimental study are called

a. conformation biases.

b. experimenter effects.

c. volunteer biases.

d. reifications.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design. APA 1.1, 1.2, 2.4**

**Rationale: Experimenter effects are the unintended changes in subjects’ behavior due to cues inadvertently given by the experimenter in an experimental study.**

139. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an experiment in which neither the participants nor the individuals running the experiment know if a given participant is in the experimental or the control group until after the results are tallied.

a. double-blind study

b. single-blind study

c. meta-analysis

d. correlational study

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: a**

**Level of Difficulty: Easy**

**LO 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design. APA 1.1, 1.2, 2.4**

**Rationale: A double-blind study is an experiment in which neither the participants nor the individuals running the experiment know if participants are in the experimental or the control group until after the results are tallied.**

140. The main advantage of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ study is that the results cannot be influenced by the expectations of either the participants or the experimenters.

a. correlational

b. single-blind

c. double-blind

d. observational

**Section: The Experiment: Hunting for Causes**

**Type: Conceptual Answer: c**

**Level of Difficulty: Easy**

**LO 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design. APA 1.1, 1.2, 2.4**

**Rationale: In a double-blind study, neither the experimenter nor the participants know which participants are in the experimental or control group. This prevents the expectations of both the participants and the experimenters from affecting the results.**

141. Some psychologists have called for more field research because experimental studies

a. cannot identify cause and effect.

b. often involve artificial situations.

c. do not allow firm conclusions to be drawn.

d. may miss vital information due to participants’ inaccurate memories.

**Section: The Experiment: Hunting for Causes**

**Type: Conceptual Answer: b**

**Level of Difficulty: Easy**

**LO 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design. APA 1.1, 1.2, 2.1, 2.2, 2.4**

**Rationale: In an experiment, the researcher designs and sets up what is often a rather artificial situation, and the participants try to do as they are told. For this reason, many psychologists have called for more field research, the careful study of behavior in natural contexts such as schools and the workplace.**

142. Field research may yield more applicable results than laboratory research because

a. placebos are not used.

b. there is no experimental group.

c. there is no control group.

d. the situation is less artificial.

**Section: The Experiment: Hunting for Causes**

**Type: Conceptual Answer: d**

**Level of Difficulty: Easy**

**LO 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design. APA 1.1, 1.2, 2.1, 2.2, 2.4**

**Rationale: Compared to laboratory research, field research is often less artificial. This makes it more likely that the results of field research will generalize to the real world.**

143. Researchers use descriptive statistics when they want to

a. draw inferences about how statistically meaningful a study’s results are.

b. organize and summarize research data.

c. combine and analyze data from many studies.

d. assess how likely it is that a study’s results occurred merely by chance.

**Section: Evaluating the Findings**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.6.A Explain how descriptive statistics can be used to compare the performance of groups of research participants.APA 1.1, 1.2, 2.4**

**Rationale: Descriptive statistics are procedures that organize and summarize research data.**

144. A statistician adds all of the test scores for a group of participants and then divides the sum by the number of participants. The result of his calculation is the \_\_\_\_\_\_\_\_\_\_\_\_ of the test scores.

a. arithmetic mean

b. effect size

c. *p* value

d. standard deviation

**Section: Evaluating the Findings**

**Type: Applied Answer: a**

**Level of Difficulty: Moderate**

**LO 1.6.A Explain how descriptive statistics can be used to compare the performance of groups of research participants. APA 1.1, 1.2, 2.4**

**Rationale: An arithmetic mean is an average calculated by adding up a set of quantities and dividing the sum by the total number of quantities in the set.**

145. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tells us how clustered or spread out individual scores are around an arithmetic mean.

a. arithmetic mean

b. *p* value

c. confidence interval

d. standard deviation

**Section: Evaluating the Findings**

**Type: Factual Answer: d**

**Level of Difficulty: Easy**

**LO 1.6.A Explain how descriptive statistics can be used to compare the performance of groups of research participants. APA 1.1, 1.2, 2.4**

**Rationale: The standard deviation tells us how clustered or spread out individual scores are around an arithmetic mean.**

146. A researcher is studying the amount of sleep college students get each night. She notices that there is a lot of variability in the data, with some students typically sleeping for around 8 hours a night and some sleeping around 5 hours a night. One way to measure how spread out the data scores are is to use

a. the arithmetic mean.

b. meta-analysis.

c. inferential statistics.

d. the standard deviation.

**Section: Evaluating the Findings**

**Type: Applied Answer: d**

**Level of Difficulty: Moderate**

**LO 1.6.A Explain how descriptive statistics can be used to compare the performance of groups of research participants. APA 1.1, 1.2, 2.1, 2.2, 2.4**

**Rationale: The standard deviation tells us how clustered or spread out individual scores are around an arithmetic mean.**

147. Inferential statistics are

a. statistical procedures that allow researchers to draw inferences about how statistically meaningful a study’s results are.

b. statistical procedures that organize and summarize research data.

c. averages that are calculated by adding up a set of quantities and multiplying the sum by the total number of quantities in the set.

d. A set of techniques for combining data from a number of related studies to determine the explanatory strength of a particular independent variable.

**Section: Evaluating the Findings**

**Type: Factual Answer: a**

**Level of Difficulty: Easy**

**LO 1.6.B Explain what a statistically significant research result does and does not mean. APA 1.1, 1.2, 2.4**

**Rationale: Inferential statistics are procedures that allow researchers to draw inferences about how statistically meaningful a study’s results are.**

148. Which of the following are a type of inferential statistic?

a. medians

b. tests of significance

c. arithmetic means

d. standard deviations

**Section: Evaluating the Findings**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.6.B Explain what a statistically significant research result does and does not mean. APA 1.1, 1.2, 2.1, 2.4**

**Rationale: Tests of significance are examples of inferential statistics. The arithmetic mean is an example of a descriptive statistic.**

149. Psychologists typically consider a result to be significant if it would be expected to occur by chance \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ times in 100 repetitions of the study.

a. 5 or fewer

b. 10 or fewer

c. 20 or fewer

d. 40 or fewer

**Section: Evaluating the Findings**

**Type: Factual Answer: a**

**Level of Difficulty: Moderate**

**LO 1.6.B Explain what a statistically significant research result does and does not mean. APA 1.1, 1.2, 2.1, 2.2, 2.4**

**Rationale: Psychologists typically consider a result to be significant if it would be expected to occur by chance only 5 or fewer times in 100 repetitions of the study.**

150. A result that is significant at the .05 level indicates that

a. the result was obtained purely by chance and is not real.

b. the probability that the result is due to real differences between groups is .05.

c. there is a positive relationship between variables.

d. the probability that the result occurred by chance is low, and therefore the result is probably real.

**Section: Evaluating the Findings**

**Type: Conceptual Answer: d**

**Level of Difficulty: Difficult**

**LO 1.6.B Explain what a statistically significant research result does and does not mean. APA 1.1, 1.2, 2.1, 2.2, 2.4**

**Rationale: A .05 level of significance means that there is less than 5 percent probability that the results were due to chance. If, however, the significance test shows that the *p* value is greater than .05, many researchers would have little confidence in the study’s result.**

151. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a statistical measure that provides, with a specified probability, a range of values within which the mean of a population is likely to lie.

a. confidence interval

b. standard deviation

c. significance test

d. descriptive statistic

**Section: Evaluating the Findings**

**Type: Factual Answer: a**

**Level of Difficulty: Easy**

**LO 1.6.B Explain what a statistically significant research result does and does not mean. APA 1.1, 1.2, 2.4**

**Rationale: A confidence interval is a statistical measure that provides, with a specified probability, a range of values within which the mean of a population is likely to lie.**

152. After their marriage, Peter and Marcy agreed to participate in a research project that investigated differences in the level of marital satisfaction over time. Every five years they had to complete a survey that indicated their marital satisfaction. Peter and Marcy are participants in a

a. single-blind study.

b. double-blind study.

c. longitudinal study.

d. cross-sectional study.

**Section: Evaluating the Findings**

**Type: Applied Answer: c**

**Level of Difficulty: Easy**

**LO 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group. APA 1.1, 1.2, 2.1, 2.2, 2.4**

**Rationale: Longitudinal studies involve repeated testing of the same subjects over a long period of time. Cross-sectional studies compare subjects of different ages at the same time.**

153. A psychologist is studying gender relationships in childhood and early adolescence. Students from each grade are separately observed during lunchtime at school in order to assess their seating preferences. The researcher is conducting a

a. cross-sectional study.

b. longitudinal study.

c. single-blind study.

d. double-blind study.

**Section: Evaluating the Findings**

**Type: Applied Answer: a**

**Level of Difficulty: Easy**

**LO 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group. APA 1.1, 1.2, 2.1, 2.2, 2.4**

**Rationale: Cross-sectional studies compare subjects of different ages at the same time.**

154. After the birth of their child, Daryel and Regina agreed to participate in a research project that examined differences in the level of intimacy satisfaction over time. Every five years they had to complete a survey to indicate their marital satisfaction. Daryel and Regina are participants in a

a. single-blind study.

b. double-blind study.

c. longitudinal study.

d. cross-sectional study.

**Section: Evaluating the Findings**

**Type: Applied Answer: c**

**Level of Difficulty: Easy**

**LO 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group. APA 1.1, 1.2, 2.1, 2.2, 2.4**

**Rationale: Longitudinal studies include repeated testing of the same subjects over a long period of time. Cross-sectional studies seek to compare subjects of different ages at the same time.**

155. \_\_\_\_\_\_\_\_\_\_\_\_ is an objective, standardized way of describing the strength of the independent variable’s influence on the dependent variable.

a. Effect size

b. Significance level

c. Meta-analysis

d. Bayesian statistics

**Section: Evaluating the Findings**

**Type: Factual Answer: a**

**Level of Difficulty: Easy**

**LO 1.6.B Explain what a statistically significant research result does and does not mean. APA 1.1, 1.2, 2.4**

**Rationale: Effect size is an objective, standardized way of describing the strength of the independent variable’s influence on the dependent variable. Meta-analyses allow the results of many studies to be combined.**

156. A statistical procedure that gives researchers the ability to draw inferences about how statistically reliable a study’s results are would be referred to as

a. effect size.

b. inferential statistics.

c. meta-analysis.

d. descriptive statistics.

**Section: Evaluating the Findings**

**Type: Factual Answer: b**

**Level of Difficulty: Easy**

**LO 1.6.B Explain what a statistically significant research result does and does not mean. APA 1.1, 1.2, 2.4**

**Rationale: Inferential statistics help researchers draw conclusions based on evidence about how reliable the findings are.**

**True-False Questions**

1. Empirical evidence is the evidence gathered by careful observation and experimentation.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. APA 1.1, 1.2**

2. Empirical evidence is the evidence gathered by a careful reflection on one’s personal experiences.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. APA 1.1, 1.2**

3. Real psychology differs from popular psychology in that it is based on the opinions of learned scientists.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. APA 1.1, 1.2, 2.2**

4. The key to whether or not a psychological finding is important is whether or not the finding is surprising.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. APA 1.1, 1.2**

5. Psychology has been a science for more than 1,000 years.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

6. The forerunners of modern psychology depended heavily on casual observation.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2, 2.1**

7. Scholars of the past relied too heavily on empirical evidence to understand human behavior.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2, 2.1**

8. Phrenologists suggested that specific character and personality traits could be read from bumps on a person’s head.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1**

9. Wilhelm Wundt suggested that specific character and personality traits could be read from bumps on the head.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1**

10. The theory of phrenology was verified by later psychological research.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: False**

**Level of Difficulty: Moderate**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1**

11. The theory of phrenology is a classic pseudoscience.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1**

12. The first psychological laboratory was officially established in Leipzig, Germany.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Level of Difficulty: Easy**

**Type: Factual Answer: True**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1**

13. The first psychological laboratory was officially established in 1879.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1**

14. Credit for founding modern psychology is generally given to Wilhelm Wundt.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1**

15. Wilhelm Wundt’s trained introspectors had to make 10,000 practice observations before they were allowed to participate in an actual study.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1**

16. In Wilhelm Wundt’s trained introspection, volunteers were trained to break down behavior into its most basic elements.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology.**

**APA 1.1**

17. Functionalism was an early psychological approach that emphasized the purpose of behavior and consciousness.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1**

18. Functionalism was an early psychological approach that emphasized the analysis of an immediate experience into basic elements.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

19. Early psychologists who emphasized how behavior helps an organism adapt to its environment were known as functionalists.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1**

20. Sigmund Freud argued that many of his patients’ symptoms had mental, not physical, causes.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2, 2.2**

21. Sigmund Freud argued that many of his patients’ symptoms had undiagnosed physical causes rather than mental causes.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2**

22. Freudian concepts are still popular among empirically-oriented psychologists.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1**

23. The biological perspective of psychology emphasizes bodily events and changes associated with actions, feelings, and thoughts.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2**

24. Theorizing that anxiety is due to forbidden, unconscious desires is consistent with the biological perspective.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.1**

25. Theorizing that anxiety can be caused by a chemical imbalance in the body is consistent with the biological perspective.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.1**

26. The learning perspective of psychology is an approach that emphasizes how the environment and experiences affect a person’s actions.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2**

27. The learning perspective of psychology emphasizes the dynamics of unconscious motives and conflicts.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.1**

28. The theory that violence can be the result of having violent role models is consistent with the learning perspective.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.1**

29. Learning theorists would agree that anxious people often think about the future in distorted ways.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.1**

30. The cognitive perspective of psychology emphasizes how the environment and experiences affect a person’s actions.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2**

31. The cognitive perspective of psychology focuses on the social and cultural forces outside an individual.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2**

32. The cognitive perspective of psychology emphasizes mental processes in certain areas of behavior including language and problem solving.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2**

33. The sociocultural perspective emphasizes the dynamics of the social and cultural forces that shape every aspect of human behavior.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.5**

34. Social psychologists focus on how groups affect attitudes and behavior.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2**

35. Cultural psychologists examine how customs and traditions affect people’s development.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.5**

36. Theorizing that competition between group members promotes anxiety about failure is consistent with the sociocultural perspective.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.1, 2.5**

37. Basic psychology is the study of psychological issues for the sake of knowledge rather than for practical application.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community. APA 1.1, 1.2**

38. Applied psychology is the study of psychological issues that have direct practical significance.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community. APA 1.1, 1.2**

39. Basic psychology is the study of psychological issues that have direct practical significance.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community. APA 1.1, 1.2**

40. Not all psychologists do clinical work.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community. APA 1.1, 5.5**

41. In almost all states in the United States, a license to practice clinical psychology requires a doctorate.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community. APA 1.1, 5.5**

42. Clinical programs leading to a PhD require a student to complete an extensive literature review instead of a research dissertation.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community. APA 1.1, 1.2, 2.1, 5.5**

43. Programs leading to a PsyD usually require a student to complete an extensive theoretical paper or literature review instead of a research dissertation.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community. APA 1.1, 1.2, 2.1, 5.5**

44. Psychiatrists are more likely to focus on the possible biological causes of mental disorders.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community. APA 1.1, 1.2**

45. Critical thinking is defined as the ability to assess claims and make judgments on the basis of well- supported reasons and evidence.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 1.2**

46. Critical thinkers are able to look for flaws in arguments.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 1.2**

47. Critical thinking is also referred to as negative thinking.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 1.2**

48. Critical thinkers realize that all opinions are created equal.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 1.2, 2.1**

49. Critical thinkers realize that everybody’s beliefs are as good as everybody else’s.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 1.2, 2.1**

50. Open-mindedness implies that all opinions are created equal.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 1.2, 2.1**

51. Critical thinkers are willing to accept “received wisdom.”

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 1.2, 2.1**

52. Assumptions are beliefs that are taken for granted.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1**

53. Critical thinkers do not make assumptions about how the world works.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: False**

**Level of Difficulty: Difficult**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 1.2, 2.1**

54. Biases are assumptions that keep us from considering evidence fairly.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 1.2**

55. Guiding our behaviors on “gut feelings” is an important aspect of critical thinking.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 1.2**

56. An argument by anecdote occurs when a person generalizes from a personal experience.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 1.2**

57. Critical thinkers come up with alternative explanations for research findings.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1**

58. Critical thinkers generate as many reasonable explanations of the topic at hand as possible before settling on the most likely one.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 1.2**

59. Critical thinkers prefer explanations that account for the most evidence while making the fewest assumptions.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 1.2, 2.1**

60. Critical thinking is a process, not an accomplishment.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 1.2, 2.1**

61. A hypothesis is an organized system of assumptions and principles that purports to explain a specified set of phenomena.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 2.4**

62. A theory is an organized system of assumptions and principles that purports to explain a specified set of phenomena.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 2.4**

63. A hypothesis is a statement that attempts to predict or account for a set of phenomena.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 2.4**

64. A theory is a statement that attempts to predict or account for a set of phenomena.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 2.4**

65. Operational definitions specify how the phenomena in question are to be observed and measured.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 2.4**

66. A representative sample is a group of participants that accurately represents the larger population that the researcher is interested in.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.3.A Describe the major ways participants are selected for psychological studies and how the method of selection might influence interpretations of a study’s outcomes. APA 1.1, 2.4**

67. Descriptive methods yield characterizations of behavior but not necessarily causal explanations.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.1, 2.2, 2.4**

68. Experiments yield descriptions of behavior but cannot provide causal explanations.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.1, 2.2, 2.4**

69. Case studies are most commonly used by clinicians.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: True**

**Level of Difficulty: Moderate**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.4**

70. Case studies are usually sources of hypotheses, rather than tests of hypotheses.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys.APA 1.1, 2.4**

71. Observational studies are more useful for describing behavior than for explaining behavior.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.4**

72. A shortcoming of laboratory observation is that the presence of researchers may cause participants to behave differently than they would in their usual surroundings.

 **Section: Doing Research: Moving From Questions to Data**

 **Type: Factual Answer: True**

 **Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.4**

73. The usual procedure for developing norms for a test is to give the test to a large group of people who resemble those for whom the test is intended.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.1, 2.4**

74. When psychologists say that a test has been standardized, they mean that uniform procedures for giving and scoring the test have been developed.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.4**

75. The ability of a test to measure what it is designed to measure is called its reliability.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.4**

76. The ability of a test to measure what it is designed to measure is called standardization.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.4**

77. The ability of a test to measure what it is designed to measure is called validity.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.4**

78. The likelihood of lying in surveys is reduced when the respondents are guaranteed anonymity.

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.4**

79. The word “correlation” is often used as a synonym for “relationship.”

**Section: Correlational Studies: Looking for Relationships**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.1, 2.4**

80. A correlation is a numerical measure indicating the cause-and-effect relationship between two variables.

**Section: Correlational Studies: Looking for Relationships**

**Type: Factual Answer: False**

**Level of Difficulty: Moderate**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.4**

81. An association between increases in one variable and decreases in the other variable is called a negative correlation.

**Section: Correlational Studies: Looking for Relationships**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.4**

82. An association between decreases in one variable and decreases in the other variable is called a negative correlation.

**Section: Correlational Studies: Looking for Relationships**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 2.4**

83. An association between increases in one variable and decreases in the other variable indicates that the two variables are uncorrelated.

**Section: Correlational Studies: Looking for Relationships**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1,2.1, 2.4**

84. When a correlation coefficient indicates a strong relationship between two variables, one variable is causing the other.

**Section: Correlational Studies: Looking for Relationships**

**Type: Factual Answer: False**

**Level of Difficulty: Moderate**

**LO 1.4.B Explain why a correlation between two variables does not establish a causal relationship between those variables. APA 1.1, 2.1, 2.2, 2.4**

85. When two variables are correlated, one variable may or may not be causing the other.

**Section: Correlational Studies: Looking for Relationships**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.4.B Explain why a correlation between two variables does not establish a causal relationship between those variables. APA 1.1, 2.1, 2.4**

86. An experiment is a controlled test of a hypothesis in which the researcher manipulates one variable to discover its effect on another.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.5.A Distinguish an independent variable from a dependent variable and give an example of each. APA 1.1, 2.4**

87. A laboratory observation is a controlled test of a hypothesis in which the researcher manipulates one variable to discover its effect on another.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.5.A Distinguish an independent variable from a dependent variable and give an example of each. APA 1.1, 2.4**

88. The variable that an experimenter manipulates is called the dependent variable in an experiment.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.5.A Distinguish an independent variable from a dependent variable and give an example of each. APA 1.1, 2.4**

89. Ideally, everything in an experiment except the independent variable is held constant.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.5.A Distinguish an independent variable from a dependent variable and give an example of each. APA 1.1, 2.4**

90. The variable that an experimenter manipulates is called the independent variable.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.5.A Distinguish an independent variable from a dependent variable and give an example of each. APA 1.1, 2.4**

91. Ideally, everything in an experiment except the dependent variable is held constant.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.5.A Distinguish an independent variable from a dependent variable and give an example of each. APA 1.1, 2.4**

92. The value of the independent variable depends on the dependent variable.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.5.A Distinguish an independent variable from a dependent variable and give an example of each. APA 1.1, 2.4**

93. A researcher wants to know whether eating chocolate makes people nervous. Some participants are given three bars of chocolate to eat and some are given no chocolate at all, and then all of the participants are tested for nervousness an hour later. In this experiment, the amount of chocolate eaten is the independent variable.

**Section: The Experiment: Hunting for Causes**

**Type: Applied Answer: True**

**Level of Difficulty: Moderate**

**LO 1.5.A Distinguish an independent variable from a dependent variable and give an example of each. APA 1.1, 2.1, 2.4**

94. In a control condition, subjects are not exposed to the same treatment of the independent variable as in an experimental condition.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group. APA 1.1, 2.4**

95. Control groups are used in both experimental and non-experimental studies.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group. APA 1.1, 2.4**

96. If a placebo produces the same results as the real treatment, the reason must be the participants’ expectations about the treatment, rather than the treatment itself.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group. APA 1.1, 2.1**

97. Medical placebos usually take the form of pills or injections that contain active ingredients.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group. APA 1.1**

98. Dr. Barnett wants to use a study in which subjects of different ages are compared at a specific time so she embraces a cross-sectional study.

**Section: Evaluating the Findings**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group. APA 1.1, 2.4**

99. A study in which subjects of different ages are compared at a given time is called a cross-sectional study.

**Section: Evaluating the Findings**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group. APA 1.1, 2.4**

100. A study in which subjects of different ages are compared at a given time is called a longitudinal study.

**Section: Evaluating the Findings**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group. APA 1.1, 2.4**

101. A disadvantage of experimental research is that it does not permit identification of cause and effect.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group. APA 1.1, 2.1, 2.4**

102. In a single-blind experiment, participants do not know if they are in an experimental group or a control group.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design. APA 1.1, 2.4**

103. An experimenter’s friendly smile or cold demeanor can affect people’s responses in an experiment.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design. APA 1.1, 2.4**

104. Single-blind studies are conducted in order to avoid the powerful influence of experimenter effects on the results of an experiment.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design. APA 1.1, 2.2, 2.4**

105. Field research refers to descriptive or experimental research that is conducted on agricultural issues.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design. APA 1.1, 2.4**

106. An advantage of field research is that it allows the use of sophisticated equipment.

**Section: The Experiment: Hunting for Causes**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design. APA 1.1, 2.4**

107. Descriptive statistics are statistical procedures that organize and summarize research data.

**Section: Evaluating the Findings**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.6.A Explain how descriptive statistics can be used to compare the performance of groups of research participants. APA 1.1, 2.1, 2.4**

108. The arithmetic mean is a commonly used measure of variability.

**Section: Evaluating the Findings**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.6.A Explain how descriptive statistics can be used to compare the performance of groups of research participants. APA 1.1, 2.4**

109. The arithmetic mean is an average that is calculated by adding up a set of quantities and dividing the sum by the total number of quantities in the set.

**Section: Evaluating the Findings**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.6.A Explain how descriptive statistics can be used to compare the performance of groups of research participants. APA 1.1, 2.4**

110. The standard deviation is an average that is calculated by adding up a set of quantities and dividing the sum by the total number of quantities in the set.

**Section: Evaluating the Findings**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.6.A Explain how descriptive statistics can be used to compare the performance of groups of research participants. APA 1.1, 2.4**

111. The standard deviation is a commonly used measure of variability that indicates the average difference between scores in a distribution.

**Section: Evaluating the Findings**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.6.A Explain how descriptive statistics can be used to compare the performance of groups of research participants. APA 1.1, 2.4**

112. Descriptive statistics allow researchers to draw inferences about how statistically meaningful a study’s results are.

**Section: Evaluating the Findings**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.6.B Explain what a statistically significant research result does and does not mean.**

**APA 1.1, 2.1, 2.4**

113. Inferential statistics are statistical procedures that organize and summarize research data.

**Section: Evaluating the Findings**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.6.B Explain what a statistically significant research result does and does not mean. APA 1.1, 2.4**

114. Inferential statistics allow researchers to draw inferences about how statistically meaningful a study’s results are.

**Section: Evaluating the Findings**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.6.B Explain what a statistically significant research result does and does not mean.**

**APA 1.1, 2.1, 2.4**

115. If a significance test shows that the *p* value of a result is greater than .05, researchers would have high confidence in the study’s result.

**Section: Evaluating the Findings**

**Type: Factual Answer: False**

**Level of Difficulty: Moderate**

**LO 1.6.B Explain what a statistically significant research result does and does not mean.**

**APA 1.1, 2.1, 2.4**

116. A result is considered significant if it would occur by chance 5 or more times in 100 repetitions of the study.

**Section: Evaluating the Findings**

**Type: Factual Answer: False**

**Level of Difficulty: Easy**

**LO 1.6.B Explain what a statistically significant research result does and does not mean.**

**APA 1.1, 2.1, 2.4**

117. A result may be statistically significant, yet be of little consequence in everyday life.

**Section: Evaluating the Findings**

**Type: Factual Answer: True**

**Level of Difficulty: Easy**

**LO 1.6.B Explain what a statistically significant research result does and does not mean.**

**APA 1.1, 2.1, 2.4**

**Short Answer Questions**

1. When people think of psychology, they usually think of mental disorders, emotional disorders, abnormal acts, personal problems, and psychotherapy. Describe two other topics that are of great interest to psychologists.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual**

**Level of Difficulty: Difficult**

**LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. APA 1.1, 1.2, 2.1, 2.2, 4.1**

**Answer: A good answer will include the following key points.**

* **Psychologists study the entire spectrum of human and animal behavior.**
* **Psychologists study how people learn, remember, solve problems, perceive, feel, and get along with others.**
* **They study commonplace as well as uncommon behaviors, normal as well as abnormal.**
* **Some specific examples of non-clinical topics should be provided.**

2. Sheila wants her grandfather to keep in touch through e-mail but her grandfather says, “Oh, Sheila, you know that you can’t teach an old dog new tricks!” If Sheila has been studying the problems with popular beliefs about psychological phenomena, how should she respond?

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Applied**

**Level of Difficulty: Difficult**

**LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. APA 1.1, 1.2, 2.1, 4.1**

**Answer: A good answer will include the following key points.**

* **Popular beliefs and sayings have often been refuted by scientific research.**
* **Before accepting a popular proverb as true, it would be important to look at empirical evidence.**
* **Many popular proverbs contradict each other because they are not based on empirical evidence.**

3. Why is Wilhelm Wundt especially revered by psychologists?

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual**

**Level of Difficulty: Easy**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2, 4.1**

**Answer: A good answer will include the following key points.**

* **Wilhelm Wundt founded the first formal psychology laboratory.**
* **He published his results in a scholarly journal.**
* **He announced that he intended to make psychology a science.**

4. Describe Wilhelm Wundt’s preferred research method, and give an example of how it might be used to study a psychological topic.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual**

**Level of Difficulty: Moderate**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2, 2.1, 4.1**

**Answer: A good answer will include the following key points.**

* **Wundt’s favorite research method was introspection.**
* **This involved carefully observing, analyzing, and describing one’s own sensations, mental images, and emotional reactions.**
* **About 10,000 practice observations were required before one could participate in an actual experiment.**
* **It might take as long as 20 minutes to describe a 1.5-second experiment.**

5. Why did William James argue that the approach advocated by Wilhelm Wundt was a waste of time? What school of psychology did he promote?

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual**

**Level of Difficulty: Moderate**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2, 4.1**

**Answer: A good answer will include the following key points.**

* **James argued that searching for the building blocks of the mind was a waste of time because the brain and mind are constantly changing.**
* **James was a leader in the functionalist school of psychology.**
* **Functionalism emphasized the purpose of behavior, as opposed to its analysis and description.**

6. List and define the four major perspectives in modern psychology.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual**

**Level of Difficulty: Moderate**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 4.1**

**Answer: A good answer will include the following key points.**

* **The biological perspective focuses on how bodily events affect behavior, feelings, and thoughts.**
* **The learning perspective is concerned with how the environment and experience affect a person’s (or a nonhuman animal’s) actions.**
* **The cognitive perspective emphasizes what goes on in people’s heads—how people reason, remember, understand language, solve problems, explain experiences, acquire moral standards, and form beliefs.**
* **The sociocultural perspective focuses on social and cultural forces outside the individual, forces that shape every aspect of behavior.**

7. The learning perspective is adhered to by two different types of psychologists: behaviorists and social-cognitive learning theorists. Compare these two types of learning theory advocates.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual**

**Level of Difficulty: Moderate**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.1, 4.1**

**Answer: A good answer will include the following key points.**

* **Behaviorists focus on the environmental rewards and punishers that maintain or discourage specific behaviors.**
* **Behaviorists do not invoke mind or mental states to explain behavior. They study only observable behavior.**
* **Social-cognitive learning theorists combine elements of behaviorism with research on thoughts, values, expectations, and intentions.**
* **Social-cognitive learning theorists believe that people learn not only by adapting their behavior to the environment, but also by imitating others and by thinking about the events happening around them.**

8. Sociocultural psychologists use an interesting metaphor in regard to humans and culture. They describe people as similar to fish! Fish are unaware that they live in water, so obvious is water in their lives. Explain why sociocultural psychologists use this metaphor.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual**

**Level of Difficulty: Difficult**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.1, 1.2, 2.1, 2.5, 4.1**

**Answer: A good answer will include the following key points.**

* **Our social and cultural environment is the “water” in which we “swim” every day.**
* **We are largely unaware of the tremendous influence of our social and cultural environment on our behavior, just as a fish is unaware of the water in which it swims.**

9. The professional activities of psychologists fall into three broad categories. Describe and give examples of each of these three types of professional activities.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual**

**Level of Difficulty: Moderate**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community. APA 1.1, 1.2, 4.1, 5.5**

**Answer: A good answer will include the following key points.**

* **Psychologists teach and do research in a variety of pure and applied areas in colleges and universities.**
* **Psychologists provide mental health services (e.g., clinical and counseling psychologists) in settings such as private practice, mental-health clinics, and hospitals.**
* **Psychologists conduct research and apply the findings of psychology in nonacademic settings such as business, sports, government, law, and the military.**

10. What is the difference between basic research and applied research?

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual**

**Level of Difficulty: Easy**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community. APA 1.1, 1.2, 2.1, 2.4, 4.1**

**Answer: A good answer will include the following key points.**

* **Basic research involves seeking knowledge for its own sake.**
* **Applied research involves finding practical uses of basic psychological knowledge.**

11. Amanda and Heather both plan to become clinical psychologists, although Amanda is applying to graduate schools to pursue a PhD and Heather plans to earn a PsyD. What different experiences and requirements are each likely to encounter in earning their graduate degrees?

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Applied**

**Level of Difficulty: Moderate**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community. APA 1.1, 1.2, 2.1, 4.1, 5.5**

**Answer: A good answer will include the following key points.**

* **Amanda will undergo training both as a scientist and as a clinical practitioner.**
* **She will have to complete a dissertation.**
* **Heather’s training will emphasize professional practice.**
* **She will probably not be required to complete a dissertation, though she may have to complete a major study.**

12. Clinical psychologists and psychiatrists do similar work, but their training differs and they tend to focus on different causes of mental disorders. Contrast the training and approach to therapy between clinical psychologists and psychiatrists.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual**

**Level of Difficulty: Moderate**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community. APA 1.1, 1.2, 2.1, 4.1, 5.5**

**Answer: A good answer will include the following key points.**

* **Clinical psychologists usually complete 4–5 years of graduate work in psychology and an internship, earning a PhD, PsyD, or EdD degree.**
* **They focus on the diagnosis, treatment, and study of mental and emotional problems. They primarily use some form of psychotherapy in treating people with psychological disorders.**
* **Psychiatrists are trained as MDs and complete a three-year residency in psychiatry. They focus on the treatment of emotional disorders, especially the most severe disorders.**
* **They are more likely to focus on possible biological causes of mental disorders and treat these problems with medication.**

13. Describe what it means to be a critical thinker.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual**

**Level of Difficulty: Moderate**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.** **APA 2.1, 2.4, 4.1**

**Answer: A good answer will include the following key points.**

* **Critical thinking is the ability and willingness to assess claims and make objective judgments on the basis of well-supported reasons and evidence, rather than emotion and anecdote.**
* **Critical thinkers look for flaws in arguments and resist claims that have no support.**
* **Critical thinking includes the ability to come up with alternative rationales for events, to think of implications of research findings, and to apply new knowledge to social and personal problems.**

14. List eight guidelines for critical thinking.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Factual**

**Level of Difficulty: Moderate**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 1.2, 4.1**

**Answer: A good answer will include the following key points.**

* **Ask questions and be willing to wonder.**
* **Define your terms.**
* **Examine the evidence.**
* **Analyze assumptions and biases.**
* **Avoid emotional reasoning.**
* **Don’t oversimplify.**
* **Consider other interpretations.**
* **Tolerate uncertainty.**

15. One common form of oversimplification is “argument by anecdote.” Explain the meaning of this statement and provide an example.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Conceptual**

**Level of Difficulty: Moderate**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 2.1, 2.4, 4.1**

**Answer: A good answer will include the following key points.**

* **Argument by anecdote involves generalizing from a personal experience or a few examples.**
* **An example would be claiming that all students who attend state universities are not as bright as students attending private universities because you have met one or two such individuals.**

16. Ralph Waldo Emerson wrote “Nothing great was ever achieved without enthusiasm.” How would you frame this question in clear and concrete terms so that it could be tested? Specify an operational definition for the major terms.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Applied**

**Level of Difficulty: Difficult**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.2, 2.1, 2.2, 2.4, 4.1**

**Answer: A good answer will include the following key points.**

* **To achieve something great, a person must have enthusiasm.**
* **A possible operational definition for a great achievement might be an achievement that is reported in a national news magazine.**
* **A possible operational definition of enthusiasm might be an average rating of 8 or higher on a 10-point rating scale by a panel of independent judges.**

17. What are the disadvantages associated with psychological case study research?

**Section: Doing Research: Moving From Questions to Data**

**Type: Factual**

**Level of Difficulty: Moderate**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.1, 2.1, 2.2, 2.4, 4.1**

**Answer: A good answer will include the following key points.**

* **Case studies have only limited usefulness for deriving general principles of behavior.**
* **This is especially true when information is missing or hard to interpret.**
* **It is also true if the individual being studied is unrepresentative of the group that a researcher is interested in.**

18. A psychologist has the option of gathering information through psychological tests or through self-evaluations by the participants. Which option would be more effective in clarifying the differences and similarities between individuals? Why?

**Section: Doing Research: Moving From Questions to Data**

**Type: Applied**

**Level of Difficulty: Moderate**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.2, 2.1, 2.2, 2.4, 4.1**

**Answer: A good answer will include the following key points.**

* **Tests would be more useful.**
* **Tests are objective measures.**
* **Results from a good test (one that is reliable, valid, and standardized) can allow direct comparison of different individuals.**

19. Think of a topic in psychology that interests you. Write a hypothesis regarding this topic and explain what research method you would use in order to investigate the topic.

**Section: Doing Research: Moving From Questions to Data**

**Type: Applied**

**Level of Difficulty: Moderate**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.2, 2.1, 2.2, 2.4, 4.1**

**Answer: A good answer will include the following key points.**

* **Hypothesis: People who are under stress experience more frequent illnesses than others.**
* **Appropriate methods to study this hypothesis could include surveys, correlation, or experimentation.**
* **A variety of hypotheses and methods might be given in this answer.**

20. If TV watching is positively correlated with children’s aggressiveness, then in what possible ways could this relationship be explained?

**Section: Correlational Studies: Looking for Relationships**

**Type: Applied**

**Level of Difficulty: Moderate**

**LO 1.4.A Illustrate with an example how the correlation coefficient gives both the size and direction of the relationship between two variables. APA 1.1, 1.2, 2.1, 2.2, 2.4, 4.1**

**Answer: A good answer will include the following key points.**

* **Watching TV could cause children to behave aggressively.**
* **Aggressiveness in children could cause them to watch more TV.**
* **Another unspecified variable could cause both TV watching and increased aggressiveness.**

21. A correlation between “A” and “B” does not necessarily mean that “A” causes “B.” Why? Explain using this example: The higher a male monkey’s level of the hormone testosterone, the more aggressive he is likely to be.

**Section: Correlational Studies: Looking for Relationships**

**Type: Applied**

**Level of Difficulty: Difficult**

**LO 1.4.B Explain why a correlation between two variables does not establish a causal relationship between those variables. APA 1.1, 1.2, 2.1, 2.4, 4.1**

**Answer: A good answer will include the following key points.**

* **Correlation does not indicate causation.**
* **A positive correlation between testosterone levels and aggression could mean that testosterone causes aggression.**
* **It could also mean that aggressive behavior causes an increase in testosterone levels.**
* **It could also mean that some other unspecified variable causes both high testosterone levels and high aggression.**

22. Experiments have long been the method of choice in psychology. However, the experiment does have its limitations. Describe these limitations and explain why many psychologists have called for more field research.

**Section: The Experiment: Hunting for Causes**

**Type: Factual**

**Level of Difficulty: Moderate**

**LO 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design. APA 1.2, 2.1, 2.4, 4.1**

**Answer: A good answer will include the following key points.**

* **One limitation of experiments is experimenter effects. That is, if participants know whether they are in the experimental or control group, their expectations may affect the results.**
* **A researcher’s expectations can also influence the results of an experiment.**
* **If participants are not representative of the larger population of interest, the results cannot be generalized.**
* **Controlled experiments may result in artificial situations in which behavior is not normal and cannot be generalized to the real world.**
* **Field research can at least partially overcome this last objection.**

**Essay Questions**

1. Shermaine is eager to buy an Electro-Neural Stimulator so that he can get both halves of his brain working at peak efficiency by exam time. Based on what you have read about similar products, how should you respond to his plans?

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Applied**

**Level of Difficulty: Moderate**

**LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. APA 1.2, 1.3, 2.1, 2.2, 4.1**

**Answer: A good answer will include the following key point.**

* **Its marketing uses a veneer of psychological and scientific-sounding terminology.**
* **It promises a quick fix.**
* **It is important to look for the empirical evidence for such a device before wasting your money on it.**

2. In recent decades, the public’s appetite for pseudoscience has grown. Describe two examples of this “pop psychology” and then analyze the differences between psychology and pseudoscience.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual**

**Level of Difficulty: Moderate**

**LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. APA 1.2, 2.1, 2.2, 4.1**

**Answer: A good answer will include the following key points. Specific examples may vary.**

* **Example 1: Many self-help books are available in bookstores that purport to help you find personal growth and success in life.**
* **Example 2:** **Playing on the modern consumer’s love of technology, a variety of electrical gizmos have been marketed with the promise that they will get both halves of your brain working at their peak.**
* **Psychobabble is pseudoscience and quackery covered by a veneer of psychological and scientific-sounding language.**
* **Scientific psychology is based on empirical evidence.**

3. Describe the schools of psychological thought that became popular when psychology emerged as a discipline, including the major theorists associated with each school as well as the goal of each of these perspectives.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Factual**

**Level of Difficulty: Difficult**

**LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. APA 1.1, 1.2, 4.1**

**Answer: A good answer will include the following key points.**

* **Wilhelm Wundt founded the first psychology laboratory.**
* **Wundt’s approach emphasized understanding the “building blocks” of conscious experience.**
* **Functionalism, founded by William James, emphasized the purpose of behavior, as opposed to its analysis and description.**
* **Functionalism also died out as a separate school of psychology, but its emphasis on the causes and consequences of behavior continued to influence the development of psychology as a science.**
* **Psychoanalysis was both a theory of personality and a method of psychotherapy that stressed the role of the unconscious mind and its hidden conflicts and wishes in influencing our behavior.**
* **Psychoanalysis was founded by Sigmund Freud.**
* **Psychoanalysis is not accepted by most empirically-oriented psychologists, but remains an active, though highly controversial, school of psychology today.**

4. The text states that, “We are like fish that are unaware they live in water, so obvious is water in their lives. Sociocultural psychologists study the water—the social and cultural environments that people ‘swim’ in every day.” Describe two examples from your personal experience that illustrate how cultural rules influence the way we perceive the world and relate to others.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual**

**Level of Difficulty: Easy**

**LO 1.1.C List and describe four major perspectives in modern psychology. APA 1.2, 2.1, 2.2, 2.5, 4.1**

**Answer: A good answer will include the following key points.**

* **Example 1: People growing up in Western cultures typically place a much stronger value on individuality than do people from many Asian cultures.**
* **Example 2: People growing up in the northern United States are much less likely to use the terms “sir” and “ma’am” than are people growing up in the southern United States.**
* **Many other examples are possible.**

5. To most people, the word “psychologist” conjures up an image of a therapist listening intently to a client. But not all psychologists do clinical work. Describe the different professional activities of psychologists with doctorates. Include examples of work in each of the three general categories.

**Section: Psychology, Pseudoscience, and Popular Opinion**

**Type: Conceptual**

**Level of Difficulty: Difficult**

**LO 1.1.D Describe the roles that psychologists play in research, practice, and the community.**

**APA 1.1, 1.2, 2.1, 4.1, 5.5**

**Answer: A good answer will include the following key points.**

* **Psychologists teach and do research in colleges and universities.**
* **Psychologists provide mental health services (e.g., clinical and counseling psychologists).**
* **Psychologists conduct research and apply the findings of psychology in nonacademic settings such as business, sports, government, law, and the military.**
* **Examples will vary.**

6. One common form of oversimplification is argument by anecdote. Explain this type of critical thinking error. Create your own example of an argument by anecdote.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Conceptual**

**Level of Difficulty: Difficult**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. APA 1.1, 2.1, 2.2, 2.4, 4.1**

**Answer: A good answer will include the following key points.**

* **Argument by anecdote involves generalizing from a personal experience or a few examples.**
* **An example should be given that shows how a person might generalize from a personal experience to all people.**

7. Many people don’t realize that just as the body needs exercise to stay in shape, clear thinking requires effort and practice. Name and give an example of each of the eight guidelines to critical thinking.

**Section: Thinking Critically and Scientifically About Psychology**

**Type: Conceptual**

**Level of Difficulty: Difficult**

**LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology APA 1.1, 1.3, 2.1, 2.4, 4.1**

**Answer: A good answer will include the following key points.**

* **Ask questions and be willing to wonder.**
* **Define your terms.**
* **Examine the evidence.**
* **Analyze assumptions and biases.**
* **Avoid emotional reasoning.**
* **Don’t oversimplify.**
* **Consider other interpretations.**
* **Tolerate uncertainty.**
* **Examples may vary.**

8. The president of the Parent Teacher Association (PTA) is concerned after reading that during puberty, children have increased needs for sleep. She wants to find out if other parents of middle-school children would support a later starting time for school. At one of the Monday night meetings, she conducts a survey of the PTA members in order to address this question. When she asks those parents in support of the change to raise their hands, she discovers that 85 percent of the parents support a later starting time. What information has she gained by conducting this survey? What shortcomings exist in her survey?

**Section: Doing Research: Moving From Questions to Data**

**Type: Applied**

**Level of Difficulty: Difficult**

**LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. APA 1.2, 2.1, 2.2, 2.4, 4.1**

**Answer: A good answer will include the following key points.**

* **She has learned that a majority of other PTA members who attend meetings support a later starting time.**
* **A major shortcoming is that the PTA members at the meeting may not be representative of all parents of students at the school in question.**

9. A researcher hypothesizes that adults will respond differently to the same baby depending on how the child is dressed. Her colleague, on the other hand, hypothesizes that boys and girls are treated equally and that only temperamental differences lead to differences in their handling. Design a research study to test their hypotheses.

**Section: The Experiment: Hunting for Causes**

**Type: Applied**

**Level of Difficulty: Difficult**

**LO 1.5.A Distinguish an independent variable from a dependent variable and give an example of each. APA 1.2, 2.1, 2.2, 2.4, 4.1**

**Answer: A good answer will include the following key points.**

* **Two babies with similar temperament should be selected, one a male and one a female.**
* **Participants in the experimental group will be exposed to a baby dressed in clothing appropriate to the opposite sex.**
* **Participants in the control group will be exposed to an infant dressed in sex-appropriate clothing.**
* **All participants will be observed for 10 minutes while interacting with the baby and their behaviors carefully noted.**
* **Behaviors of participants in the experimental and control groups will be compared.**

10. Why is it important to go beyond averages when summarizing data? What other descriptive statistics are used to help interpret data?

**Section: Evaluating the Findings**

**Type: Factual**

**Level of Difficulty: Easy**

**LO 1.6.A Explain how descriptive statistics can be used to compare the performance of groups of research participants. APA 1.2, 2.1, 2.2, 2.4, 4.1**

**Answer: A good answer will include the following key points.**

* **An average may not actually occur in any individual case.**
* **It is important to also have some indication of the variability of results, such as the range or standard deviation.**
* **A measure of variability helps one to know how representative an average is.**

11. Rarely does a psychological study have completely straightforward results. Usually there is some possibility that the difference between two groups could be due to chance. Explain how inferential statistics help us determine how statistically meaningful a study’s results are.

**Section: Evaluating the Findings**

**Type: Factual**

**Level of Difficulty: Moderate**

**LO 1.6.B Explain what a statistically significant research result does and does not mean.**

**APA 1.2, 2.1, 2.2, 2.4, 4.1**

**Answer: A good answer will include the following key points.**

* **One type of inferential statistics, tests of significance, assesses the likelihood that a given set of results could occur by chance.**
* **Results are statistically significant only if they would occur by chance less than 5 times in every 100 replications.**

12. When the relationship between age and mental abilities is studied through cross-sectional methods, the results often conflict with the findings from longitudinal studies. Explain the basic procedures in each type of study and then discuss why the two methods sometimes yield different results.

**Section: The Experiment: Hunting for Causes**

**Type: Conceptual**

**Level of Difficulty: Difficult**

**LO 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group. APA 1.1, 1.2, 2.1, 2.2, 2.4, 4.1**

**Answer: A good answer will include the following key points.**

* **Longitudinal studies examine the same people over a period of time, reassessing them periodically.**
* **Cross-sectional studies examine groups of people of different ages at the same time.**
* **Longitudinal studies are especially useful to study changes in individuals over time.**
* **The two types of studies can reach different conclusions because cross-sectional studies measure generational differences, in addition to changes that occur as people age.**

**Integrative Essay Questions: Linking the Chapters**

**The Experiment: Hunting for Causes**

1. How wise is popular wisdom? In Chapter 1, we pondered how many old sayings have other old sayings that contradict them. For example, a common saying is “You can’t teach old dogs new tricks.” But we also hear “You are never too old to learn.” Now that you have read Chapter 1, design a research study in order to test these sayings. Provide your reasoning in selecting a particular research method, subjects, and other key details.

**Chapter 1 Section: Psychology, Pseudoscience, and Popular Opinion**

**LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. APA 1.2, 2.1, 2.2, 2.4, 4.1**

**Type: Applied**

**Level of Difficulty: Difficult**

**Answer: A good answer will include the following key points.**

* **One method that could be used is laboratory observation.**
* **A representative group of older people should be selected as participants.**
* **An attempt should be made to teach the participants a new task, such as searching the Internet for information.**
* **Participants should then be tested to see whether or not they were able to learn the task.**

**Revel Assessments**

End of Module Quizzes

**Key: Answer, Type, Learning Objective, Level**

**Type**

***A=Applied***

***C=Conceptual***

***F=Factual***

**Level**

***(1)=Easy; (2)=Moderate; (3)=Difficult***

**LO=Learning Objective**

**Quiz: Psychology, Pseudoscience, and Popular Opinion**

EOM Q1.1.1
Psychology is defined as an area of study concerned with \_\_\_\_\_\_\_\_\_\_.

 a)  behavior and mental processes, and how these are affected by physical, mental, and environmental states

 b)  the factors that lead to flawed decision making in a social context

Consider This: As a scientific discipline, psychology embraces a wide range of topics. 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense.

 c)  the development, structure, and functioning of human society

Consider This: As a scientific discipline, psychology embraces a wide range of topics. 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense.

 d) the biological bases of mental disorders and the interpersonal problems of adjustment faced by people who have poor coping skills

Consider This: As a scientific discipline, psychology embraces a wide range of topics. 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense.

**Topic: Psychology, Pseudoscience, and Popular Opinion**

**ANS: a, Factual. LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. (1)**

EOM Q1.1.2
Empirical evidence refers to \_\_\_\_\_\_\_\_\_\_.

 a)  information that was gathered or derived from observation, experimentation, or measurement

 b)  the majority opinion adopted by most people when considering an issue

Consider This: Empiricism is a central feature of conducting scientific research. 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense.

 c)  the opinions of experts that are believed by nonexperts for a given issue

Consider This: Empiricism is a central feature of conducting scientific research. 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense.

 d)  the most straightforward explanation that can be offered for a particular phenomenon

Consider This: Empiricism is a central feature of conducting scientific research. 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense.

**Topic: Psychology, Pseudoscience, and Popular Opinion**

**ANS: a, Factual. LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. (1)**

EOM Q1.1.3
Sid wants help dealing with his lack of motivation in school, so he enlists his roommate George, who is taking an introductory psychology course, to offer advice. “The problem is all in your brain,” George suggests. “You’ve got an imbalance of chemicals and hormones, which is causing you to feel lackluster and unfocused.” Which perspective on psychological science is George adopting?

 a)  biological perspective

 b)  learning perspective

Consider This: Modern psychological scientists approach their investigations from different, although overlapping, approaches, each of which reflects different questions, assumptions, and explanations. 1.1.C List and describe four major perspectives in modern psychology.

 c)  psychoanalytic perspective

Consider This: Modern psychological scientists approach their investigations from different, although overlapping, approaches, each of which reflects different questions, assumptions, and explanations. 1.1.C List and describe four major perspectives in modern psychology.

 d)  cognitive perspective

Consider This: Modern psychological scientists approach their investigations from different, although overlapping, approaches, each of which reflects different questions, assumptions, and explanations. 1.1.C List and describe four major perspectives in modern psychology.

**Topic: Psychology, Pseudoscience, and Popular Opinion**

**ANS: a, Applied. LO 1.1.C List and describe four major perspectives in modern psychology. (3)**

EOM Q1.1.4
In one study you read about in the text, a group of introductory psychology students completed a test of “psychological information” on the first day of class. What was the general result of that initial survey?

 a)  Students believed that many false statements regarding psychology were actually true.

 b)  Students were quite accurate in distinguishing factual statements about psychology from incorrect ones.

Consider This: People believe lots of common-sense notions that are not always supported by rigorous scientific research. 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense.

 c)  Students performed better than chance at identifying correct findings from the psychological research literature.

Consider This: People believe lots of common-sense notions that are not always supported by rigorous scientific research. 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense.

 d)  Students showed a bias to believe that all statements on the survey were false.

Consider This: People believe lots of common-sense notions that are not always supported by rigorous scientific research. 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense.

**Topic: Psychology, Pseudoscience, and Popular Opinion**

**ANS: a, Factual. LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. (2)**

EOM Q1.1.5
Which of the following specialists has a medical doctor (M.D.) degree and tends to take a biological approach to mental health problems?

 a)  psychiatrist

 b)  clinical psychologist

Consider This: Common degrees for psychologists include a Ph.D., Psy.D, or Ed.D. 1.1.D Describe the roles that psychologists play in research, practice, and the community.

 c)  psychoanalyst

Consider This: Common degrees for psychologists include a Ph.D., Psy.D, or Ed.D. 1.1.D Describe the roles that psychologists play in research, practice, and the community.

 d)  counseling psychologist

Consider This: Common degrees for psychologists include a Ph.D., Psy.D, or Ed.D. 1.1.D Describe the roles that psychologists play in research, practice, and the community.

**Topic: Psychology, Pseudoscience, and Popular Opinion**

**ANS: a, Conceptual. LO 1.1.D Describe the roles that psychologists play in research, practice, and the community. (2)**

**Quiz: Thinking Critically and Scientifically About Psychology**

EOM Q1.2.1
Which of the following statements best captures research findings regarding technology, multi-tasking, and academic performance?

 a)  Technology that makes it easier to transcribe what you hear in a lecture does not necessarily help you process the information more deeply.

 b)  People who report that they are “good at multi-tasking” tend not to be distracted by the use of technology while studying.

Consider This: Research indicates that some of our assumptions about how and when we study best turn out to be misconceptions. 1.2.B Discuss how students can use the principles and methods of psychology to more effectively study psychology.

 c)  Note-takers using laptops tend to do a better job at putting lectures into their own words than do note-takers writing by hand.

Consider This: Research indicates that some of our assumptions about how and when we study best turn out to be misconceptions. 1.2.B Discuss how students can use the principles and methods of psychology to more effectively study psychology.

 d)  Students who text during a lecture perform just as well on tests of comprehension for the material as do students who do not text.

Consider This: Research indicates that some of our assumptions about how and when we study best turn out to be misconceptions. 1.2.B Discuss how students can use the principles and methods of psychology to more effectively study psychology.

**Topic: Thinking Critically and Scientifically About Psychology**

**ANS: a, Analyze. LO 1.1.B Discuss how students can use the principles and methods of psychology to more effectively study psychology. (3)**

EOM Q1.2.2
Luisa listened in amazement as she overheard her psychology professors design a new experiment. “We should be sure to measure this factor, to rule out a competing explanation for the results,” said Professor LeBaron. “Yes, and also allow for idiosyncratic responses in case anyone doesn’t speak English as a first language,” added Professor DeLorean. “Let’s not forget to have the results double-checked and interpreted by a qualified colleague,” Professor DeDemonico chimed in. Although Luisa was amazed, to the professors this was second nature. Why?

 a)  The professors were well versed in critical-thinking skills and were simply applying those principles to the scientific task at hand.

 b)  The professors knew Luisa was listening, so they were showing off a little in order to impress her.

Consider This: Luisa’s professors are no doubt competent psychological scientists; as such, they have adopted a certain way of thinking and a certain mental approach to solving problems. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

 c)  The professors had already collected the data and were covering their tracks in case any of the results did not precisely confirm their preconceptions.

Consider This: Luisa’s professors are no doubt competent psychological scientists; as such, they have adopted a certain way of thinking and a certain mental approach to solving problems. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

 d)  The professors knew that science often results from luck and guessing, so they simply repeated phrases people expect scientists to say.

Consider This: Luisa’s professors are no doubt competent psychological scientists; as such, they have adopted a certain way of thinking and a certain mental approach to solving problems. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

**Topic: Thinking Critically and Scientifically About Psychology**

**ANS: a, Applied. LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. (3)**

EOM Q1.2.3
Sujin asked her psychology professor, “Why is the brain located in the head?” Her professor replied, “That’s a really good question. Although there are probably lots of reasons, I’m not sure of the one best answer. Let’s find out together this semester.” Which principle of critical thinking was Sujin practicing?

 a)  being willing to wonder about things

 b)  defining her terms

Consider This: In this scenario, Sujin seems open to asking questions, but is not yet finding data to answer them on her own. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

 c)  examining the evidence

Consider This: In this scenario, Sujin seems open to asking questions, but is not yet finding data to answer them on her own. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

 d)  avoiding emotional reasoning

Consider This: In this scenario, Sujin seems open to asking questions, but is not yet finding data to answer them on her own. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

**Topic: Thinking Critically and Scientifically About Psychology**

**ANS: a, Applied. LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. (3)**

EOM Q1.2.4
Sujin asked her psychology professor, “Why is the brain located in the head?” Her professor replied, “That’s a really good question. Although there are probably lots of reasons, I’m not sure of the one best answer. Let’s find out together this semester.” Which principle of critical thinking was Sujin’s professor practicing?

 a)  tolerating uncertainty

 b)  defining her terms

Consider This: In this scenario, Sujin’s professor seems to avoid the intellectual pitfall of assuming there is always one simple answer to a complex question. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

 c)  oversimplifying

Consider This: In this scenario, Sujin’s professor seems to avoid the intellectual pitfall of assuming there is always one simple answer to a complex question. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

 d)  avoiding emotional reasoning

Consider This: In this scenario, Sujin’s professor seems to avoid the intellectual pitfall of assuming there is always one simple answer to a complex question. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

**Topic: Thinking Critically and Scientifically About Psychology**

**ANS: a, Applied. LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. (3)**

EOM Q1.2.5
Lori told her friend Gina about an amazing video she saw on YouTube. “It was incredible. This guy levitated a miniature poodle for 25 seconds using psychic energy. He channels a star-force through a time continuum, and that allows him to unleash the hidden powers of his mind. It’s totally legit; he’s got a website and everything.” Gina replied, “Maybe he’s just making it up.” Which principle of critical thinking is Gina practicing?

 a)  Gina is considering other interpretations.

 b)  Gina is defining her terms.

Consider This: In this scenario, Gina seems to be demonstrating a healthy skepticism and willingness to consider alternative explanations. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

 c)  Gina is refining her biases.

Consider This: In this scenario, Gina seems to be demonstrating a healthy skepticism and willingness to consider alternative explanations. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

 d)  Gina is reducing uncertainty.

Consider This: In this scenario, Gina seems to be demonstrating a healthy skepticism and willingness to consider alternative explanations. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

**Topic: Thinking Critically and Scientifically About Psychology**

**ANS: a, Applied. LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. (2)**

**Quiz: Doing Research: Moving From Questions to Data**

EOM Q1.3.1
Pedro wants to gauge the nation’s attitudes toward handguns, so he polls a very large sample of National Rifle Association (NRA) members and asks them what they think. Despite having a lot of data, Pedro’s conclusions are likely to be biased. Why?

 a)  The sample he used was not representative of the population he is interested in learning about.

 b)  He used a survey when he should have used an interview to collect the data.

Consider This: A study that fails to use proper sampling methods may yield questionable results, no matter how large the sample. 1.3.A Describe the major ways participants are selected for psychological studies and how the method of selection might influence interpretations of a study’s outcomes.

 c)  Samples should always include about 13 percent of the population being studied.

Consider This: A study that fails to use proper sampling methods may yield questionable results, no matter how large the sample. 1.3.A Describe the major ways participants are selected for psychological studies and how the method of selection might influence interpretations of a study’s outcomes.

 d)  He did not use alternate-forms reliability when constructing his measurements.

Consider This: A study that fails to use proper sampling methods may yield questionable results, no matter how large the sample. 1.3.A Describe the major ways participants are selected for psychological studies and how the method of selection might influence interpretations of a study’s outcomes.

**Topic: Doing Research: Moving From Questions to Data**

**ANS: a, Applied. LO 1.3.A Describe the major ways participants are selected for psychological studies and how the method of selection might influence interpretations of a study’s outcomes. (3)**

EOM Q1.3.2
Aleia has been assigned to do a research project on human development for her Introductory Psychology course. She decides to conduct a case study of her Uncle Joe and devises a days-long set of interview questions for him, ranging from his childhood experiences through the ensuing 60 years of his life. Although her intentions are admirable, Aleia might have spent the time more profitably by using a different methodology. Why?

 a)  Case studies are of limited usefulness in deriving general conclusions about behavior.

 b)  Case studies always produce biased and inaccurate results.

Consider This: Case studies produce a more detailed picture of an individual than other methods do, but they also have serious drawbacks. 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys.

 c)  By definition, case studies involve studying, and Aleia did not devote enough time to this project.

Consider This: Case studies produce a more detailed picture of an individual than other methods do, but they also have serious drawbacks. 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys.

 d)  Case studies are a technique typically used by biologists, but not by psychologists.

Consider This: Case studies produce a more detailed picture of an individual than other methods do, but they also have serious drawbacks. 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys.

**Topic: Doing Research: Moving From Questions to Data**

**ANS: a, Applied. LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. (3)**

EOM Q1.3.3
Both Jahnavi and Mira are interested in developmental psychology, specifically the types of play 5-year-olds engage in. Jahnavi visits a local park and unobtrusively makes notes about the children she sees. Mira invites parents and their children to a specially designed room in the psychology building and watches the children through a one-way mirror. Both approaches are sensible. The difference is that Jahnavi is using \_\_\_\_\_\_\_\_\_\_, whereas Mira is using \_\_\_\_\_\_\_\_\_\_.

 a)  naturalistic observation; laboratory observation

 b)  laboratory observation; the case study method

Consider This: Case studies involve a detailed description of a particular individual, whereas observational studies typically involve systematic measurement of groups of participants. 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys.

 c)  the case study method; naturalistic observation

Consider This: Case studies involve a detailed description of a particular individual, whereas observational studies typically involve systematic measurement of groups of participants. 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys.

 d)  laboratory observation; naturalistic observation

Consider This: Case studies involve a detailed description of a particular individual, whereas observational studies typically involve systematic measurement of groups of participants. 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys.

**Topic: Doing Research: Moving From Questions to Data**

**ANS: a, Applied. LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. (3)**

EOM Q1.3.4
Desmond creates and administers a test of the personality trait of neuroticism to a group of ninth graders. He finds that students in the sample tend to get drastically different scores on the test each time they take it, suggesting that his test is particularly lacking in \_\_\_\_\_\_\_\_\_\_.

 a)  reliability

 b)  projective content

Consider This: The two major challenges of test construction are validity and reliability. 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys.

 c)  validity

Consider This: The two major challenges of test construction are validity and reliability. 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys.

 d)  naturalism

Consider This: The two major challenges of test construction are validity and reliability. 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys.

**Topic: Doing Research: Moving From Questions to Data**

**ANS: a, Applied. LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. (2)**

EOM Q1.3.5
Britt wants to know whether drug use is widespread on his college campus. He asks the members of his Chemical Dependency class if they would be willing to respond to a short survey that he has constructed on this topic. Half the class agrees to participate. When Britt analyzes the data, he concludes that drug use indeed takes place at a high rate. What is the flaw in this research process?

 a)  The students who volunteered to participate might be quite different in their drug-taking attitudes or habits than those who chose not to participate.

 b)  Britt’s sample was representative of his college population, but it may not have been representative of the average of college populations in his home state.

Consider This: Questions of sampling depend not only on who agrees to be in a study, but also on the type of individual who would be likely not to participate. 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys.

 c)  Britt’s survey probably had little to do with drug-taking policies and more to do with drug-taking attitudes.

Consider This: Questions of sampling depend not only on who agrees to be in a study, but also on the type of individual who would be likely not to participate. 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys.

 d)  Britt should have used observational methods instead of a survey.

Consider This: Questions of sampling depend not only on who agrees to be in a study, but also on the type of individual who would be likely not to participate. 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys.

**Topic: Doing Research: Moving From Questions to Data**

**ANS: a, Applied. LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. (3)**

**Quiz: Correlational Studies: Looking for Relationships**

EOM Q1.4.1
You notice a correlation coefficient of .02 between two variables you are studying. What conclusion should you reach about their relatedness?

 a)  The two variables are pretty much unrelated to one another; scores on one variable show no consistent pattern with scores on the other variable.

 b)  The two variables show a near-perfect positive correlation; high scores on one variable are associated with high scores on the other.

Consider This: Correlation coefficients range along a finite scale, and their gradations indicate differing degrees of association between two variables. 1.4.A Illustrate with an example how a correlation coefficient gives both the size and direction of the relationship between two variables.

 c)  The two variables show a near-perfect negative correlation; high scores on one variable are associated with low scores on the other.

Consider This: Correlation coefficients range along a finite scale, and their gradations indicate differing degrees of association between two variables. 1.4.A Illustrate with an example how a correlation coefficient gives both the size and direction of the relationship between two variables.

 d)  A correlation of .02 means that the data should be reexamined using a different sample of research participants.

Consider This: Correlation coefficients range along a finite scale, and their gradations indicate differing degrees of association between two variables. 1.4.A Illustrate with an example how a correlation coefficient gives both the size and direction of the relationship between two variables.

**Topic: Correlational Studies: Looking for Relationships**

**ANS: a, Applied. LO 1.4.A Illustrate with an example how a correlation coefficient gives both the size and direction of the relationship between two variables. (3)**

EOM Q1.4.2
A negative correlation coefficient indicates that as scores on one variable \_\_\_\_\_\_\_\_\_\_, scores on the other variable \_\_\_\_\_\_\_\_\_\_.

 a)  increase; decrease

 b)  decrease; decrease

Consider This: In a positive correlation, the two variables tend to move in similar directions together. 1.4.A Illustrate with an example how a correlation coefficient gives both the size and direction of the relationship between two variables.

 c)  increase; increase

Consider This: In a positive correlation, the two variables tend to move in similar directions together. 1.4.A Illustrate with an example how a correlation coefficient gives both the size and direction of the relationship between two variables.

 d)  level out; decrease

Consider This: In a positive correlation, the two variables tend to move in similar directions together. 1.4.A Illustrate with an example how a correlation coefficient gives both the size and direction of the relationship between two variables.

**Topic: Correlational Studies: Looking for Relationships**

**ANS: a, Conceptual. LO 1.4.A Illustrate with an example how a correlation coefficient gives both the size and direction of the relationship between two variables. (2)**

EOM Q1.4.3
Which of the following values for a correlation coefficient indicates the strongest degree of relationship?

 a)  –.69

 b)  –.35

Consider This: Both positive and negative correlations vary in strength, as determined by how far they are from 0. 1.4.A Illustrate with an example how a correlation coefficient gives both the size and direction of the relationship between two variables.

 c)  +.03

Consider This: Both positive and negative correlations vary in strength, as determined by how far they are from 0. 1.4.A Illustrate with an example how a correlation coefficient gives both the size and direction of the relationship between two variables.

 d)  +.59

Consider This: Both positive and negative correlations vary in strength, as determined by how far they are from 0. 1.4.A Illustrate with an example how a correlation coefficient gives both the size and direction of the relationship between two variables.

**Topic: Correlational Studies: Looking for Relationships**

**ANS: a, Conceptual. LO 1.4.A Illustrate with an example how a correlation coefficient gives both the size and direction of the relationship between two variables. (2)**

EOM Q1.4.4
Roya believes that every time the moon is full, her left knee feels shaky. “It’s true,” she insists. “My knee is shaky when the moon is full, and not shaky when the moon isn’t full.” Because there is probably not a reliable association between lunar phases and joint mobility, what does Roya’s belief illustrate?

 a)  an illusory correlation

 b)  a negative correlation coefficient

Consider This: Roya believes there is an association between two variables when there most likely is not. 1.4.B Explain why a correlation between two variables does not establish a causal relationship between those variables.

 c)  variable skew

Consider This: Roya believes there is an association between two variables when there most likely is not. 1.4.B Explain why a correlation between two variables does not establish a causal relationship between those variables.

 d)  a positive correlation coefficient

Consider This: Roya believes there is an association between two variables when there most likely is not. 1.4.B Explain why a correlation between two variables does not establish a causal relationship between those variables.

**Topic: Correlational Studies: Looking for Relationships**

**ANS: a, Applied. LO 1.4.B Explain why a correlation between two variables does not establish a causal relationship between those variables. (2)**

EOM Q1.4.5
Variable A is strongly associated with Variable B. Therefore, it logically follows that \_\_\_\_\_\_\_\_\_\_.

 a)  Variable A and Variable B are correlated with one another

 b)  Variable A causes Variable B to happen

Consider This: Not all associations between variables allow us to draw conclusions about causality. 1.4.B Explain why a correlation between two variables does not establish a causal relationship between those variables.

 c)  Variable B causes Variable A to happen

Consider This: Not all associations between variables allow us to draw conclusions about causality. 1.4.B Explain why a correlation between two variables does not establish a causal relationship between those variables.

 d)  Variable C causes both Variable A and Variable B to happen

Consider This: Not all associations between variables allow us to draw conclusions about causality. 1.4.B Explain why a correlation between two variables does not establish a causal relationship between those variables.

**Topic: Correlational Studies: Looking for Relationships**

**ANS: a, Analyze. LO 1.4.B Explain why a correlation between two variables does not establish a causal relationship between those variables. (3)**

**Quiz: The Experiment: Hunting for Causes**

EOM Q1.5.1
In a study in which college students are given herbal memory supplements to see if this will improve their scores in their psychology course, what is the independent variable?

 a)  whether students were given supplements or not

 b)  students' scores on the next psychology midterm

Consider This: Some students were given supplements and some were not; both groups were later compared on some outcome. 1.5.A Distinguish an independent variable from a dependent variable and give an example of each.

 c)  students' previous scores (or baseline) on psychology midterms

Consider This: Some students were given supplements and some were not; both groups were later compared on some outcome. 1.5.A Distinguish an independent variable from a dependent variable and give an example of each.

 d)  students' scores on the next midterm minus the baseline score

Consider This: Some students were given supplements and some were not; both groups were later compared on some outcome. 1.5.A Distinguish an independent variable from a dependent variable and give an example of each.

**Topic: The Experiment: Hunting for Causes**

**ANS: a, Applied. LO 1.5.A Explain why a correlation between two variables does not establish a causal relationship between those variables. (3)**

EOM Q1.5.2
Inigo is conducting a psychological experiment with the help of his professor. As research participants come to the laboratory, Inigo flips a coin. If the coin lands on heads, the participant takes part in the experimental group; if the coin lands on tails, the participant goes into the control group. What principle of experimental design is Inigo utilizing?

 a)  random assignment

 b)  a double-blind procedure

Consider This: Participants are equally likely to end up in either the experimental group or the control group. 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group.

 c)  controlling the dependent variable

Consider This: Participants are equally likely to end up in either the experimental group or the control group. 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group.

 d)  placebo activation

Consider This: Participants are equally likely to end up in either the experimental group or the control group. 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group.

**Topic: The Experiment: Hunting for Causes**

**ANS: a, Applied. LO 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group. (2)**

EOM Q1.5.3
Margo is studying people’s moods during a stressful laboratory situation. Wanting to be nice, she smiles at each participant who enters the experimental condition (where they will be stressed) and remains neutral toward participants in the control group. Surprisingly, she finds that participants in the stressful condition report being in better moods at the end of the experiment, compared to participants in the control group. Margo’s professor is not so surprised, however, because she realizes the outcomes are plagued by \_\_\_\_\_\_\_\_\_\_.

 a)  experimenter effects

 b)  random assignment

Consider This: Margo was trying to be nice, but she has also inadvertently introduced problematic factors to this study design. 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design.

 c)  functionalism

Consider This: Margo was trying to be nice, but she has also inadvertently introduced problematic factors to this study design. 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design.

 d)  placebo effects

Consider This: Margo was trying to be nice, but she has also inadvertently introduced problematic factors to this study design. 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design.

**Topic: The Experiment: Hunting for Causes**

**ANS: a, Applied. LO 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design. (2)**

EOM Q1.5.4
An experiment in which neither the participants nor the experimenter knows who is in the control group and who is in the experimental group is called \_\_\_\_\_\_\_\_\_\_.

 a)  double-blind

 b)  single-blind

Consider This: Both the experimenter and participants remain uninformed about how the participants were assigned to experimental conditions. 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design.

 c)  omni-blind

Consider This: Both the experimenter and participants remain uninformed about how the participants were assigned to experimental conditions. 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design.

 d)  placebo-neutral

Consider This: Both the experimenter and participants remain uninformed about how the participants were assigned to experimental conditions. 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design.

**Topic: The Experiment: Hunting for Causes**

**ANS: a, Factual. LO 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design. (1)**

EOM Q1.5.5
\_\_\_\_\_\_\_\_\_\_ is a general term referring to studies that take place in a natural setting.

 a)  Field research

 b)  Experiment

Consider This: Research often takes place in the controlled conditions of a laboratory, but sometimes it does not. 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design.

 c)  Sampling expansion

Consider This: Research often takes place in the controlled conditions of a laboratory, but sometimes it does not. 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design.

 d)  Dependent control

Consider This: Research often takes place in the controlled conditions of a laboratory, but sometimes it does not. 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design.

**Topic: The Experiment: Hunting for Causes**

**ANS: a, Factual. LO 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design. (1)**

**Quiz: Evaluating the Findings**

EOM Q1.6.1
“I’m so confused!” sputters Henry. “I collected all this data for my research project, but I don’t know which numbers to pay attention to. The highest values? The lowest values? The most common value? Argh!” “Why don’t you look at the arithmetic mean of all the values?” suggests Raelynn. “Finding the average score would be a good indicator of what the values look like in general.” How would you advise Henry to go about finding the arithmetic mean?

 a)  Add up all the individual scores, then divide the result by the number of scores.

 b)  Figure out how far away each score is from every other one.

Consider This: The arithmetic mean is the average of a set of measurements. 1.6.A Explain how descriptive statistics can be used to compare the performance of groups of research participants.

 c)  Subtract the lowest score from the highest score, then multiply the answer by 2.

Consider This: The arithmetic mean is the average of a set of measurements. 1.6.A Explain how descriptive statistics can be used to compare the performance of groups of research participants.

 d)  Add the five lowest scores to the five highest scores, then divide the result by 2.

Consider This: The arithmetic mean is the average of a set of measurements. 1.6.A Explain how descriptive statistics can be used to compare the performance of groups of research participants.

**Topic: Evaluating the Findings**

**ANS: a, Applied. LO 1.6.A Explain how descriptive statistics can be used to compare the performance of groups of research participants. (2)**

EOM Q1.6.2
Calculations that allow a researcher to draw conclusions about how meaningful a result is are collectively called \_\_\_\_\_\_\_\_\_\_ statistics.

 a)  inferential

 b)  descriptive

Consider This: After a researcher collects data from a specific group of participants, she or he usually wants to draw some larger conclusion about what is likely to be true in general. 1.6.B Explain what a statistically significant research result does and does not mean.

 c)  qualitative

Consider This: After a researcher collects data from a specific group of participants, she or he usually wants to draw some larger conclusion about what is likely to be true in general. 1.6.B Explain what a statistically significant research result does and does not mean.

 d)  quantitative

Consider This: After a researcher collects data from a specific group of participants, she or he usually wants to draw some larger conclusion about what is likely to be true in general. 1.6.B Explain what a statistically significant research result does and does not mean.

**Topic: Evaluating the Findings**

**ANS: a, Conceptual. LO 1.6.B Explain what a statistically significant research result does and does not mean. (2)**

EOM Q1.6.3
What threshold do psychological scientists usually adopt when deciding if a result is statistically significant?

 a)  whether the outcome would occur by chance alone 5 or fewer times out of 100

 b)  whether the outcome would occur by chance alone 20 or fewer times out of 100

Consider This: There is a numerical cut-off that psychologists use to make such a determination. 1.6.B Explain what a statistically significant research result does and does not mean.

 c)  whether the outcome matches what was predicted in the researcher’s original hypothesis

Consider This: There is a numerical cut-off that psychologists use to make such a determination. 1.6.B Explain what a statistically significant research result does and does not mean.

 d)  whether 60 percent of other researchers would reach the same conclusion when examining the data

Consider This: There is a numerical cut-off that psychologists use to make such a determination. 1.6.B Explain what a statistically significant research result does and does not mean.

**Topic: Evaluating the Findings**

**ANS: a, Conceptual. LO 1.6.B Explain what a statistically significant research result does and does not mean. (2)**

EOM Q1.6.4
A statistical measure that provides a range of values within which a population mean probably lies is known as \_\_\_\_\_\_\_\_\_\_.

 a)  a confidence interval

 b)  cross-sectional research

Consider This: Researchers can only estimate the true population mean within a range of probabilistic certainty. 1.6.B Explain what a statistically significant research result does and does not mean.

 c)  the p value

Consider This: Researchers can only estimate the true population mean within a range of probabilistic certainty. 1.6.B Explain what a statistically significant research result does and does not mean.

 d)  an effect size

Consider This: Researchers can only estimate the true population mean within a range of probabilistic certainty. 1.6.B Explain what a statistically significant research result does and does not mean.

**Topic: Evaluating the Findings**

**ANS: a, Factual. LO 1.6.B Explain what a statistically significant research result does and does not mean. (1)**

EOM Q1.6.5
While a(n) \_\_\_\_\_\_\_\_\_\_ relates to the strength or weight of a relationship between variables, a(n) \_\_\_\_\_\_\_\_\_\_ has to do with whether the relationship is a reliable one to begin with.

 a)  effect size; significance test

 b)  confidence interval; cross-sectional design

Consider This: Effect size has to do with the size of a relationship between variables, not the question of whether probability would predict a similar result if the study were run again. 1.6.B Explain what a statistically significant research result does and does not mean.

 c)  significance test; p value

Consider This: Effect size has to do with the size of a relationship between variables, not the question of whether probability would predict a similar result if the study were run again. 1.6.B Explain what a statistically significant research result does and does not mean.

 d)  longitudinal design; effect size

Consider This: Effect size has to do with the size of a relationship between variables, not the question of whether probability would predict a similar result if the study were run again. 1.6.B Explain what a statistically significant research result does and does not mean.

**Topic: Evaluating the Findings**

**ANS: a, Conceptual. LO 1.6.B Explain what a statistically significant research result does and does not mean. (2)**

End of Chapter Quiz

EOC Q1.1
What distinguishes scientific psychology from pseudoscience and popular opinion?

 a)  Scientific psychology relies on empirical evidence for its conclusions.

 b)  Popular ideas always take time to filter into the scientific literature, whereas scientific findings are immediately embraced by the scientific community.

Consider This: There is a reason why pseudo science is called that. Remember that the prefix “pseudo” means “false.” 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense.

 c)  Scientific psychology only studies topics that cannot be explained through common sense.

Consider This: There is a reason why pseudo science is called that. Remember that the prefix “pseudo” means “false.” 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense.

 d)  Evidence from a carefully controlled experiment is not as compelling as people’s long-held beliefs.

Consider This: There is a reason why pseudo science is called that. Remember that the prefix “pseudo” means “false.” 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense.

**Topic: Psychology, Pseudoscience, and Popular Opinion**

**ANS: a, Analyze. LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. (3)**

EOC Q1.2
Which of the following statements is true regarding how scientific psychology differs from the popular psychology found on television shows, the Internet, or in self-help books?

 a)  Scientific psychology addresses a much broader range of issues and topics than popular psychology typically does and is more firmly grounded in rigorous research and empirical evidence.

 b)  Scientific psychology is only conducted in laboratories, whereas popular psychology is studied in a variety of settings.

Consider This: Popular psychology is indeed popular with a lot of people, although the questions and methods it uses are quite unlike those used in scientific psychology. 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense.

 c)  Popular psychology offers experience-based explanations for behavior, whereas scientific psychology detaches itself from everyday experience.

Consider This: Popular psychology is indeed popular with a lot of people, although the questions and methods it uses are quite unlike those used in scientific psychology. 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense.

 d)  Popular psychology produces testable predictions, whereas scientific psychology deals only with theories.

Consider This: Popular psychology is indeed popular with a lot of people, although the questions and methods it uses are quite unlike those used in scientific psychology. 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense.

**Topic: Psychology, Pseudoscience, and Popular Opinion**

**ANS: a, Analyze. LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. (3)**

EOC Q1.3
Daniela and her friend visit a psychic who tells her “you will experience great change in the coming year” and “you’ll need to act fast to seize a new opportunity that awaits you.” As they leave the session, Daniela chuckles quietly while her friend seems shocked and amazed. “That was awesome; that psychic really predicted some heavy stuff for you!” “Oh, it’s just for laughs,” replies Daniela. “I don’t believe a word of it.” Why is Daniela correct to be skeptical?

 a)  Psychic predictions are typically so vague that they are essentially meaningless.

 b)  Daniela thought the psychic was actually making predictions about her friend.

Consider This: Don’t most people experience some sort of change or new opportunity over the course of a year? 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense.

 c)  Psychics practice a type of science that most people cannot understand.

Consider This: Don’t most people experience some sort of change or new opportunity over the course of a year? 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense.

 d)  Daniela experienced great change and seized a new opportunity during the previous year, so she knew those predictions could not come true again.

Consider This: Don’t most people experience some sort of change or new opportunity over the course of a year? 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense.

**Topic: Psychology, Pseudoscience, and Popular Opinion**

**ANS: a, Applied. LO 1.1.A Define psychology, describe how it addresses topics from a scientific perspective, and differentiate it from pseudoscience and common sense. (2)**

EOC Q1.4
What characterized the thinking of pre-psychological approaches to psychology from ancient times through the early 1800s?

 a)  Without an empirical methodology, conclusions were based on opinion and casual observations; sometimes these conclusions were right, but many times they were wrong.

 b)  Conclusions were based on the opinions of medical doctors because they were the closest practitioners to “psychologists”; these conclusions were all biologically based.

Consider This: One of the characteristics that distinguishes contemporary psychology from older approaches is the current emphasis on the scientific method. 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology.

 c)  Pre-psychological approaches all focused on explaining human actions as the result of spiritual forces; “religion” and “psychology” were seen as interchangeable terms.

Consider This: One of the characteristics that distinguishes contemporary psychology from older approaches is the current emphasis on the scientific method. 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology.

 d)  Before it became a science, psychology was viewed as a type of witchcraft; therefore, any conclusions reached were contaminated by bias and prejudice.

Consider This: One of the characteristics that distinguishes contemporary psychology from older approaches is the current emphasis on the scientific method. 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology.

**Topic: Psychology, Pseudoscience, and Popular Opinion**

**ANS: a, Analyze. LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. (3)**

EOC Q1.5
Psychoanalysis, a type of early psychology, was originated by \_\_\_\_\_\_\_\_\_\_.

 a)  Sigmund Freud

 b)  Wilhelm Wundt

Consider This: Psychoanalysis, along with structuralism and functionalism, was an early approach to understanding the mind and behavior. 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology.

 c)  William James

Consider This: Psychoanalysis, along with structuralism and functionalism, was an early approach to understanding the mind and behavior. 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology.

 d)  John Watson

Consider This: Psychoanalysis, along with structuralism and functionalism, was an early approach to understanding the mind and behavior. 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology.

**Topic: Psychology, Pseudoscience, and Popular Opinion**

**ANS: a, Factual. LO 1.1.B Discuss some of the early perspectives and individuals that were influential forerunners of modern psychology. (1)**

EOC Q1.6
Humans can accurately recognize a smile from a greater distance than they can other facial expressions of emotion. One explanation for this finding is that being able to predict, accurately and quickly, that an approaching stranger had good intentions contributed to the development of cooperation among humans, which in turn helped form societies. Upon which perspective on psychological science is this explanation based?

 a)  evolutionary psychology

 b)  social-cognitive learning

Consider This: The explanation offers a reason why it might be adaptive to recognize certain expressions from a greater distance than others. This adaptiveness would be likely to serve an important function for the people who possessed it. 1.1.C List and describe four major perspectives in modern psychology.

 c)  behaviorism

Consider This: The explanation offers a reason why it might be adaptive to recognize certain expressions from a greater distance than others. This adaptiveness would be likely to serve an important function for the people who possessed it. 1.1.C List and describe four major perspectives in modern psychology.

 d)  structuralism

Consider This: The explanation offers a reason why it might be adaptive to recognize certain expressions from a greater distance than others. This adaptiveness would be likely to serve an important function for the people who possessed it. 1.1.C List and describe four major perspectives in modern psychology.

**Topic: Psychology, Pseudoscience, and Popular Opinion**

**ANS: a, Applied. LO 1.1.C List and describe four major perspectives in modern psychology. (3)**

EOC Q1.7
Little Arnold screams and throws a fit whenever he does not get what he wants. When this happens, his parents rush to his side and soothe him, often fulfilling whatever wants or demands he has at the moment. Which perspective on psychological science would argue that Arnold has been rewarded for his behavior?

 a)  learning perspective

 b)  biological perspective

Consider This: Although Arnold’s behavior is obnoxious, it continues to be repeated for some reason. Think about what is causing the behavior to reoccur so often. 1.1.C List and describe four major perspectives in modern psychology.

 c)  sociocultural perspective

Consider This: Although Arnold’s behavior is obnoxious, it continues to be repeated for some reason. Think about what is causing the behavior to reoccur so often. 1.1.C List and describe four major perspectives in modern psychology.

 d)  cognitive perspective

Consider This: Although Arnold’s behavior is obnoxious, it continues to be repeated for some reason. Think about what is causing the behavior to reoccur so often. 1.1.C List and describe four major perspectives in modern psychology.

**Topic: Psychology, Pseudoscience, and Popular Opinion**

**ANS: a, Applied. LO 1.1.C List and describe four major perspectives in modern psychology. (3)**

EOC Q1.8
Dr. Allanson studies mood awareness, individual differences in how people monitor and label their mood states. His interest is in knowing how the process works, what its limits are, and the mechanisms that cause it to happen. Dr. Martin wants to know whether people who are higher in mood awareness are better able to control and regulate their mood states, and therefore might experience better outcomes during therapy. Dr. Allanson’s interests are in \_\_\_\_\_\_\_\_\_\_, whereas Dr. Martin’s interests are in \_\_\_\_\_\_\_\_\_\_.

 a)  basic psychology; applied psychology

 b)  learning theory; sociocultural psychology

Consider This: Dr. Allanson wants to understand a fundamental psychological process; Dr. Martin wants to see that process in a practical setting. 1.1.D Describe the roles that psychologists play in research, practice, and the community.

 c)  biological psychology; psychometrics

Consider This: Dr. Allanson wants to understand a fundamental psychological process; Dr. Martin wants to see that process in a practical setting. 1.1.D Describe the roles that psychologists play in research, practice, and the community.

 d)  counseling psychology; clinical psychology

Consider This: Dr. Allanson wants to understand a fundamental psychological process; Dr. Martin wants to see that process in a practical setting. 1.1.D Describe the roles that psychologists play in research, practice, and the community.

**Topic: Psychology, Pseudoscience, and Popular Opinion**

**ANS: a, Applied. LO 1.1.D Describe the roles that psychologists play in research, practice, and the community. (3)**

EOC Q1.9
Beatrice decides she wants to “help people,” so she rents an office, advertises her services, and has business cards printed. Which mental health term would Beatrice be allowed to use, despite not having a scrap of psychological training?

 a)  psychotherapist

 b)  psychoanalyst

Consider This: Many psychoanalysts have an M.D. or Ph.D.; psychiatrists go through extensive training in medical school and beyond. 1.1.D Describe the roles that psychologists play in research, practice, and the community.

 c)  marriage, family, and child counselor

Consider This: Many psychoanalysts have an M.D. or Ph.D.; psychiatrists go through extensive training in medical school and beyond. 1.1.D Describe the roles that psychologists play in research, practice, and the community.

 d)  psychiatrist

Consider This: Many psychoanalysts have an M.D. or Ph.D.; psychiatrists go through extensive training in medical school and beyond. 1.1.D Describe the roles that psychologists play in research, practice, and the community.

**Topic: Psychology, Pseudoscience, and Popular Opinion**

**ANS: a, Applied. LO 1.1.D Describe the roles that psychologists play in research, practice, and the community. (2)**

EOC Q1.10
Which of the following is the most appropriate way to characterize critical thinking?

 a)  Critical thinking is a process, rather than a once-and-for-all accomplishment.

 b)  Critical thinking should be practiced by scientists, but not necessarily by ordinary people.

Consider This: Critical thinkers apply their skills over time, as a habit, and in a variety of situations. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

 c)  Critical thinking always starts with rejecting some commonsense explanation.

Consider This: Critical thinkers apply their skills over time, as a habit, and in a variety of situations. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

 d)  Critical thinking skills are something you are born with, rather than something you learn.

Consider This: Critical thinkers apply their skills over time, as a habit, and in a variety of situations. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

**Topic: Thinking Critically and Scientifically About Psychology**

**ANS: a, Conceptual. LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. (2)**

EOC Q1.11
Which of the following is not one of the eight critical-thinking guidelines discussed in this chapter?

 a)  Avoid evidentiary confirmation.

 b)  Tolerate uncertainty.

Consider This: Reliance on the examination of evidence is an important component of critical thinking. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

 c)  Define your terms.

Consider This: Reliance on the examination of evidence is an important component of critical thinking. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

 d)  Examine the evidence.

Consider This: Reliance on the examination of evidence is an important component of critical thinking. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

**Topic: Thinking Critically and Scientifically About Psychology**

**ANS: a, Factual. LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. (1)**

EOC Q1.12
A statement that specifies the relationships among events and is derived from a theory is called a(n) \_\_\_\_\_\_\_\_\_\_.

 a)  hypothesis

 b)  extrapolation

Consider This: Science advances through the formulation and testing of the types of statements described in this question. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

 c)  operational definition

Consider This: Science advances through the formulation and testing of the types of statements described in this question. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

 d)  law

Consider This: Science advances through the formulation and testing of the types of statements described in this question. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

**Topic: Thinking Critically and Scientifically About Psychology**

**ANS: a, Factual. LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. (2)**

EOC Q1.13
Under carefully controlled experimental conditions, Aldo finds that ninth graders who study an additional 2 hours raise their test scores by 5 percent. Before publicizing his results, he repeats the experiment with a different group of ninth graders, another group of ninth graders studying different material, and a group of 10th graders; in all cases the same pattern of results emerges. What important feature of the scientific process is Aldo demonstrating?

 a)  replication

 b)  falsifiability

Consider This: Aldo has taken steps to assure that his initial results are not a one-time fluke. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

 c)  hypothesizing

Consider This: Aldo has taken steps to assure that his initial results are not a one-time fluke. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

 d)  validity

Consider This: Aldo has taken steps to assure that his initial results are not a one-time fluke. 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology.

**Topic: Thinking Critically and Scientifically About Psychology**

**ANS: a, Applied. LO 1.2.A Explain what critical thinking is, discuss important critical-thinking guidelines, and give an example of how each applies to the science of psychology. (3)**

EOC Q1.14
Connie administers a questionnaire on dating habits to the 35 students in her Introductory Psychology class. What type of sample do those participants constitute?

 a)  convenience sample

 b)  representative sample

Consider This: Think about how and where Connie got her research participants, and also think about the quality of the conclusions she can reach from her study. 1.3.A Describe the major ways participants are selected for psychological studies and how the method of selection might influence interpretations of a study’s outcomes.

 c)  population sample

Consider This: Think about how and where Connie got her research participants, and also think about the quality of the conclusions she can reach from her study. 1.3.A Describe the major ways participants are selected for psychological studies and how the method of selection might influence interpretations of a study’s outcomes.

 d)  dependent sample

Consider This: Think about how and where Connie got her research participants, and also think about the quality of the conclusions she can reach from her study. 1.3.A Describe the major ways participants are selected for psychological studies and how the method of selection might influence interpretations of a study’s outcomes.

**Topic: Doing Research: Moving From Questions to Data**

**ANS: a, Applied. LO 1.3.A Describe the major ways participants are selected for psychological studies and how the method of selection might influence interpretations of a study’s outcomes. (3)**

EOC Q1.15
Janelle wants to learn about the psychological impact of war on combat veterans, so she conducts an in-depth interview with her grandfather who served in the Vietnam War. What type of research approach is Janelle using?

 a)  case study

 b)  experiment

Consider This: Janelle will no doubt learn much about her grandfather’s individual experiences, and this will provide some information relevant to her research interests. 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys.

 c)  observational study

Consider This: Janelle will no doubt learn much about her grandfather’s individual experiences, and this will provide some information relevant to her research interests. 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys.

 d)  survey

Consider This: Janelle will no doubt learn much about her grandfather’s individual experiences, and this will provide some information relevant to her research interests. 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys.

**Topic: Doing Research: Moving From Questions to Data**

**ANS: a, Applied. LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. (2)**

EOC Q1.16
A researcher wants to study whether people using laptop computers in a public setting are more likely to sit near one another or more likely to sit near someone not using a computer. She sits in a local coffee shop for 2 hours each day for a week and counts the number of other patrons with or without a laptop and whether they sit next to someone with or without a laptop. What type of research methodology is being used in this study?

 a)  naturalistic observation

 b)  survey

Consider This: The researcher is recording typical behavior in a typical setting, without intervening or manipulating the situation in any way. 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys.

 c)  laboratory observation

Consider This: The researcher is recording typical behavior in a typical setting, without intervening or manipulating the situation in any way. 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys.

 d)  case study

Consider This: The researcher is recording typical behavior in a typical setting, without intervening or manipulating the situation in any way. 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys.

**Topic: Doing Research: Moving From Questions to Data**

**ANS: a, Applied. LO 1.3.B Discuss the advantages and disadvantages of using different descriptive methods such as case studies, observational methods, tests, and surveys. (2)**

EOC Q1.17
Carmen wants to test whether putting people in a good mood versus a bad mood affects the size of a donation they give to a homeless person. In this experiment, the dependent variable is \_\_\_\_\_\_\_\_\_\_.

 a)  the size of the donation

 b)  a person's mood state

Consider This: The dependent variable in an experiment “depends” on the independent variable. 1.5.A Distinguish an independent variable from a dependent variable and give an example of each.

 c)  being in a good mood

Consider This: The dependent variable in an experiment “depends” on the independent variable. 1.5.A Distinguish an independent variable from a dependent variable and give an example of each.

 d)  being in a bad mood

Consider This: The dependent variable in an experiment “depends” on the independent variable. 1.5.A Distinguish an independent variable from a dependent variable and give an example of each.

**Topic: The Experiment: Hunting for Causes**

**ANS: a, Applied. LO 1.5.A Distinguish an independent variable from a dependent variable and give an example of each. (3)**

EOC Q1.18
One group of research participants is given a new pain medication being tested by a pharmaceutical company. A second group of participants reports to the same study as the first group, goes through the same procedures, meets with the same researchers, but is given a sugar pill that has the same size, shape, and texture as the actual medication. What did this second group receive in this experiment?

 a)  a placebo

 b)  the dependent variable

Consider This: The same dependent variable is measured in all conditions of an experiment. 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group.

 c)  a correlation

Consider This: The same dependent variable is measured in all conditions of an experiment. 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group.

 d)  a baseline

Consider This: The same dependent variable is measured in all conditions of an experiment. 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group.

**Topic: The Experiment: Hunting for Causes**

**ANS: a, Applied. LO 1.5.B Explain how random assignment helps create conditions in an experiment, and explain the difference between an experimental group and a control group. (2)**

EOC Q1.19
When only the experimenter knows whether a given participant is in the experimental or control group (and the participants themselves do not know), the study can be classified as a \_\_\_\_\_\_\_\_\_\_.

 a)  single-blind experiment

 b)  double-blind experiment

Consider This: Several safeguards need to be in place in order for psychological research to be valid; think about the type of safeguard described in this question. 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design.

 c)  repeated-measures design

Consider This: Several safeguards need to be in place in order for psychological research to be valid; think about the type of safeguard described in this question. 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design.

 d)  failure

Consider This: Several safeguards need to be in place in order for psychological research to be valid; think about the type of safeguard described in this question. 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design.

**Topic: The Experiment: Hunting for Causes**

**ANS: a, Conceptual. LO 1.5.C Discuss the methodological advantages, limitations, and ethical considerations related to experimental research design. (1)**

EOC Q1.20
Hugo collects data on the number of hours college students study each day, and finds that his respondents typically study for 3 hours, give or take 1½ hours in either direction. “Typically” in this context refers to the \_\_\_\_\_\_\_\_\_\_, whereas “give or take” refers to the \_\_\_\_\_\_\_\_\_\_.

 a)  arithmetic mean; standard deviation

 b)  standard deviation; arithmetic mean

Consider This: Hugo no doubt compiled some descriptive statistics as a first step in understanding his measurements. 1.6.A Explain how descriptive statistics can be used to compare the performance of groups of research participants.

 c)  p value; standard deviation

Consider This: Hugo no doubt compiled some descriptive statistics as a first step in understanding his measurements. 1.6.A Explain how descriptive statistics can be used to compare the performance of groups of research participants.

 d)  arithmetic mean; p value

Consider This: Hugo no doubt compiled some descriptive statistics as a first step in understanding his measurements. 1.6.A Explain how descriptive statistics can be used to compare the performance of groups of research participants.

**Topic: Evaluating the Findings**

**ANS: a, Applied. LO 1.6.A Explain how descriptive statistics can be used to compare the performance of groups of research participants. (3)**