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| 1. The word psychology is thousands of years old and comes from the ancient Greek roots psyche and logos, which mean respectively   |  |  |  | | --- | --- | --- | |  | a. | behavior and science. | |  | b. | brain and science. | |  | c. | mind and knowledge or study. | |  | d. | personality and knowledge or study. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.1 - Discuss the origin of the word “psychology” and how psychology can be both a science and a profession; describe how early psychologists studied the mind; and explain why this method proved inaccurate and why people can be subjectively unaware of their own mental processes. | | *KEYWORDS:* | Fact | |

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| 2. Psychologists would best be described as   |  |  |  | | --- | --- | --- | |  | a. | scientists who conduct research. | |  | b. | practitioners who apply psychology to solve problems in fields like education and medicine. | |  | c. | teachers who share their knowledge with students. | |  | d. | scientists, practitioners, and/or teachers. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.1 - Discuss the origin of the word “psychology” and how psychology can be both a science and a profession; describe how early psychologists studied the mind; and explain why this method proved inaccurate and why people can be subjectively unaware of their own mental processes. | | *KEYWORDS:* | Fact | |

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| 3. Regarding psychologists and the field of psychology, which of the following statements is/are TRUE?   |  |  |  | | --- | --- | --- | |  | a. | Today, psychology is both a science and a profession. | |  | b. | The word *psychology* is thousands of years old and comes from ancient Greek roots for *mind* and *study*. | |  | c. | Psychologists apply psychological principles to solve problems in fields, such as business, sports, law, and the design of machines. | |  | d. | All of these statements are true. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.1 - Discuss the origin of the word “psychology” and how psychology can be both a science and a profession; describe how early psychologists studied the mind; and explain why this method proved inaccurate and why people can be subjectively unaware of their own mental processes. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 4. In order to study the mind, the early psychologists examined their own thoughts, feelings, and sensations and then reported what they had observed. This technique is called   |  |  |  | | --- | --- | --- | |  | a. | meta-analysis. | |  | b. | transduction. | |  | c. | introspection. | |  | d. | depersonalization. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.1 - Discuss the origin of the word “psychology” and how psychology can be both a science and a profession; describe how early psychologists studied the mind; and explain why this method proved inaccurate and why people can be subjectively unaware of their own mental processes. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 5. ​Since you are the only person who can directly observe the inner workings of your own mind, early psychologists would have studied your mind by relying upon your subjective ability to “look inward” at your own thoughts and feelings and report what you had observed. This technique being used is called   |  |  |  | | --- | --- | --- | |  | a. | ​introspection. | |  | b. | ​meta-analysis. | |  | c. | ​transduction. | |  | d. | ​dissociation. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.1 - Discuss the origin of the word “psychology” and how psychology can be both a science and a profession; describe how early psychologists studied the mind; and explain why this method proved inaccurate and why people can be subjectively unaware of their own mental processes. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 6. ​In Wilson and Nesbitt’s experiment, shoppers were asked to examine four pairs of silk stockings hanging on a rack, choose the highest quality pair, and explain their choice. Although the serial position of the stockings on the rack strongly influenced the shopper’s choices, no shopper gave serial position as a subjective reason for his or her choice. Thus, the results of this experiment indicated that much of our thinking, like the shoppers, actually takes place in the part of the mind of which we are subjectively unaware and that is not open to our introspection. This part of the mind is referred to as the   |  |  |  | | --- | --- | --- | |  | a. | ​autokinetic level. | |  | b. | ​fluid intelligence. | |  | c. | ​cognitive unconscious. | |  | d. | ​dissociative state. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.1 - Discuss the origin of the word “psychology” and how psychology can be both a science and a profession; describe how early psychologists studied the mind; and explain why this method proved inaccurate and why people can be subjectively unaware of their own mental processes. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 7. ​The part of the mind of which we are subjectively unaware and that is not open to introspection is called the   |  |  |  | | --- | --- | --- | |  | a. | ​alter ego. | |  | b. | ​preconscious mind. | |  | c. | ​cognitive unconscious. | |  | d. | ​dissociative state. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.1 - Discuss the origin of the word “psychology” and how psychology can be both a science and a profession; describe how early psychologists studied the mind; and explain why this method proved inaccurate and why people can be subjectively unaware of their own mental processes. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 8. The cognitive unconscious is the part of the mind   |  |  |  | | --- | --- | --- | |  | a. | that stores long-term memories and utilizes crystallized intelligence. | |  | b. | that holds memories in short-term memory and utilizes fluid intelligence. | |  | c. | of which we are objectively aware and that is open to introspection. | |  | d. | of which we are subjectively unaware and that is not open to introspection. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.1 - Discuss the origin of the word “psychology” and how psychology can be both a science and a profession; describe how early psychologists studied the mind; and explain why this method proved inaccurate and why people can be subjectively unaware of their own mental processes. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 9. ​A psychologist might know more about what’s going on in your mind than you do because objective scientific methods are more accurate than the subjective technique of   |  |  |  | | --- | --- | --- | |  | a. | ​introspection. | |  | b. | ​behaviorism. | |  | c. | ​correlation. | |  | d. | ​meta-analysis. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.1 - Discuss the origin of the word “psychology” and how psychology can be both a science and a profession; describe how early psychologists studied the mind; and explain why this method proved inaccurate and why people can be subjectively unaware of their own mental processes. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 10. ​One of the reasons for the inaccuracy of eyewitness testimony is that much of our thinking actually takes place in the part of the mind of which we are subjectively unaware and that is not open to introspection. This part of the mind is called the   |  |  |  | | --- | --- | --- | |  | a. | ​cognitive unconscious. | |  | b. | ​dissociative state. | |  | c. | ​preconscious mind. | |  | d. | ​alter ego. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.1 - Discuss the origin of the word “psychology” and how psychology can be both a science and a profession; describe how early psychologists studied the mind; and explain why this method proved inaccurate and why people can be subjectively unaware of their own mental processes. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 11. Psychologists study which of the following topics?   |  |  |  | | --- | --- | --- | |  | a. | ​love and sexuality | |  | b. | memory, learning, and creativity | |  | c. | aging and death | |  | d. | all of these |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.2 - State the current definition of psychology, differentiating between overt and covert behaviors within this definition; explain what distinguishes psychology from other fields, such as history, law, art, and business; and discuss why progress in psychology often depends on developing suitable research methods. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 12. Regarding the study of psychology, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Psychology is defined as the scientific study of overt behavior and mental processes. | |  | b. | The field of psychology studies such topics as love, stress, persuasion, aging, happiness, and wisdom. | |  | c. | The field of psychology can help us to better understand ourselves and others. | |  | d. | Most psychologists believe that the mind can be fully understood from a subjective viewpoint. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.2 - State the current definition of psychology, differentiating between overt and covert behaviors within this definition; explain what distinguishes psychology from other fields, such as history, law, art, and business; and discuss why progress in psychology often depends on developing suitable research methods. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 13. Psychology is currently defined as the   |  |  |  | | --- | --- | --- | |  | a. | empirical study of the human personality. | |  | b. | study of individual differences in the group behavior of humans and animals. | |  | c. | scientific study of overt behavior and mental processes. | |  | d. | scientific study of the relationship between mind and body. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.2 - State the current definition of psychology, differentiating between overt and covert behaviors within this definition; explain what distinguishes psychology from other fields, such as history, law, art, and business; and discuss why progress in psychology often depends on developing suitable research methods. | | *KEYWORDS:* | Fact | |

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| 14. Which of the following is the best description of the field of psychology?   |  |  |  | | --- | --- | --- | |  | a. | the study of human origins, evolution, and cultures | |  | b. | the scientific study of overt behavior and mental processes | |  | c. | a natural science integrating physiology and neurology | |  | d. | the deductive study of forms and functions of human groups |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.2 - State the current definition of psychology, differentiating between overt and covert behaviors within this definition; explain what distinguishes psychology from other fields, such as history, law, art, and business; and discuss why progress in psychology often depends on developing suitable research methods. | | *KEYWORDS:* | Fact | |

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| 15. Psychology is distinguished from other fields, such as history, law, art, and business, because of its reliance on   |  |  |  | | --- | --- | --- | |  | a. | ​commonsense to understand and solve human problems. | |  | b. | ​subjective analysis to answer questions about the mind and behavior. | |  | c. | ​objective scientific observation to systematically answer questions about behavior. | |  | d. | ​introspection to understand the cognitive unconscious. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.2 - State the current definition of psychology, differentiating between overt and covert behaviors within this definition; explain what distinguishes psychology from other fields, such as history, law, art, and business; and discuss why progress in psychology often depends on developing suitable research methods. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 16. Overt behavior includes   |  |  |  | | --- | --- | --- | |  | a. | anything a person does. | |  | b. | things a person does, which cannot be seen by others. | |  | c. | only those things that can be observed. | |  | d. | hidden, private, and internal thoughts. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.2 - State the current definition of psychology, differentiating between overt and covert behaviors within this definition; explain what distinguishes psychology from other fields, such as history, law, art, and business; and discuss why progress in psychology often depends on developing suitable research methods. | | *KEYWORDS:* | Fact | |

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| 17. Covert behavior involves   |  |  |  | | --- | --- | --- | |  | a. | anything a person does. | |  | b. | only those things a person does, which another person can see. | |  | c. | only those things, which can be recorded by a camera. | |  | d. | hidden, private, and internal thoughts. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.2 - State the current definition of psychology, differentiating between overt and covert behaviors within this definition; explain what distinguishes psychology from other fields, such as history, law, art, and business; and discuss why progress in psychology often depends on developing suitable research methods. | | *KEYWORDS:* | Fact | |

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| 18. Which of the following behaviors can best be described as overt behavior?   |  |  |  | | --- | --- | --- | |  | a. | watching a TV game show | |  | b. | thinking about the answer to a contestant's question | |  | c. | being sad that the contestant answered incorrectly | |  | d. | wondering if there are any frozen waffles left in the freezer |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.2 - State the current definition of psychology, differentiating between overt and covert behaviors within this definition; explain what distinguishes psychology from other fields, such as history, law, art, and business; and discuss why progress in psychology often depends on developing suitable research methods. | | *KEYWORDS:* | Concept | |

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| 19. Which of the following is the best example of covert behavior?   |  |  |  | | --- | --- | --- | |  | a. | blinking in response to a light | |  | b. | imitating a friend's gesture | |  | c. | remembering a pleasant experience | |  | d. | rapid eye movements while sleeping |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.2 - State the current definition of psychology, differentiating between overt and covert behaviors within this definition; explain what distinguishes psychology from other fields, such as history, law, art, and business; and discuss why progress in psychology often depends on developing suitable research methods. | | *KEYWORDS:* | Concept | |

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| 20. Professor Reed asked her introductory psychology students to give an example of a *covert* behavior. Which of the following would be an example of a *covert* behavior?   |  |  |  | | --- | --- | --- | |  | a. | daydreaming about the coming weekend | |  | b. | sneezing into a handkerchief | |  | c. | gesturing to someone to come over to the group | |  | d. | telling the class to be quiet by saying "shhh" softly |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.2 - State the current definition of psychology, differentiating between overt and covert behaviors within this definition; explain what distinguishes psychology from other fields, such as history, law, art, and business; and discuss why progress in psychology often depends on developing suitable research methods. | | *KEYWORDS:* | Application | |

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| 21. Professor Windham asks her general psychology students to give an example of an *overt* behavior. Which of the following would be an example of an *overt* behavior?   |  |  |  | | --- | --- | --- | |  | a. | feeling happy that class is almost over | |  | b. | daydreaming about the coming weekend | |  | c. | gesturing to someone to come over to the group | |  | d. | remembering the definition of overt behavior |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.2 - State the current definition of psychology, differentiating between overt and covert behaviors within this definition; explain what distinguishes psychology from other fields, such as history, law, art, and business; and discuss why progress in psychology often depends on developing suitable research methods. | | *KEYWORDS:* | Application | |

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| 22. Progress in psychology often depends on ​   |  |  |  | | --- | --- | --- | |  | a. | ​the majority opinion of experts in that particular psychological specialty. | |  | b. | ​the development of suitable research methods. | |  | c. | ​the use of commonsense approaches to the solution of human problems. | |  | d. | ​all of these. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.2 - State the current definition of psychology, differentiating between overt and covert behaviors within this definition; explain what distinguishes psychology from other fields, such as history, law, art, and business; and discuss why progress in psychology often depends on developing suitable research methods. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 23. A systematic process for answering scientific questions is called   |  |  |  | | --- | --- | --- | |  | a. | a research method. | |  | b. | a scientific deduction. | |  | c. | the induction method. | |  | d. | the analytical method. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.2 - State the current definition of psychology, differentiating between overt and covert behaviors within this definition; explain what distinguishes psychology from other fields, such as history, law, art, and business; and discuss why progress in psychology often depends on developing suitable research methods. | | *KEYWORDS:* | Fact | |

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| 24. Which of the following is the best description of a research method?   |  |  |  | | --- | --- | --- | |  | a. | an intuitive process by which cause and effect can be established | |  | b. | a systematic process for answering scientific questions | |  | c. | any experiment that lacks a control group | |  | d. | an investigative observation that relies on commonsense reasoning |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.2 - State the current definition of psychology, differentiating between overt and covert behaviors within this definition; explain what distinguishes psychology from other fields, such as history, law, art, and business; and discuss why progress in psychology often depends on developing suitable research methods. | | *KEYWORDS:* | Concept | |

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| 25. At one time, psychologists had to rely on the subjective reports of people who said that they never dream. When the EEG was invented, it was found that everyone dreams every night. Thus, until the invention of the EEG, sleep and dreaming were not objectively studied because   |  |  |  | | --- | --- | --- | |  | a. | it was unethical to watch people sleep. | |  | b. | it was not considered a suitable topic for psychological research. | |  | c. | there was not a suitable research method available to study the topic. | |  | d. | there was a lack of interest in understanding sleep and dreaming. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.2 - State the current definition of psychology, differentiating between overt and covert behaviors within this definition; explain what distinguishes psychology from other fields, such as history, law, art, and business; and discuss why progress in psychology often depends on developing suitable research methods. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 26. Scientific observations have shown which of the following statements to be TRUE?   |  |  |  | | --- | --- | --- | |  | a. | Some people are left-brained and some are right-brained. | |  | b. | Subliminal advertising does not really work. | |  | c. | People prefer to receive thoughtful gifts rather than an impersonal gift, like money. | |  | d. | All of these statements have been shown to be true. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 27. Scientific observations have shown which of the following statements to be TRUE?   |  |  |  | | --- | --- | --- | |  | a. | People prefer receiving money or a gift they requested over a thoughtful gift the giver thinks they might appreciate. | |  | b. | Some people are left-brained and some are right-brained. | |  | c. | Subliminal advertising really does work. | |  | d. | People in New York City tend to be very rude. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 28. Regarding commonsense theories of behavior, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Commonsense theories tend to work best after the fact or in hindsight. | |  | b. | Commonsense theories tend to be vague and inconsistent. | |  | c. | Commonsense theories are most often based on scientific observation. | |  | d. | Commonsense statements often depend on limited personal observations. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 29. A commonsense approach to psychology   |  |  |  | | --- | --- | --- | |  | a. | is the most reliable. | |  | b. | is often contradicted by scientific observation. | |  | c. | is the basis for most psychological theories. | |  | d. | provides information that is specific and consistent. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Concept | |

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| 30. Which of the following descriptions of commonsense is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | “Strike while the iron is hot” and “Haste makes waste” would both be considered commonsense statements. | |  | b. | Commonsense statements tend to work best after the fact. | |  | c. | Commonsense requires planned and systematic observations. | |  | d. | Commonsense often provides vague and inconsistent pieces of information. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 31. ​Margot believes that people from New York City are rude. Her belief is based on   |  |  |  | | --- | --- | --- | |  | a. | ​empirical evidence. | |  | b. | ​intersubjective data. | |  | c. | limited causal observations or hearsay. | |  | d. | ​objective data gained through scientific observations. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 32. The research conducted by psychologists involves   |  |  |  | | --- | --- | --- | |  | a. | the validation of commonsense beliefs in predicting everyday experiences. | |  | b. | the systematic use of commonsense beliefs in solving new problems. | |  | c. | gathering information through direct observation. | |  | d. | a reliance on subjective opinions and rationalizations. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Concept | |

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| 33. Information gained from direct observation and measurement defines   |  |  |  | | --- | --- | --- | |  | a. | introspective data. | |  | b. | subjective data. | |  | c. | a scientific hypothesis. | |  | d. | empirical evidence. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Fact | |

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| 34. As an experimental psychologist, Dr. Gandis utilizes information gained through direct observation and measurement. Dr. Gandis is using   |  |  |  | | --- | --- | --- | |  | a. | introspective data. | |  | b. | subjective data. | |  | c. | commonsense. | |  | d. | empirical evidence. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 35. Scientific observation is based on the   |  |  |  | | --- | --- | --- | |  | a. | gathering of introspective data. | |  | b. | utilization of personal, subjective data. | |  | c. | utilization of common sense theories and everyday personal experiences. | |  | d. | gathering of empirical evidence. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Fact | |

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| 36. An empirical investigation that is structured to answer questions about the world in a systematic and intersubjective fashion is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | scientific observation. | |  | b. | interpretative research. | |  | c. | investigative analysis. | |  | d. | experiential analysis. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Fact | |

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| 37. When a psychologist uses scientific observation, these observations must   |  |  |  | | --- | --- | --- | |  | a. | involve logic and commonsense reasoning. | |  | b. | be conducted using animals rather than humans. | |  | c. | be carefully planned and able to be confirmed by more than one observer. | |  | d. | involve all of these. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Fact | |

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| 38. When observations are reliably confirmed by multiple observers, this is referred to as   |  |  |  | | --- | --- | --- | |  | a. | multimodal. | |  | b. | intersubjective. | |  | c. | multidisciplinary. | |  | d. | correlational. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Fact | |

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| 39. Dr. Santel is conducting a study in which she will use five different observers to reliably confirm the observations within her study. Thus, Dr. Santel’s scientific observations would be considered   |  |  |  | | --- | --- | --- | |  | a. | multimodal. | |  | b. | intersubjective. | |  | c. | multidisciplinary. | |  | d. | correlational. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 40. Psychologists study behavior directly by systematically collecting data, or \_\_\_\_\_\_\_\_\_\_ facts.   |  |  |  | | --- | --- | --- | |  | a. | commonsense | |  | b. | deduced | |  | c. | observed | |  | d. | inferred |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Fact | |

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| 41. In order to find out whether “the clothes make the man” or whether “one can’t judge a book by its cover,” researchers scientifically observe people who are well dressed and people who are not and determine who fares better in a variety of situations. The information that these researchers gained would be considered \_\_\_\_\_\_\_\_\_\_ evidence.   |  |  |  | | --- | --- | --- | |  | a. | intuitive | |  | b. | introspective | |  | c. | empirical | |  | d. | commonsense |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 42. To find out whether it really is “the thought that counts” when giving a gift, Gino and Flynn asked gift recipients to rate how much they would appreciate getting a gift they requested as opposed to one chosen by the gift giver. According to the empirical evidence gathered, these researchers found that the   |  |  |  | | --- | --- | --- | |  | a. | recipients were more appreciative of a requested gift. | |  | b. | recipients were more appreciative of an unrequested gift. | |  | c. | recipients were equally appreciative of the gift whether requested or unrequested. | |  | d. | gift givers believed that recipients would be significantly more likely to appreciate a requested gift. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 43. Gino and Flynn wanted to find out whether people prefer to receive a requested gift, an unrequested gift, or money as a gift. According to the empirical evidence gathered, these researchers found that the gift recipients   |  |  |  | | --- | --- | --- | |  | a. | preferred a requested gift. | |  | b. | preferred an unrequested gift. | |  | c. | preferred money as a gift. | |  | d. | showed an equal preference for all three types of gifts. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 44. ​As scientists, the ultimate goal of psychologists is to   |  |  |  | | --- | --- | --- | |  | a. | utilize logic and commonsense. | |  | b. | ​benefit humanity. | |  | c. | ​solve life's mysteries. | |  | d. | covertly manipulate behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 45. The goals of psychology are to   |  |  |  | | --- | --- | --- | |  | a. | develop effective methods of psychotherapy and cure mental illness. | |  | b. | describe, understand, predict, and control behavior. | |  | c. | research, infer, summarize, and publish. | |  | d. | compare, analyze, and control human behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Fact | |

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| 46. Which goal of psychology involves naming or classifying behaviors and is based on making a detailed record of scientific observations?   |  |  |  | | --- | --- | --- | |  | a. | describe | |  | b. | understand | |  | c. | predict | |  | d. | control |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Fact | |

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| 47. A psychologist who observes a child for a week and writes a report that identifies and classifies the child's behavior is working toward the goal of   |  |  |  | | --- | --- | --- | |  | a. | description. | |  | b. | understanding. | |  | c. | prediction. | |  | d. | control. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Application | |

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| 48. In a survey conducted on October 26, researchers find that 55 percent of the registered voters favor the passage of the school bond issue. These survey results illustrate which goal of psychology?   |  |  |  | | --- | --- | --- | |  | a. | description | |  | b. | prediction | |  | c. | understanding | |  | d. | control |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Application | |

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| 49. *Why* questions refer to which of psychology's goals?   |  |  |  | | --- | --- | --- | |  | a. | description | |  | b. | understanding | |  | c. | preservation | |  | d. | control |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Concept | |

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| 50. The psychological goal of understanding behavior is achieved when   |  |  |  | | --- | --- | --- | |  | a. | control over behavior is made possible. | |  | b. | a careful description of behavior is made. | |  | c. | psychologists can explain why a behavioral phenomenon occurs. | |  | d. | empirical evidence is obtained. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Fact | |

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| 51. If you are conducting research to determine why people tend to be more aggressive when they are uncomfortable, then you are attempting to meet which goal in psychology?   |  |  |  | | --- | --- | --- | |  | a. | prediction | |  | b. | description | |  | c. | control | |  | d. | understanding |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 52. ​When researchers set out to determine why more women attempted suicide but more men succeeded at it, they were attempting to meet which goal in psychology?   |  |  |  | | --- | --- | --- | |  | a. | ​describe | |  | b. | ​predict | |  | c. | ​understand | |  | d. | ​control |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 53. John's poor performance in reading was found to be due to visual discrimination problems. This determination of the cause for his poor reading performance illustrates which goal of psychology?   |  |  |  | | --- | --- | --- | |  | a. | description | |  | b. | prediction | |  | c. | understanding | |  | d. | control |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Application | |

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| 54. Research on “bystander apathy” reveals that people often fail to help when other possible helpers are nearby due to a “diffusion of responsibility.” Explaining this perplexing problem meets which goal of psychology?   |  |  |  | | --- | --- | --- | |  | a. | description | |  | b. | prediction | |  | c. | understanding | |  | d. | control |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Application | |

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| 55. Which goal of psychology is illustrated by a psychologist seeking to discover why sociopaths tend to repeat their destructive behaviors?   |  |  |  | | --- | --- | --- | |  | a. | understanding | |  | b. | prediction | |  | c. | description | |  | d. | control |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 56. When current knowledge about an individual and his or her environment can be used to accurately forecast behavior at another time or in another setting, which scientific goal has been achieved?   |  |  |  | | --- | --- | --- | |  | a. | description | |  | b. | understanding | |  | c. | prediction | |  | d. | control |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Fact | |

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| 57. An industrial psychologist uses psychometric tests and interviews to select the best candidate for a specialized task. The psychologist's work directly illustrates which goal of psychology?   |  |  |  | | --- | --- | --- | |  | a. | description | |  | b. | understanding | |  | c. | prediction | |  | d. | control |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Application | |

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| 58. Students who do well on an intelligence test tend to do well in their school grades. This ability of the IQ tests to forecast future school success illustrates which goal of psychology?   |  |  |  | | --- | --- | --- | |  | a. | description | |  | b. | prediction | |  | c. | understanding | |  | d. | control |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Application | |

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| 59. You are less likely to receive help if you have car trouble on a busy freeway than if you have car trouble on a sparsely traveled two-lane highway. Your ability to foretell your likelihood of receiving help illustrates the goal of   |  |  |  | | --- | --- | --- | |  | a. | description | |  | b. | prediction | |  | c. | understanding | |  | d. | control |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 60. For most psychologists, control refers to   |  |  |  | | --- | --- | --- | |  | a. | punishment of unwanted responses. | |  | b. | legal limitations on the use of conditioning principles. | |  | c. | techniques for reducing personal freedom of choice. | |  | d. | altering conditions that influence behavior. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Fact | |

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| 61. Which question below relates most directly to the goal of controlling behavior?   |  |  |  | | --- | --- | --- | |  | a. | Do men and women differ in intellectual abilities? | |  | b. | How can child abuse be prevented? | |  | c. | Why does a blow to the head cause memory loss? | |  | d. | Does depth perception occur when an individual has only one eye? |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Application | |

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| 62. A psychologist uses systematic desensitization to assist a student in overcoming test anxiety. This illustrates the goal of   |  |  |  | | --- | --- | --- | |  | a. | description. | |  | b. | prediction. | |  | c. | control. | |  | d. | understanding. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Application | |

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| 63. An environmental psychologist helps redesign a college dorm to reduce feelings of crowding. The psychologist’s work reflects which of psychology’s goals?   |  |  |  | | --- | --- | --- | |  | a. | description | |  | b. | control | |  | c. | prediction | |  | d. | understanding |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Application | |

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| 64. An engineering psychologist helps redesign a car to make it safer and more fuel efficient. The psychologist’s work reflects which of psychology’s goals?   |  |  |  | | --- | --- | --- | |  | a. | description | |  | b. | understanding | |  | c. | prediction | |  | d. | control |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 65. In achieving the psychological goals of describing, understanding, predicting, and controlling behavior, Dr. Aron uses the scientific method and   |  |  |  | | --- | --- | --- | |  | a. | uncritical acceptance. | |  | b. | intuitive common sense. | |  | c. | introspective analysis. | |  | d. | critical thinking. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.1 - Explain why critical thinking is central to the scientific method, the study of psychology, and the everyday understanding of behavior. | | *KEYWORDS:* | Application | |

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| 66. Critical thinking is used in psychology to evaluate theories by collecting   |  |  |  | | --- | --- | --- | |  | a. | introspective analyses. | |  | b. | empirical evidence. | |  | c. | intuitive data. | |  | d. | expert opinions. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.1 - Explain why critical thinking is central to the scientific method, the study of psychology, and the everyday understanding of behavior. | | *KEYWORDS:* | Concept | |

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| 67. Because we are often tempted to accept commonsense beliefs, urban legends, and even outrageous claims about the powers of “healing” crystals and “miraculous” herbal remedies, it is important that we learn to think   |  |  |  | | --- | --- | --- | |  | a. | concretely. | |  | b. | divergently. | |  | c. | convergently. | |  | d. | critically. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.1 - Explain why critical thinking is central to the scientific method, the study of psychology, and the everyday understanding of behavior. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 68. Critical thinking involves   |  |  |  | | --- | --- | --- | |  | a. | using conventional wisdom and common sense. | |  | b. | a reliance on the opinions of experts. | |  | c. | a willingness to actively reflect on ideas. | |  | d. | all of these. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.2 - Describe the process of critical thinking. | | *KEYWORDS:* | Concept | |

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| 69. A type of reflection involving the support of beliefs through scientific explanation and observation is called \_\_\_\_\_\_\_\_\_\_ thinking.   |  |  |  | | --- | --- | --- | |  | a. | critical | |  | b. | transductive | |  | c. | deductive | |  | d. | creative |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.2 - Describe the process of critical thinking. | | *KEYWORDS:* | Fact | |

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| 70. In making decisions about various issues, Dannon engages in a type of reflection that involves asking whether a particular idea or belief can be supported by scientific theory and observation. Dannon is utilizing\_\_\_\_\_\_\_\_\_\_ thinking.   |  |  |  | | --- | --- | --- | |  | a. | critical | |  | b. | deductive | |  | c. | transductive | |  | d. | creative |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.2 - Describe the process of critical thinking. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 71. In her psychology classes, Dr. Murphey uses problem-based learning cases in order to enhance her students' abilities to actively reflect, analyze, and evaluate information about real-life cases involving troubled marriages and caring for elderly parents. Dr. Murphey is attempting to increase her students'   |  |  |  | | --- | --- | --- | |  | a. | transductive reasoning skills. | |  | b. | commonsense reasoning. | |  | c. | correlational skills. | |  | d. | critical thinking skills. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.2 - Describe the process of critical thinking. | | *KEYWORDS:* | Application | |

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| 72. ​Karilynn’s professor poses the following question to the psychology class: “When it comes to achieving our goals, is it better to focus on how far we still have to go before we reach a goal, or should we focus on what we have already accomplished?” Karilynn immediately asks herself whether there is any theory or empirical evidence to support stressing either a goal focus or an accomplishment focus. She also wonders what research method could be used to find out this information if no empirical evidence presently exists. Karilynn is exhibiting   |  |  |  | | --- | --- | --- | |  | a. | ​critical thinking. | |  | b. | ​transductive reasoning. | |  | c. | ​commonsense reasoning. | |  | d. | ​intuitive thinking. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.2 - Describe the process of critical thinking. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 73. Critical thinking includes which of the following questions?   |  |  |  | | --- | --- | --- | |  | a. | What authority is making the claim? | |  | b. | What test of this claim has been made? | |  | c. | Are the tests based on a long-accepted "truth?" | |  | d. | How can this event be explained by using one’s commonsense reasoning? |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.3 - Explain how the validity of beliefs can be judged by logically analyzing the information, by evaluating evidence for and against the claim, and by evaluating the quality of the evidence. | | *KEYWORDS:* | Concept | |

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| 74. Critical thinking does NOT involve which of the following questions?   |  |  |  | | --- | --- | --- | |  | a. | How good is the evidence? | |  | b. | What was the nature and quality of the tests? | |  | c. | Has any other independent researcher duplicated the findings? | |  | d. | How are the findings related to commonsense beliefs? |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.3 - Explain how the validity of beliefs can be judged by logically analyzing the information, by evaluating evidence for and against the claim, and by evaluating the quality of the evidence. | | *KEYWORDS:* | Concept | |

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| 75. An expert tells you that "you can catch a cold by not wearing a coat when it is cold." If you are a critical thinker, you would   |  |  |  | | --- | --- | --- | |  | a. | accept his statement since you remember catching a cold after you forgot your coat. | |  | b. | accept his statement because it is based on commonsense reasoning. | |  | c. | ask him to list additional experts that support his theory. | |  | d. | ask to see the empirical evidence that supports his theory. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.3 - Explain how the validity of beliefs can be judged by logically analyzing the information, by evaluating evidence for and against the claim, and by evaluating the quality of the evidence. | | *KEYWORDS:* | Application | |

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| 76. Two research studies are conducted on the effects of body piercing on self-esteem. One study found that body piercing increased self-esteem, while the other one found a decrease in self-esteem. If you are a critical thinker, you would   |  |  |  | | --- | --- | --- | |  | a. | reject both studies since conflicting results were obtained. | |  | b. | compare the credentials of the psychologists that conducted the studies. | |  | c. | compare how each study was conducted. | |  | d. | accept the one that best fits within your frame of reference. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.3 - Explain how the validity of beliefs can be judged by logically analyzing the information, by evaluating evidence for and against the claim, and by evaluating the quality of the evidence. | | *KEYWORDS:* | Application | |

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| 77. Critical thinking does NOT include which of the following?   |  |  |  | | --- | --- | --- | |  | a. | the use of empirical testing | |  | b. | a balance between healthy skepticism and an openness to new ideas | |  | c. | a constant revision of one’s view of the world and the ability to admit one can be wrong | |  | d. | a strong reliance on the conventional wisdom of experts mixed with a healthy dose of common sense |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.4 - Explain why critical thinkers must actively seek to falsify beliefs, including their own, and why they do not automatically accept an idea as true or false based solely on claimed expertise. | | *KEYWORDS:* | Concept | |

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| 78. Critical thinking includes which of the following?   |  |  |  | | --- | --- | --- | |  | a. | a strong reliance on commonsense reasoning | |  | b. | the sincere and convincing testimony of a recognized expert | |  | c. | the ability to admit that one can be wrong about one’s ideas | |  | d. | being persuaded more by the amount of evidence presented |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.4 - Explain why critical thinkers must actively seek to falsify beliefs, including their own, and why they do not automatically accept an idea as true or false based solely on claimed expertise. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 79. When people use critical thinking, they   |  |  |  | | --- | --- | --- | |  | a. | validate conventional wisdom. | |  | b. | constantly revise their understanding of the world. | |  | c. | give greater weight to the overall amount of evidence than specific credible facts. | |  | d. | show such a strong conviction to their beliefs that they rarely admit they are wrong about their ideas. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.4 - Explain why critical thinkers must actively seek to falsify beliefs, including their own, and why they do not automatically accept an idea as true or false based solely on claimed expertise. | | *KEYWORDS:* | Concept | |

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| 80. Regarding the principles of critical thinking, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | ​Whereas religious beliefs and personal values may be held as matters of faith, most other ideas can and should be evaluated by applying the rules of logic, evidence, and the scientific method. | |  | b. | ​If a teacher or another authority is convinced or sincere regarding an issue, then critical thinkers will be convinced and follow this person's viewpoint. | |  | c. | ​Critical thinkers adopt an attitude of actively seeking to falsify beliefs, including their own. | |  | d. | ​To decide correctly, critical thinkers do not just weigh the amount of evidence, but critically evaluate the quality of the evidence. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.4 - Explain why critical thinkers must actively seek to falsify beliefs, including their own, and why they do not automatically accept an idea as true or false based solely on claimed expertise. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 81. ​According to the authors of your textbook, the most important principle of critical thinking is that critical thinkers   |  |  |  | | --- | --- | --- | |  | a. | ​keep an open mind regarding all experiences. | |  | b. | ​evaluate all ideas using the scientific method. | |  | c. | ​adopt an attitude of actively seeking to falsify beliefs, including their own. | |  | d. | ​do not automatically accept the viewpoint of authorities. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.4 - Explain why critical thinkers must actively seek to falsify beliefs, including their own, and why they do not automatically accept an idea as true or false based solely on claimed expertise. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 82. ​As part of critical thinking, the deliberate attempt to uncover how a commonsense belief or scientific theory might be false is called   |  |  |  | | --- | --- | --- | |  | a. | ​falsification. | |  | b. | ​introspection. | |  | c. | ​confirmation bias. | |  | d. | ​uncritical acceptance. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.4 - Explain why critical thinkers must actively seek to falsify beliefs, including their own, and why they do not automatically accept an idea as true or false based solely on claimed expertise. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 83. ​Critical thinkers can be more confident in beliefs that have survived   |  |  |  | | --- | --- | --- | |  | a. | uncritical acceptance. | |  | b. | ​introspection. | |  | c. | ​the confirmation bias. | |  | d. | their attempts at falsification. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.4 - Explain why critical thinkers must actively seek to falsify beliefs, including their own, and why they do not automatically accept an idea as true or false based solely on claimed expertise. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 84. Unfounded beliefs held without evidence or in the face of falsifying evidence are called   |  |  |  | | --- | --- | --- | |  | a. | superstitions. | |  | b. | experiential cognitions. | |  | c. | intersubjective data. | |  | d. | introspections. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 85. Which of the following fields is considered to be a superstition?   |  |  |  | | --- | --- | --- | |  | a. | astrology | |  | b. | psychoanalysis | |  | c. | structuralism | |  | d. | humanism |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 86. The entire belief system of astrology is held without objective evidence and in the face of falsifying evidence. Thus, this unfounded belief in astrology would be considered   |  |  |  | | --- | --- | --- | |  | a. | intersubjective. | |  | b. | empirically-based. | |  | c. | an experiential cognition. | |  | d. | a superstition. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 87. One of the most popular superstitious belief systems holds that the positions of the stars and planets at the time of one’s birth determine personality traits and affect behavior. This unfounded belief system is called   |  |  |  | | --- | --- | --- | |  | a. | astronomy. | |  | b. | astrology. | |  | c. | graphology. | |  | d. | phrenology. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 88. Which of the following is an unfounded belief system that is based on a zodiac map invented several thousand years ago in an ancient civilization called Babylon?   |  |  |  | | --- | --- | --- | |  | a. | astrology | |  | b. | graphology | |  | c. | palmistry | |  | d. | phrenology |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Fact | |

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| 89. Rose is using an astrology program on her computer. By using this computer program, she is trying to   |  |  |  | | --- | --- | --- | |  | a. | explain her personality by having the program analyze a scanned copy of her handwriting. | |  | b. | explain how her life is influenced by the position of the stars and planets at her birth. | |  | c. | predict when the next lunar eclipse will occur so she can view it with her telescope. | |  | d. | analyze the latent content of her dreams. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Application | |

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| 90. Regarding astrology, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | No connection has been found between people’s astrological signs and their intelligence, personality traits, leadership ability, or career choices. | |  | b. | The basic underpinnings of astrology have remained relatively unchanged since its invention several thousand years ago. | |  | c. | One study of more than 3,000 predictions by famous astrologers found that about half of their predictions were accurate. | |  | d. | No connection has been found between the “compatibility” of couples’ astrological signs and their marriage and divorce rates. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 91. Regarding astrology, which of the following statements is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | One classic study of more than 3,000 predictions by famous astrologers found that about half were found to be accurate. | |  | b. | A connection was found between one’s astrological sign and one's leadership, physical characteristics, and career choices. | |  | c. | Couples whose astrological signs are compatible have a lower divorce rate than those couples with incompatible signs. | |  | d. | The basic underpinnings of astrology have remained relatively unchanged since its invention several thousand years ago. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 92. Regarding astrology, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | A study of more than 3,000 predictions by famous astrologers found that only a small percentage of the predictions were accurate with the successful predictions tended to be vague or easily guessed from current events. | |  | b. | No connection has been found between one’s astrological sign and leadership, physical characteristics, intelligence, or career choices. | |  | c. | Couples whose astrological signs are compatible have been shown to have a lower divorce rate than those couples with incompatible signs. | |  | d. | To date, no astrologer has offered a convincing explanation of how the positions of the planets at a person’s birth affect his or her future. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 93. Empirical studies have shown that astrology   |  |  |  | | --- | --- | --- | |  | a. | has no supporting scientific evidence. | |  | b. | has scientific validity if you correct for planetary drift. | |  | c. | is a useful guide for making personal decisions, such as career choices or mate selection. | |  | d. | is only valid in predicting general historical events. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 94. Some superstitious beliefs can seem to be scientific, but are actually false. These are referred to as   |  |  |  | | --- | --- | --- | |  | a. | humanism. | |  | b. | pseudoscience. | |  | c. | introspection. | |  | d. | divergent thinking. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 95. In the prediction of personality, which of the following would be considered a pseudoscience?   |  |  |  | | --- | --- | --- | |  | a. | graphology | |  | b. | psychoanalysis | |  | c. | humanism | |  | d. | psychometrics |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 96. The study of handwriting is called   |  |  |  | | --- | --- | --- | |  | a. | graphology. | |  | b. | phrenology. | |  | c. | kinesics. | |  | d. | palmistry. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 97. To assess your personality, a graphologist would want to   |  |  |  | | --- | --- | --- | |  | a. | study your handwriting. | |  | b. | examine the shape of your skull. | |  | c. | study your palm. | |  | d. | record your brain waves with an EEG. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Application | |

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| 98. Jay pays $5.00 to have a personality profile made through an analysis of his handwriting. Jay has just wasted his money on the pseudoscience known as   |  |  |  | | --- | --- | --- | |  | a. | graphology. | |  | b. | dyslexia. | |  | c. | phrenology. | |  | d. | palmistry. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Application | |

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| 99. Graphology has been shown to be valuable for   |  |  |  | | --- | --- | --- | |  | a. | assessing personality traits. | |  | b. | selecting people for jobs. | |  | c. | detecting forgeries. | |  | d. | all of these. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Fact | |

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| 100. Regarding graphology, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Graphologists score close to zero on tests of accuracy in rating personality. | |  | b. | The use of graphology in personality assessment is considered a pseudoscience. | |  | c. | A graphological society concluded that handwriting analysis should not be used to select people for jobs. | |  | d. | Graphology cannot be used to detect forgeries. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 101. In a comparison of pseudosciences and valid scientific principles, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Pseudosciences and superstitions are more of a nuisance and rarely do any harm. | |  | b. | Valid psychological principles are based on observation and empirical evidence, not opinions. | |  | c. | People seeking treatment for psychological disorders have become victims of self-appointed “experts” who offer ineffective, pseudoscientific therapies. | |  | d. | The pseudoscience of graphology has been mistakenly used to determine who is hired for jobs. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 102. ​Unlike psychology, superstitions change little over time because their followers succumb to   |  |  |  | | --- | --- | --- | |  | a. | introspection and experiential processing. | |  | b. | ​the observer effect and observer bias. | |  | c. | uncritical acceptance and the confirmation bias. | |  | d. | ​falsification and the anthropomorphic error. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.6 - Describe how superstitious beliefs have changed little over time due to uncritical acceptance and the confirmation bias. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 103. Systems, such as astrology and graphology, enjoy wide popularity because of their   |  |  |  | | --- | --- | --- | |  | a. | uncritical acceptance. | |  | b. | scientific basis. | |  | c. | accuracy in predicting people’s future behavior. | |  | d. | cost. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.6 - Describe how superstitious beliefs have changed little over time due to uncritical acceptance and the confirmation bias. | | *KEYWORDS:* | Concept | |

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| 104. When people read their horoscopes, they often believe these flattering descriptions of themselves, a tendency referred to as   |  |  |  | | --- | --- | --- | |  | a. | the Barnum effect. | |  | b. | astrologer’s dilemma. | |  | c. | the confirmation bias. | |  | d. | uncritical acceptance. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.6 - Describe how superstitious beliefs have changed little over time due to uncritical acceptance and the confirmation bias. | | *KEYWORDS:* | Concept | |

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| 105. The tendency to believe claims because they seem true or because it would be nice if they were true is called   |  |  |  | | --- | --- | --- | |  | a. | uncritical acceptance. | |  | b. | the confirmation bias. | |  | c. | "cherry picking." | |  | d. | falsification. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.6 - Describe how superstitious beliefs have changed little over time due to uncritical acceptance and the confirmation bias. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 106. An elderly lady is greatly impressed by an astrologer who describes her as physically vigorous, innovative, and artistically creative. Her reaction to this flattering description is an example of   |  |  |  | | --- | --- | --- | |  | a. | uncritical acceptance. | |  | b. | the confirmation bias. | |  | c. | the Gall effect. | |  | d. | the confusion of cause and effect. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.6 - Describe how superstitious beliefs have changed little over time due to uncritical acceptance and the confirmation bias. | | *KEYWORDS:* | Application | |

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| 107. When a person remembers or notices only things that back up his or her expectations and forgets or ignores discrepancies, he or she is experiencing   |  |  |  | | --- | --- | --- | |  | a. | the Barnum Effect. | |  | b. | the confirmation bias. | |  | c. | the introspective dilemma. | |  | d. | uncritical acceptance. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.6 - Describe how superstitious beliefs have changed little over time due to uncritical acceptance and the confirmation bias. | | *KEYWORDS:* | Concept | |

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| 108. Which of the following is similar to "cherry picking" evidence and arguments to support your own beliefs, can occur unconsciously, and ultimately prevents you from confronting your mistaken beliefs?   |  |  |  | | --- | --- | --- | |  | a. | ​uncritical acceptance | |  | b. | ​introspection | |  | c. | ​the confirmation bias | |  | d. | ​experiential processing |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.6 - Describe how superstitious beliefs have changed little over time due to uncritical acceptance and the confirmation bias. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 109. The deliberate picking of evidence and arguments to support one’s own beliefs while ignoring contradictory evidence or arguments is sometimes referred to as   |  |  |  | | --- | --- | --- | |  | a. | being "blind as a bat." | |  | b. | ​"barking up the wrong tree." | |  | c. | ​"cherry picking." | |  | d. | settling for "fool's gold." |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.6 - Describe how superstitious beliefs have changed little over time due to uncritical acceptance and the confirmation bias. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 110. Even when an astrological description contains a mixture of good and bad traits, it may seem accurate because the person remembers or notices the parts of the description that backs up his or her expectations and forgets or ignores the discrepancies. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | Gall's Effect. | |  | b. | the confirmation bias. | |  | c. | the astrologer’s dilemma. | |  | d. | uncritical acceptance. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.6 - Describe how superstitious beliefs have changed little over time due to uncritical acceptance and the confirmation bias. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 111. Sid believes his dreams forecast the future. He describes all the dreams that came true in the last month. His friend Joey asks him about all the times his dreams did not come true. Sid’s tendency to remember the times his dreams came true and forget the times they did not is known as   |  |  |  | | --- | --- | --- | |  | a. | the confirmation bias. | |  | b. | uncritical acceptance. | |  | c. | the observer effect. | |  | d. | critical thinking. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.6 - Describe how superstitious beliefs have changed little over time due to uncritical acceptance and the confirmation bias. | | *KEYWORDS:* | Application | |

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| 112. Lindsay’s friend answered a magazine ad that claimed that her personality could be analyzed by a computer using her birth sign. She tells Lindsay that her computer-generated profile was very accurate and that Lindsay should send in her money and her birthdate to the company. Lindsay should   |  |  |  | | --- | --- | --- | |  | a. | write the company and request the names of satisfied customers in her area. | |  | b. | find a good graphologist instead. | |  | c. | know that good astrological readings cannot be done by computers. | |  | d. | consider that her friend may have been fooled due to uncritical acceptance and the confirmation bias. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.6 - Describe how superstitious beliefs have changed little over time due to uncritical acceptance and the confirmation bias. | | *KEYWORDS:* | Application | |

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| 113. Many television viewers are impressed by “psychic mediums” who pretend to communicate with the deceased friends and relatives of audience members. Typically, the viewers will remember the apparent “hits,” or correct statements made by the “mediums,” while ignoring the “misses,” or incorrect statements. This tendency is referred to as   |  |  |  | | --- | --- | --- | |  | a. | Gall's effect. | |  | b. | the confirmation bias. | |  | c. | the psychic’s dilemma. | |  | d. | uncritical acceptance. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.6 - Describe how superstitious beliefs have changed little over time due to uncritical acceptance and the confirmation bias. | | *KEYWORDS:* | Application | |

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| 114. To be scientific, our observations must be   |  |  |  | | --- | --- | --- | |  | a. | systematic. | |  | b. | intuitive. | |  | c. | haphazard. | |  | d. | related to common sense. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.1 - Describe the scientific method; and explain how systematic observation is used within the scientific method to provide the highest quality of information about behavior. | | *KEYWORDS:* | Concept | |

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| 115. ​If you are interested in whether gift recipients prefer gifts that they requested or gifts that were chosen for them, you will learn little by making haphazard observations of gift-giving at family birthday parties. To be of value, your observations must be planned and   |  |  |  | | --- | --- | --- | |  | a. | ​intuitive. | |  | b. | ​systematic. | |  | c. | ​introspective. | |  | d. | ​dynamic. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.1 - Describe the scientific method; and explain how systematic observation is used within the scientific method to provide the highest quality of information about behavior. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 116. The scientific method is NOT based on which of the following?   |  |  |  | | --- | --- | --- | |  | a. | a careful collection of evidence | |  | b. | accurate descriptions and measurements | |  | c. | repeatable results | |  | d. | theoretical projection and intuitive analysis |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.1 - Describe the scientific method; and explain how systematic observation is used within the scientific method to provide the highest quality of information about behavior. | | *KEYWORDS:* | Fact | |

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| 117. Which of the following is a form of critical thinking based on a careful collection of evidence, accurate descriptions and measurements, precise definitions, controlled observations, and repeatable results?   |  |  |  | | --- | --- | --- | |  | a. | intuitive analysis | |  | b. | the introspective method | |  | c. | the scientific method | |  | d. | theoretical projection |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.1 - Describe the scientific method; and explain how systematic observation is used within the scientific method to provide the highest quality of information about behavior. | | *KEYWORDS:* | Fact | |

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| 118. Which of the following is NOT one of the six elements of the scientific method?   |  |  |  | | --- | --- | --- | |  | a. | making observations | |  | b. | intuitive analysis | |  | c. | proposing a hypothesis | |  | d. | theory building |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.1 - Describe the scientific method; and explain how systematic observation is used within the scientific method to provide the highest quality of information about behavior. | | *KEYWORDS:* | Fact | |

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| 119. Which of the following is NOT one of the six elements of the scientific method?   |  |  |  | | --- | --- | --- | |  | a. | defining a problem | |  | b. | gathering evidence | |  | c. | publishing results | |  | d. | consensus review |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.1 - Describe the scientific method; and explain how systematic observation is used within the scientific method to provide the highest quality of information about behavior. | | *KEYWORDS:* | Fact | |

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| 120. Which of the following is one of the six elements of the scientific method?   |  |  |  | | --- | --- | --- | |  | a. | publishing results | |  | b. | critiquing anecdotal evidence | |  | c. | consensus review | |  | d. | survey analysis |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.1 - Describe the scientific method; and explain how systematic observation is used within the scientific method to provide the highest quality of information about behavior. | | *KEYWORDS:* | Fact | |

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| 121. The six steps of the scientific method include observation, defining a problem, proposing a hypothesis, testing the hypothesis, publishing the results, and   |  |  |  | | --- | --- | --- | |  | a. | cost-benefit analysis. | |  | b. | anecdotal analysis. | |  | c. | theory building. | |  | d. | consensus review. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.1 - Describe the scientific method; and explain how systematic observation is used within the scientific method to provide the highest quality of information about behavior. | | *KEYWORDS:* | Fact | |

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| 122. An industrial-organizational psychologist is studying video game designers. This psychologist carefully questions game designers about how much stress they experience. These interviews would constitute the first step in the scientific method referred to as   |  |  |  | | --- | --- | --- | |  | a. | making observations. | |  | b. | testing the hypothesis. | |  | c. | theory building. | |  | d. | defining the problem. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.2 - Discuss the beginning steps of psychological research, which include making observations, defining problems, and proposing hypotheses; and explain why concepts must be operationally defined before they can be studied empirically. | | *KEYWORDS:* | Application | |

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| 123. After an industrial-organizational psychologist made his initial observations regarding the stress experienced by game designers, he began the second step in the scientific method, which involved   |  |  |  | | --- | --- | --- | |  | a. | theory building. | |  | b. | defining the problem. | |  | c. | testing the hypothesis. | |  | d. | critiquing anecdotal evidence. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.2 - Discuss the beginning steps of psychological research, which include making observations, defining problems, and proposing hypotheses; and explain why concepts must be operationally defined before they can be studied empirically. | | *KEYWORDS:* | Application | |

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| 124. When psychologist Kyle Conlon and his colleagues reviewed previously published studies before beginning their own research on weight loss and noted that both goal-focused and achievement-focused approaches were popular, they were completing which step in the scientific method?   |  |  |  | | --- | --- | --- | |  | a. | making observations | |  | b. | testing a hypothesis | |  | c. | theory building | |  | d. | defining the problem |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.2 - Discuss the beginning steps of psychological research, which include making observations, defining problems, and proposing hypotheses; and explain why concepts must be operationally defined before they can be studied empirically. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 125. After reviewing previously published studies, psychologist Kyle Conlon and his colleagues wanted to know “Will people lose more weight if they maintain a goal focus or if they maintain an achievement focus?” At this point in their research, Conlon and his colleagues were completing which step in the scientific method?   |  |  |  | | --- | --- | --- | |  | a. | publishing their own results | |  | b. | testing a hypothesis | |  | c. | building a theory | |  | d. | defining the problem |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.2 - Discuss the beginning steps of psychological research, which include making observations, defining problems, and proposing hypotheses; and explain why concepts must be operationally defined before they can be studied empirically. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 126. A verifiably predicted outcome of an experiment, or an educated guess about the relationship between variables is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | theory. | |  | b. | law. | |  | c. | hypothesis. | |  | d. | experiment. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.2 - Discuss the beginning steps of psychological research, which include making observations, defining problems, and proposing hypotheses; and explain why concepts must be operationally defined before they can be studied empirically. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 127. Your best friend passes you in the school hallway and glares at you without speaking. You think, “Now, why did she do that?” One possible explanation could be that she saw you flirting with her boyfriend. Within the framework of the scientific method, this possible explanation about your friend's behavior will remain tentative until it is objectively verified by asking your friend why she did not speak to you. Thus, this testable hunch would be considered a(n)   |  |  |  | | --- | --- | --- | |  | a. | theory. | |  | b. | operational definition. | |  | c. | hypothesis. | |  | d. | relative certainty. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.2 - Discuss the beginning steps of psychological research, which include making observations, defining problems, and proposing hypotheses; and explain why concepts must be operationally defined before they can be studied empirically. | | *KEYWORDS:* | Application | |

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| 128. An industrial-organizational psychologist has been asked to identify the ways in which high-stress and low-stress game designers are different. The psychologist comes up with the tentative explanation that the degree of control over one’s work determines the designer’s stress level. This tentative but objectively verifiable statement would constitute which step in the scientific method?   |  |  |  | | --- | --- | --- | |  | a. | theory building | |  | b. | operationally defining the problem | |  | c. | proposing a hypothesis | |  | d. | gathering evidence through observations |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.2 - Discuss the beginning steps of psychological research, which include making observations, defining problems, and proposing hypotheses; and explain why concepts must be operationally defined before they can be studied empirically. | | *KEYWORDS:* | Application | |

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| 129. A researcher has a hunch that “frustration encourages aggression.” He will test this hunch by devising a way to frustrate people and a way to measure whether they become more aggressive. His observations will then provide evidence to confirm or disconfirm his   |  |  |  | | --- | --- | --- | |  | a. | hypothesis. | |  | b. | operational definition. | |  | c. | theoretical element. | |  | d. | abstraction. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.2 - Discuss the beginning steps of psychological research, which include making observations, defining problems, and proposing hypotheses; and explain why concepts must be operationally defined before they can be studied empirically. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 130. A set of exact procedures that represent a particular concept is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | abstract definition. | |  | b. | operational definition. | |  | c. | case study. | |  | d. | theory. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.2 - Discuss the beginning steps of psychological research, which include making observations, defining problems, and proposing hypotheses; and explain why concepts must be operationally defined before they can be studied empirically. | | *KEYWORDS:* | Fact | |

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| 131. ​A theoretical question or statement, like “Will people lose more weight if they maintain a goal focus or if they maintain an achievement focus?”, is too vague to be directly assessed. Therefore, theoretical questions are transformed into testable hypotheses through   |  |  |  | | --- | --- | --- | |  | a. | ​statistical analysis. | |  | b. | ​operational definitions. | |  | c. | ​comparative analysis. | |  | d. | ​introspective data. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.2 - Discuss the beginning steps of psychological research, which include making observations, defining problems, and proposing hypotheses; and explain why concepts must be operationally defined before they can be studied empirically. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 132. ​Regarding their research on weight loss, Conlon and his colleagues weighed the participants on a standard digital scale at the beginning of the weight-loss period and once every week until the program ended. This exact procedure being used to represent the participants’ weights is referred to as the   |  |  |  | | --- | --- | --- | |  | a. | ​operational definition. | |  | b. | ​tentative theory. | |  | c. | ​null hypothesis. | |  | d. | ​contingent reinforcer. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.2 - Discuss the beginning steps of psychological research, which include making observations, defining problems, and proposing hypotheses; and explain why concepts must be operationally defined before they can be studied empirically. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 133. In order to permit scientific study, covert behaviors are   |  |  |  | | --- | --- | --- | |  | a. | estimated. | |  | b. | not included in the analysis. | |  | c. | prevented from interfering with the experiment. | |  | d. | operationally defined in terms of measurable behavior. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.2 - Discuss the beginning steps of psychological research, which include making observations, defining problems, and proposing hypotheses; and explain why concepts must be operationally defined before they can be studied empirically. | | *KEYWORDS:* | Concept | |

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| 134. The researcher stated that in his experiment, “Frustration is described as any interruption of the subject before he or she finishes the timed puzzle.” This description is considered to be a(n)   |  |  |  | | --- | --- | --- | |  | a. | estimated value. | |  | b. | theoretical element. | |  | c. | operational definition. | |  | d. | hypothesis. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.2 - Discuss the beginning steps of psychological research, which include making observations, defining problems, and proposing hypotheses; and explain why concepts must be operationally defined before they can be studied empirically. | | *KEYWORDS:* | Application | |

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| 135. The researcher stated that in his experiment, aggression will be described as “a negative statement or gesture made by the frustrated individual toward the person who interrupted their work on the puzzle.” This description is considered to be a(n)   |  |  |  | | --- | --- | --- | |  | a. | estimated value. | |  | b. | theoretical element. | |  | c. | operational definition. | |  | d. | hypothesis. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.2 - Discuss the beginning steps of psychological research, which include making observations, defining problems, and proposing hypotheses; and explain why concepts must be operationally defined before they can be studied empirically. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 136. Three research assistants were assigned the task of counting the number of times a particular student exhibited inattentive behaviors during a 30-minute math class. The first research assistant counted five inattentive behaviors, the second recorded eight, and the third observed only two. Assuming the three research assistants are equally accurate in what they observed, the most likely explanation for this discrepancy in recordings would be that the inattentive behavior   |  |  |  | | --- | --- | --- | |  | a. | was not the correct hypothesis. | |  | b. | was not observed for a long enough period of time. | |  | c. | was not operationally defined. | |  | d. | would require at least five observers for an accurate count. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.2 - Discuss the beginning steps of psychological research, which include making observations, defining problems, and proposing hypotheses; and explain why concepts must be operationally defined before they can be studied empirically. | | *KEYWORDS:* | Application | |

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| 137. ​Many different experiments may be necessary to draw clear conclusions about hypothesized relationships in psychology because   |  |  |  | | --- | --- | --- | |  | a. | psychological problems are difficult to define. | |  | b. | ​observations in psychology are often made haphazardly. | |  | c. | ​operational definitions vary in how well they represent concepts. | |  | d. | very few hypotheses in psychology are testable. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.2 - Discuss the beginning steps of psychological research, which include making observations, defining problems, and proposing hypotheses; and explain why concepts must be operationally defined before they can be studied empirically. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 138. In order to determine whether women talk more than men, a group of researchers used an electronically activated recorder to track people’s conversations, counting the number of words spoken in a day by women and men. These researchers used the recorder during which step in the scientific method?   |  |  |  | | --- | --- | --- | |  | a. | gathering evidence to test the hypothesis | |  | b. | theory building | |  | c. | defining the problem | |  | d. | proposing a hypothesis |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Application | |

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| 139. To determine whether weight loss is easier when you maintain a goal focus, Conlon and his colleagues assigned participants to one of three weight loss groups, goal-focused, achievement-focused, and no-focus control. Each group met for 12 weekly meetings and had access to a special website. Then, every week, goal-focused participants were asked to describe how much more weight they needed to lose to reach their goal, while achievement-focused participants were asked to describe how much weight they had already lost. At this point in their research, Conlon and his associates were completing which step in the scientific method?   |  |  |  | | --- | --- | --- | |  | a. | disseminating their results | |  | b. | building a theory | |  | c. | defining the problem | |  | d. | gathering evidence to test their hypothesis |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 140. When one designs a system of ideas so that concepts and facts are interrelated in such a way that existing data is summarized and future observations can be predicted, then this system of ideas is known as a(n)   |  |  |  | | --- | --- | --- | |  | a. | hypothesis. | |  | b. | theory. | |  | c. | commonsense statement. | |  | d. | operational definition. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Fact | |

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| 141. Which of the following summarize observations, explain these observations, allow prediction, and guide future research?   |  |  |  | | --- | --- | --- | |  | a. | accurate hypotheses | |  | b. | operational definitions | |  | c. | good theories | |  | d. | statistical results |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 142. If there were not theories in psychology, the situation might be characterized as   |  |  |  | | --- | --- | --- | |  | a. | lacking a consistent methodology for doing research. | |  | b. | an overwhelming collection of disconnected facts. | |  | c. | a rich array of theoretical notions regarding behavior but with few facts to support them. | |  | d. | a single, unitary approach to understanding behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Concept | |

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| 143. Theory building is important in psychology because it   |  |  |  | | --- | --- | --- | |  | a. | prevents excessive reliance on empiricism. | |  | b. | reduces the need for hypothesis testing. | |  | c. | relies heavily on naturalistic observation. | |  | d. | provides explanations and guides future research. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Concept | |

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| 144. Four developmental psychologists have been conducting separate research into the patterns of language development of deaf children. They meet in Chicago to discuss, summarize, and, hopefully, interrelate their conclusions from their published works and propose future research on this topic. Within the framework of the scientific method, these psychologists would most likely be   |  |  |  | | --- | --- | --- | |  | a. | proposing a hypothesis. | |  | b. | hypothesis testing. | |  | c. | operationally defining terms. | |  | d. | theory building. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Application | |

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| 145. Conlon and his colleagues conducted an experiment and found that goal-focused individuals lost more weight than did either achievement-focused or no-focus control individuals. These researchers also found that goal-focused individuals were more committed to reaching their goal weights. They interpreted their results as consistent with the findings of other studies on motivation and relevant to the design of health intervention programs. At this point in their research, Conlon and his associates are   |  |  |  | | --- | --- | --- | |  | a. | proposing a hypothesis. | |  | b. | hypothesis testing. | |  | c. | operationally defining terms. | |  | d. | theory building. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 146. An industrial-organizational psychologist conducts an experiment to determine whether having control over difficult tasks reduces stress for game designers and finds this explanation to be true. Drawing on the results of similar experiments, this psychologist explains these overall findings by creating a   |  |  |  | | --- | --- | --- | |  | a. | hypothesis. | |  | b. | testable observation. | |  | c. | theory. | |  | d. | law. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Application | |

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| 147. A researcher would disseminate the results of his or her study to the scientific community during which element of the scientific method?   |  |  |  | | --- | --- | --- | |  | a. | defining the problem | |  | b. | hypothesis testing | |  | c. | publishing results | |  | d. | theoretical projection |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Concept | |

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| 148. In a scholarly article in the J*ournal of Experimental Social Psychology*, Conlon and his colleagues described the question they investigated, the methods they used, and the results of their study comparing goal-focused and achievement-focused dieters. This part of the scientific method is referred to as   |  |  |  | | --- | --- | --- | |  | a. | defining the problem. | |  | b. | hypothesis discussion. | |  | c. | publishing results. | |  | d. | theoretical projection. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 149. The results of psychological studies are published in professional journals because scientific information must always be   |  |  |  | | --- | --- | --- | |  | a. | summarized into a principle or law. | |  | b. | converted into an operational definition. | |  | c. | validated by common sense. | |  | d. | publicly available. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Fact | |

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| 150. The results of a study become more credible when other researchers   |  |  |  | | --- | --- | --- | |  | a. | define them. | |  | b. | replicate them. | |  | c. | accept them. | |  | d. | relate them to common sense. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Concept | |

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| 151. Dr. Johan read the results of a study on conversational patterns of men and women that was conducted with college student participants. He decides to repeat this experiment using middle-aged and older adults. Dr. Johan’s study would be considered a(n)   |  |  |  | | --- | --- | --- | |  | a. | operational revision. | |  | b. | replication. | |  | c. | confirmation bias. | |  | d. | double-blind. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Application | |

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| 152. Research reports begin with a very brief summary of the study and its findings. This is known as the   |  |  |  | | --- | --- | --- | |  | a. | abstract. | |  | b. | introduction. | |  | c. | method. | |  | d. | discussion review. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Fact | |

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| 153. Kelly is writing a paper on conformity for her psychology class. In order to find the research articles she needs for the paper, the first step for her would be to get an overview of each of the articles that come up in her computer search. She should first read which part of each article?   |  |  |  | | --- | --- | --- | |  | a. | abstract | |  | b. | introduction | |  | c. | method | |  | d. | discussion review |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Application | |

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| 154. Which section of a research report provides background information by reviewing prior studies on the same or related topics to the current one being investigated?   |  |  |  | | --- | --- | --- | |  | a. | results | |  | b. | introduction | |  | c. | method | |  | d. | discussion |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Fact | |

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| 155. In which section of their research report would the researchers describe their research question regarding whether women talk more than men and then provide background information on this topic by reviewing prior studies on this subject?   |  |  |  | | --- | --- | --- | |  | a. | results | |  | b. | introduction | |  | c. | method | |  | d. | discussion |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Application | |

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| 156. In their research report published in the Journal of Experimental Social Psychology, Conlon and his colleagues described their research question regarding whether goal-focused or achievement-focused dieters would lose more weight, and they provided background information on their topic by reviewing prior studies on motivation and weight loss. This part of their research report is called the   |  |  |  | | --- | --- | --- | |  | a. | results. | |  | b. | method. | |  | c. | introduction. | |  | d. | discussion. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 157. Which section of a research report tells how and why observations were made and describes the specific procedures used by the researchers to gather data?   |  |  |  | | --- | --- | --- | |  | a. | discussion | |  | b. | introduction | |  | c. | results | |  | d. | method |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 158. In which section of the research report did Dr. Trenton list the specific procedures he used to gather data in his study?   |  |  |  | | --- | --- | --- | |  | a. | discussion | |  | b. | introduction | |  | c. | method | |  | d. | results |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Application | |

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| 159. In which section of their research report did Conlon and his colleagues describe how they assigned participants to one of three weight loss groups (goal-focused, achievement-focused, and no-focus control)?   |  |  |  | | --- | --- | --- | |  | a. | discussion | |  | b. | method | |  | c. | introduction | |  | d. | results |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 160. A psychologist wishes to repeat an experiment in a rural school that was originally conducted in an urban school setting. In order to repeat the specific procedures used to gather the data, this psychologist should pay close attention to which section of the original research report?   |  |  |  | | --- | --- | --- | |  | a. | discussion | |  | b. | introduction | |  | c. | method | |  | d. | results |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Application | |

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| 161. In which section of a research report is the outcome of the investigation presented with data being graphed, summarized in tables, or statistically analyzed?   |  |  |  | | --- | --- | --- | |  | a. | method | |  | b. | results | |  | c. | introduction | |  | d. | discussion |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 162. In a journal article, the researcher reported that statistically significant differences were found between the two groups in the study. This outcome from the investigation would be found in which sections(s) of the research article?   |  |  |  | | --- | --- | --- | |  | a. | results | |  | b. | introduction | |  | c. | method | |  | d. | all of these |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Application | |

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| 163. The implications of the study and proposals for future research would be found in which section of a research report?   |  |  |  | | --- | --- | --- | |  | a. | results | |  | b. | introduction | |  | c. | method | |  | d. | discussion |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Fact | |

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| 164. In the final section of his research report, Dr. Zetta described the results of his study in relation to his original research question, explored implications of his study to health education, and proposed further studies to be conducted. This section of Dr. Zetta’s report is called the   |  |  |  | | --- | --- | --- | |  | a. | epilogue | |  | b. | summary | |  | c. | method analysis | |  | d. | discussion |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 165. Deception, invasion of privacy, and lasting harm are considerations in the   |  |  |  | | --- | --- | --- | |  | a. | justification for doing non-laboratory, or “real world” experiments. | |  | b. | control of dependent variables in a field experiment. | |  | c. | determination of the degree of placebo effect. | |  | d. | ethics of psychological researchers. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.4 - Explain how the rights, dignity, and welfare of participants are protected when researchers follow the American Psychological Association guidelines for conducting research. | | *KEYWORDS:* | Concept | |

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| 166. Which of the following presents an ethical problem in psychological research?   |  |  |  | | --- | --- | --- | |  | a. | deception | |  | b. | self-fulfilling prophecies | |  | c. | the placebo effect | |  | d. | the correlation/causation problem |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.4 - Explain how the rights, dignity, and welfare of participants are protected when researchers follow the American Psychological Association guidelines for conducting research. | | *KEYWORDS:* | Concept | |

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| 167. Milgram’s study of obedience to authority, in which subjects thought they were shocking another subject, raised questions about which two ethical concerns?   |  |  |  | | --- | --- | --- | |  | a. | deception and invasion of privacy | |  | b. | invasion of privacy and lasting harm to subjects | |  | c. | lasting harm to subjects and deception | |  | d. | confidentiality and invasion of privacy |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.4 - Explain how the rights, dignity, and welfare of participants are protected when researchers follow the American Psychological Association guidelines for conducting research. | | *KEYWORDS:* | Concept | |

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| 168. To prevent ethical abuse in psychology research,   |  |  |  | | --- | --- | --- | |  | a. | psychologists have begun to use only computer models for research rather than human or animal subjects. | |  | b. | psychologists use only animal subjects in research. | |  | c. | role-play experiments have taken the place of those experiments requiring deception. | |  | d. | psychology departments have ethics committees to act as watchdogs. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.4 - Explain how the rights, dignity, and welfare of participants are protected when researchers follow the American Psychological Association guidelines for conducting research. | | *KEYWORDS:* | Fact | |

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| 169. Regarding ethics in research, which of the following statements is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | Although the APA has set up guidelines for experiments with humans, they have yet to provide guidelines for research with animals. | |  | b. | Researchers are not required by the APA guidelines to provide results or interpretations to participants at the end of the experiment. | |  | c. | Researchers do not have to describe all risks to potential participants, and once a subject begins an experiment, his or her continued participation is no longer voluntary. | |  | d. | Most university psychology departments have ethics committees that oversee the research done at the college to help ensure ethical guidelines are followed. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.4 - Explain how the rights, dignity, and welfare of participants are protected when researchers follow the American Psychological Association guidelines for conducting research. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 170. Which of the following is NOT one of the basic ethical guidelines for psychological researchers?   |  |  |  | | --- | --- | --- | |  | a. | Accurately describe risks to potential participants. | |  | b. | Never use deception. | |  | c. | Provide results and interpretations to participants. | |  | d. | Ensure that participation is voluntary. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.4 - Explain how the rights, dignity, and welfare of participants are protected when researchers follow the American Psychological Association guidelines for conducting research. | | *KEYWORDS:* | Fact | |

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| 171. Which of the following is NOT one of the basic ethical guidelines for psychological researchers?   |  |  |  | | --- | --- | --- | |  | a. | Use deception only when absolutely necessary. | |  | b. | Maintain confidentiality. | |  | c. | Provide results and interpretations to participants. | |  | d. | Minimize the placebo effect. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.4 - Explain how the rights, dignity, and welfare of participants are protected when researchers follow the American Psychological Association guidelines for conducting research. | | *KEYWORDS:* | Fact | |

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| 172. ​Regarding the emergence of the field of psychology, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | ​Although people had been observing human behavior and philosophizing about it informally for thousands of years, it wasn’t until the early 1800s that scholars applied the scientific method to the study of human behavior. | |  | b. | ​Phrenology was popularized in the early 1800s by Franz Gall, a German anatomy teacher. | |  | c. | ​Phrenologists believed that the part of the brain that controlled hearing was also the center for love and liking. | |  | d. | ​Psychological research has long since shown that bumps on the head have nothing to do with talents or abilities. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.1 - Discuss early attempts at applying the scientific method to the study of human behavior, such as phrenology; and describe how psychology eventually emerged as a science over 130 years ago. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 173. Which of the following attempted to apply the scientific method to human behavior and developed the pseudoscience known as phrenology?   |  |  |  | | --- | --- | --- | |  | a. | Karl Marbe | |  | b. | Max Wertheimer | |  | c. | Franz Gall | |  | d. | Edward Titchener |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.1 - Discuss early attempts at applying the scientific method to the study of human behavior, such as phrenology; and describe how psychology eventually emerged as a science over 130 years ago. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 174. Which pseudoscience was popularized by Franz Gall in the early 1800s?   |  |  |  | | --- | --- | --- | |  | a. | palmistry. | |  | b. | phrenology. | |  | c. | graphology. | |  | d. | astrology. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.1 - Discuss early attempts at applying the scientific method to the study of human behavior, such as phrenology; and describe how psychology eventually emerged as a science over 130 years ago. | | *KEYWORDS:* | Fact | |

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| 175. The outdated theory that personality is revealed by the shape of one’s skull and the bumps on one's head is called   |  |  |  | | --- | --- | --- | |  | a. | palmistry. | |  | b. | phrenology. | |  | c. | phenomenology. | |  | d. | graphology. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.1 - Discuss early attempts at applying the scientific method to the study of human behavior, such as phrenology; and describe how psychology eventually emerged as a science over 130 years ago. | | *KEYWORDS:* | Fact | |

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| 176. Jane goes to a phrenologist. What can she expect from this practitioner?   |  |  |  | | --- | --- | --- | |  | a. | He will predict her future by reading the lines on her palms. | |  | b. | He will explain her personality traits by feeling the bumps on her skull. | |  | c. | He will explain her personality traits by analyzing a copy of her handwriting. | |  | d. | He will explain how her life is influenced by the position of the stars and planets at her birth. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.1 - Discuss early attempts at applying the scientific method to the study of human behavior, such as phrenology; and describe how psychology eventually emerged as a science over 130 years ago. | | *KEYWORDS:* | Application | |

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| 177. ​The phrenologists wrongly believed that the shape of one's skull revealed personality traits. They even listed the part of the brain that controls hearing as a center for   |  |  |  | | --- | --- | --- | |  | a. | ​artistic talent. | |  | b. | ​love and liking. | |  | c. | ​combativeness. | |  | d. | ​deception and lying. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.1 - Discuss early attempts at applying the scientific method to the study of human behavior, such as phrenology; and describe how psychology eventually emerged as a science over 130 years ago. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 178. Psychology’s history as a science began in   |  |  |  | | --- | --- | --- | |  | a. | 1848 at Harvard University. | |  | b. | 1879 in Leipzig, Germany. | |  | c. | 1895 in Vienna, Austria. | |  | d. | 1905 in Paris, France. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.1 - Discuss early attempts at applying the scientific method to the study of human behavior, such as phrenology; and describe how psychology eventually emerged as a science over 130 years ago. | | *KEYWORDS:* | Fact | |

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| 179. Psychology became a science in 1879 when psychologists began to   |  |  |  | | --- | --- | --- | |  | a. | avoid deductive thinking. | |  | b. | understand the relationship between humans and animals. | |  | c. | use machines to record the behaviors of organisms. | |  | d. | make systematic observations and measurements. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.1 - Discuss early attempts at applying the scientific method to the study of human behavior, such as phrenology; and describe how psychology eventually emerged as a science over 130 years ago. | | *KEYWORDS:* | Fact | |

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| 180. As Wundt studied vision, hearing, taste, touch, memory, and time perception in the first psychological lab, he helped make psychology a true science because he insisted on the use of measurement and   |  |  |  | | --- | --- | --- | |  | a. | systematic observation. | |  | b. | intuitive analysis. | |  | c. | commonsense reasoning. | |  | d. | comparative phrenology. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.1 - Discuss early attempts at applying the scientific method to the study of human behavior, such as phrenology; and describe how psychology eventually emerged as a science over 130 years ago. | | *KEYWORDS:* | Fact | |

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| 181. The father of psychology and founder of the first psychological laboratory was   |  |  |  | | --- | --- | --- | |  | a. | Wilhelm Wundt. | |  | b. | Sigmund Freud. | |  | c. | John B. Watson. | |  | d. | B.F. Skinner. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.2 - Describe Wilhelm Wundt’s contribution of the first psychological laboratory, including when and where it was established, his use of introspection, and the type of experiments Wundt and his students conducted, including Marbe’s discovery of imageless thought. | | *KEYWORDS:* | Fact | |

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| 182. The first psychological laboratory in Leipzig, Germany was set up in order to   |  |  |  | | --- | --- | --- | |  | a. | break down conscious experiences, such as sensations. | |  | b. | study how the use of reinforcement and punishment alter behaviors. | |  | c. | understand the unconscious conflicts individuals experience. | |  | d. | understand how language and intelligence develop. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.2 - Describe Wilhelm Wundt’s contribution of the first psychological laboratory, including when and where it was established, his use of introspection, and the type of experiments Wundt and his students conducted, including Marbe’s discovery of imageless thought. | | *KEYWORDS:* | Fact | |

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| 183. Wundt systematically observed and measured sensations that consisted of physical energy that affects people and evokes a response called a(n)   |  |  |  | | --- | --- | --- | |  | a. | archetype. | |  | b. | metacomponent. | |  | c. | stimulus. | |  | d. | precipitant. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.2 - Describe Wilhelm Wundt’s contribution of the first psychological laboratory, including when and where it was established, his use of introspection, and the type of experiments Wundt and his students conducted, including Marbe’s discovery of imageless thought. | | *KEYWORDS:* | Fact | |

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| 184. Any physical energy that an organism senses and can evoke a response is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | archetype. | |  | b. | metacomponent. | |  | c. | stimulus. | |  | d. | precipitant. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.2 - Describe Wilhelm Wundt’s contribution of the first psychological laboratory, including when and where it was established, his use of introspection, and the type of experiments Wundt and his students conducted, including Marbe’s discovery of imageless thought. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 185. The formal method used by early psychologists to collect information by training people to use their first-person, subjective ability to directly examine their own thoughts, feelings, or sensations​ is called   |  |  |  | | --- | --- | --- | |  | a. | ​introspection. | |  | b. | ​meta-analysis. | |  | c. | ​functionalism. | |  | d. | ​systematic desensitization. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.2 - Describe Wilhelm Wundt’s contribution of the first psychological laboratory, including when and where it was established, his use of introspection, and the type of experiments Wundt and his students conducted, including Marbe’s discovery of imageless thought. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 186. Wundt systematically observed and measured stimuli of various kinds, such as lights, sounds, and weights, and then used a technique that involved “looking inward” to probe the observers' reactions to the stimuli. This technique is known as   |  |  |  | | --- | --- | --- | |  | a. | analytical logic. | |  | b. | reduction division. | |  | c. | transduction. | |  | d. | introspection. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.2 - Describe Wilhelm Wundt’s contribution of the first psychological laboratory, including when and where it was established, his use of introspection, and the type of experiments Wundt and his students conducted, including Marbe’s discovery of imageless thought. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 187. Which of the following theorists used introspection as a scientific technique for investigating consciousness?   |  |  |  | | --- | --- | --- | |  | a. | B. F. Skinner | |  | b. | Ivan Pavlov | |  | c. | John Watson | |  | d. | Wilhelm Wundt |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.2 - Describe Wilhelm Wundt’s contribution of the first psychological laboratory, including when and where it was established, his use of introspection, and the type of experiments Wundt and his students conducted, including Marbe’s discovery of imageless thought. | | *KEYWORDS:* | Fact | |

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| 188. ​In 1901, a student of Wundt, discovered what he called imageless thought. This student was   |  |  |  | | --- | --- | --- | |  | a. | ​Karl Marbe. | |  | b. | ​Max Wertheimer. | |  | c. | ​Otto Rank. | |  | d. | ​Ivan Pavlov. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.2 - Describe Wilhelm Wundt’s contribution of the first psychological laboratory, including when and where it was established, his use of introspection, and the type of experiments Wundt and his students conducted, including Marbe’s discovery of imageless thought. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 189. ​Which of the following is an old term describing the inability of introspectionists to become subjectively aware of some mental processes?   |  |  |  | | --- | --- | --- | |  | a. | ​imageless thought | |  | b. | unconditioned stimuli | |  | c. | preconsciousness | |  | d. | ​divergent thinking |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.2 - Describe Wilhelm Wundt’s contribution of the first psychological laboratory, including when and where it was established, his use of introspection, and the type of experiments Wundt and his students conducted, including Marbe’s discovery of imageless thought. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 190. ​In 1901, Karl Marbe, a student of Wundt, asked trained introspectionists to introspect while they compared two objects of different weights, holding one in each hand. They could clearly describe their experiences of each weight and which one was heavier, but they could not describe the mental process of judging which one was heavier. Marbe called this experience   |  |  |  | | --- | --- | --- | |  | a. | reflexive thought. | |  | b. | ​imageless thought. | |  | c. | ​divergent thinking. | |  | d. | ​the dynamic consciousness. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.2 - Describe Wilhelm Wundt’s contribution of the first psychological laboratory, including when and where it was established, his use of introspection, and the type of experiments Wundt and his students conducted, including Marbe’s discovery of imageless thought. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 191. Which of the following is a term used by the early psychologists that describes what is now called the cognitive unconscious?​   |  |  |  | | --- | --- | --- | |  | a. | ​preconscious | |  | b. | ​imageless thought | |  | c. | ​action potential | |  | d. | ​divergent thinking |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.2 - Describe Wilhelm Wundt’s contribution of the first psychological laboratory, including when and where it was established, his use of introspection, and the type of experiments Wundt and his students conducted, including Marbe’s discovery of imageless thought. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 192. ​Derrick closes his eyes and extends both his hands palms up while his friend gives him two objects of different weights, one in each outstretched palm. Derrick immediately becomes aware of the sensations associated with each object and notices which is heavier. This sensation of a difference in weight just seems to “pop into your mind,” and illustrates which of the following?   |  |  |  | | --- | --- | --- | |  | a. | ​the preconscious | |  | b. | ​all-or-nothing thinking | |  | c. | ​the cognitive unconscious | |  | d. | ​divergent thinking |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.2 - Describe Wilhelm Wundt’s contribution of the first psychological laboratory, including when and where it was established, his use of introspection, and the type of experiments Wundt and his students conducted, including Marbe’s discovery of imageless thought. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 193. ​In 1901, Karl Marbe couldn’t know that by documenting an example of the cognitive unconscious in action, he set in motion a debate that would soon result in the rejection of   |  |  |  | | --- | --- | --- | |  | a. | ​humanism. | |  | b. | behaviorism. | |  | c. | ​psychoanalysis. | |  | d. | ​introspectionism. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.2 - Describe Wilhelm Wundt’s contribution of the first psychological laboratory, including when and where it was established, his use of introspection, and the type of experiments Wundt and his students conducted, including Marbe’s discovery of imageless thought. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 194. Wundt’s ideas were carried to the United States by   |  |  |  | | --- | --- | --- | |  | a. | Sigmund Freud. | |  | b. | Edward Titchener. | |  | c. | Abraham Maslow. | |  | d. | Fritz Perls. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.3 - Describe the first school of thought in psychology known as structuralism; identify the person who brought these ideas to America; and explain why structuralism’s main technique of introspection proved to be a poor way to answer most questions. | | *KEYWORDS:* | Fact | |

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| 195. Wundt’s ideas were carried to the United States by Edward Titchener with these ideas forming the school of thought known as   |  |  |  | | --- | --- | --- | |  | a. | structuralism. | |  | b. | functionalism. | |  | c. | humanism. | |  | d. | behaviorism. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.3 - Describe the first school of thought in psychology known as structuralism; identify the person who brought these ideas to America; and explain why structuralism’s main technique of introspection proved to be a poor way to answer most questions. | | *KEYWORDS:* | Fact | |

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| 196. Edward Titchener is known for   |  |  |  | | --- | --- | --- | |  | a. | developing psychoanalysis. | |  | b. | working with animals using behavioral principles. | |  | c. | bringing structuralism to America. | |  | d. | developing the Gestalt principles of perception. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.3 - Describe the first school of thought in psychology known as structuralism; identify the person who brought these ideas to America; and explain why structuralism’s main technique of introspection proved to be a poor way to answer most questions. | | *KEYWORDS:* | Fact | |

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| 197. Edward Titchener called Wundt’s ideas structuralism because he tried to analyze the structure of mental life into   |  |  |  | | --- | --- | --- | |  | a. | archetypes. | |  | b. | behavioral principles. | |  | c. | five stages of “psychosexual” development. | |  | d. | basic “elements” or “building blocks.” |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.3 - Describe the first school of thought in psychology known as structuralism; identify the person who brought these ideas to America; and explain why structuralism’s main technique of introspection proved to be a poor way to answer most questions. | | *KEYWORDS:* | Fact | |

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| 198. The structuralist school of psychology   |  |  |  | | --- | --- | --- | |  | a. | used introspection to analyze conscious experience. | |  | b. | relied heavily on the concept of natural selection. | |  | c. | was concerned with experiences as wholes. | |  | d. | used dream analysis to reveal the unconscious. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.3 - Describe the first school of thought in psychology known as structuralism; identify the person who brought these ideas to America; and explain why structuralism’s main technique of introspection proved to be a poor way to answer most questions. | | *KEYWORDS:* | Fact | |

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| 199. In their attempts to analyze consciousness into its elements, the structuralists used a method called   |  |  |  | | --- | --- | --- | |  | a. | conditioning. | |  | b. | Gestalt synthesis. | |  | c. | natural selection. | |  | d. | introspection. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.3 - Describe the first school of thought in psychology known as structuralism; identify the person who brought these ideas to America; and explain why structuralism’s main technique of introspection proved to be a poor way to answer most questions. | | *KEYWORDS:* | Fact | |

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| 200. Which of the following statements regarding the process of introspection is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | People often disagreed regarding the perceptions they obtained during introspection. | |  | b. | Introspection was the main technique utilized by the behaviorists. | |  | c. | Wundt first used the method of introspection in his lab to probe his reactions to various stimuli. | |  | d. | Introspection is still used today as one source of insight in studies of hypnosis, meditation, problem solving, and moods. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.3 - Describe the first school of thought in psychology known as structuralism; identify the person who brought these ideas to America; and explain why structuralism’s main technique of introspection proved to be a poor way to answer most questions. | | *KEYWORDS:* | Fact | |

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| 201. Regarding structuralists and their research, which of the following statements is FALSE?​   |  |  |  | | --- | --- | --- | |  | a. | ​Although even Wundt didn’t think that you could do that, the structuralists tried to explore mental chemistry, mostly by using introspection. | |  | b. | ​The structuralists were able to settle any intersubjective differences in their perceptions through the use of systematic observations. | |  | c. | ​Wundt’s students Marbe and Titchener quarreled about imageless thought with Titchener accusing Marbe of using shoddy methods. | |  | d. | ​Despite its limitations, introspection is still used as one source of insight in studies of hypnosis, meditation, problem solving, moods, and many other topics. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.3 - Describe the first school of thought in psychology known as structuralism; identify the person who brought these ideas to America; and explain why structuralism’s main technique of introspection proved to be a poor way to answer most questions. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 202. Who was the American scholar, who broadened psychology to include animal behavior, religious experience, and abnormal behavior and helped to establish psychology as a separate discipline with his first book, *Principles of Psychology*?   |  |  |  | | --- | --- | --- | |  | a. | John Watson | |  | b. | B. F. Skinner | |  | c. | Edward Titchener | |  | d. | William James |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 203. William James founded the school of thought in psychology known as   |  |  |  | | --- | --- | --- | |  | a. | structuralism. | |  | b. | functionalism. | |  | c. | behaviorism. | |  | d. | humanism. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 204. The American scholar known as the founder of functionalism was   |  |  |  | | --- | --- | --- | |  | a. | William James. | |  | b. | B. F. Skinner. | |  | c. | Carl Rogers. | |  | d. | Erik Erikson. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 205. The concept of natural selection was adapted to the study of human behavior by the followers of which school of thought in psychology?   |  |  |  | | --- | --- | --- | |  | a. | humanism | |  | b. | Gestaltism | |  | c. | structuralism | |  | d. | functionalism |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 206. The functionalists were interested in how thoughts, feelings, perceptions, and habits help people and animals   |  |  |  | | --- | --- | --- | |  | a. | form meaningful Gestalts. | |  | b. | introspect and experience the phi phenomenon. | |  | c. | adapt to their environment. | |  | d. | form connections between stimuli and responses. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 207. William James regarded consciousness as   |  |  |  | | --- | --- | --- | |  | a. | connections between stimuli and responses. | |  | b. | an ever-changing flow of images and sensations. | |  | c. | being overshadowed by the unconscious mind. | |  | d. | a set of building blocks to be analyzed through introspection. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 208. The functionalists primarily followed the principles of   |  |  |  | | --- | --- | --- | |  | a. | economics and the law of supply and demand. | |  | b. | physics and the laws of gravity. | |  | c. | biology and natural selection. | |  | d. | chemistry and the table of elements. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 209. The ideas of which psychologist were most similar to those of Charles Darwin?   |  |  |  | | --- | --- | --- | |  | a. | Edward Titchener | |  | b. | William James | |  | c. | Abraham Maslow | |  | d. | Max Wertheimer |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 210. Which school of thought brought the study of animals to psychology and also promoted educational psychology and industrial/organizational psychology?   |  |  |  | | --- | --- | --- | |  | a. | structuralism | |  | b. | functionalism | |  | c. | humanistic psychology | |  | d. | Gestalt psychology |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 211. Learning makes us more adaptable, so the functionalists tried to find ways to improve education and promoted the study of learning, teaching, classroom dynamics, and related topics called \_\_\_\_\_\_\_\_\_\_ psychology.   |  |  |  | | --- | --- | --- | |  | a. | community | |  | b. | forensic | |  | c. | comparative | |  | d. | educational |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 212. Functionalism promoted the study of people at work, which is called \_\_\_\_\_\_\_\_\_\_ psychology.   |  |  |  | | --- | --- | --- | |  | a. | industrial/organizational | |  | b. | forensic | |  | c. | comparative | |  | d. | humanistic |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 213. Which school of thought in psychology emphasizes the study of overt, observable behavior?   |  |  |  | | --- | --- | --- | |  | a. | Gestalt psychology | |  | b. | behaviorism | |  | c. | structuralism | |  | d. | functionalism |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 214. Which psychologist realized that he could study the overt behavior of animals by simply observing the relationship between stimuli and an animal’s responses?   |  |  |  | | --- | --- | --- | |  | a. | John B. Watson | |  | b. | Wilhelm Wundt | |  | c. | Abraham Maslow | |  | d. | Max Wertheimer |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 215. According to John B. Watson, introspection was   |  |  |  | | --- | --- | --- | |  | a. | a valid method for studying conscious experience. | |  | b. | unscientific. | |  | c. | the cornerstone of behaviorism. | |  | d. | too objective. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 216. Watson realized that he could study the behavior of animals even though he could not ask animals questions by simply observed the relationship between any stimuli and an animal’s response with the term response being defined as any​   |  |  |  | | --- | --- | --- | |  | a. | ​event in the environment. | |  | b. | ​example of experiential processing. | |  | c. | ​covert action displayed by the animal. | |  | d. | ​muscular action, glandular activity, or other identifiable aspect of behavior. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 217. Which psychologist said, “Give me a dozen healthy infants ... and I’ll guarantee to take any one at random and train him to become any type of specialist I might select ...”?   |  |  |  | | --- | --- | --- | |  | a. | William James | |  | b. | Ivan Pavlov | |  | c. | Sigmund Freud | |  | d. | John Watson |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 218. To explain most behavior, John B. Watson adopted the concept of conditioning developed by   |  |  |  | | --- | --- | --- | |  | a. | Max Wertheimer. | |  | b. | Abraham Maslow. | |  | c. | Ivan Pavlov. | |  | d. | Edward Titchener. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 219. Pavlov's contribution to behaviorism lies in his discovery of   |  |  |  | | --- | --- | --- | |  | a. | the conditioned response. | |  | b. | self-observation. | |  | c. | conscious experience. | |  | d. | unconscious motivation. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 220. A learned reaction to a particular stimulus is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | conditioned response. | |  | b. | self-observation. | |  | c. | conscious experience. | |  | d. | unconscious motivation. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 221. With its emphasis on stimuli and responses, which school of thought helped make psychology a natural science, rather than a branch of philosophy?   |  |  |  | | --- | --- | --- | |  | a. | behaviorism | |  | b. | Gestalt psychology | |  | c. | humanistic psychology | |  | d. | psychoanalysis |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 222. Stimuli, responses, conditioning, and learning are key concepts in the thinking of   |  |  |  | | --- | --- | --- | |  | a. | behaviorists. | |  | b. | Gestalt psychologists. | |  | c. | structuralists. | |  | d. | psychoanalysts. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 223. The best known behaviorist who believed that behavior is controlled by rewards and punishments was   |  |  |  | | --- | --- | --- | |  | a. | Abraham Maslow. | |  | b. | B.F. Skinner. | |  | c. | Sigmund Freud. | |  | d. | William James. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 224. Skinner's contribution to behaviorism lies in his insistence that   |  |  |  | | --- | --- | --- | |  | a. | one’s actions are controlled by rewards and punishments. | |  | b. | behavior is only partially conscious. | |  | c. | the whole is more than the sum of its parts. | |  | d. | self-actualization is the primary determinant of behavior. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Concept | |

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| 225. ​To study learning, which psychologist created his famous conditioning chamber that now bears his name and presented stimuli to animals, such as rats and pigeons, and recorded their responses?   |  |  |  | | --- | --- | --- | |  | a. | ​Abraham Maslow | |  | b. | ​B. F. Skinner | |  | c. | Carl Rogers | |  | d. | ​Karl Marbe |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 226. ​A behaviorist approach that rejects both introspection and any study of covert mental events, such as thinking, as inappropriate topics for scientific psychology is called \_\_\_\_\_\_\_\_\_\_ behaviorism.   |  |  |  | | --- | --- | --- | |  | a. | ​analytic | |  | b. | ​implicit | |  | c. | ​cognitive | |  | d. | radical |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 227. Strict, or radical, behaviorists were criticized for overlooking the role that which of the following plays in our lives?   |  |  |  | | --- | --- | --- | |  | a. | rewards | |  | b. | thinking | |  | c. | punishments | |  | d. | stimuli |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Concept | |

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| 228. ​Because he rejected introspection and believed that covert mental events, such as thinking, were inappropriate topics for scientific psychology and not needed to explain behavior, B. F. Skinner would be considered a   |  |  |  | | --- | --- | --- | |  | a. | ​psychoanalyst. | |  | b. | ​radical behaviorist. | |  | c. | psychodynamic psychologist. | |  | d. | ​humanistic psychologist. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 229. Which psychologist advanced the theory that a "designed culture" based on positive reinforcement could encourage desirable behavior?   |  |  |  | | --- | --- | --- | |  | a. | William James | |  | b. | B.F. Skinner | |  | c. | Max Wertheimer | |  | d. | Carl Rogers |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 230. Which school of thought in psychology is known for developing the proper use of reward, punishment, and conditioning to change problems?   |  |  |  | | --- | --- | --- | |  | a. | behaviorism | |  | b. | Gestalt psychology | |  | c. | humanistic psychology | |  | d. | psychoanalysis |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 231. The use of learning principles to change problems, such as overeating, unrealistic fears, or temper tantrums, is called   |  |  |  | | --- | --- | --- | |  | a. | psychoanalysis. | |  | b. | Gestalt psychotherapy. | |  | c. | self-actualized humanism. | |  | d. | behavior therapy. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 232. Which of the following statements about B. F. Skinner is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Skinner believed that it is important to consider mental events, such as thinking, in explaining why a certain behavior occurs. | |  | b. | Skinner developed an operant conditioning chamber that bears his name. | |  | c. | Skinner believed that misguided rewards led to destructive actions that created problems, such as overpopulation, pollution, and war. | |  | d. | Skinner disliked the use of punishment because it does not teach correct responses. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 233. Skinner's view of psychology has led to some criticism of his tendency to   |  |  |  | | --- | --- | --- | |  | a. | believe mental events, such as thinking, are not needed to explain behavior. | |  | b. | rely too heavily on introspection. | |  | c. | favor punishment over reinforcement as a means of controlling behavior. | |  | d. | disregard the use of lower animals in studying human behavior. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 234. Psychologists in which school of thought believed that thinking, learning, and perception should be studied in whole units rather than analyzing these experiences into smaller parts?   |  |  |  | | --- | --- | --- | |  | a. | behaviorism | |  | b. | psychoanalytic psychology | |  | c. | structuralism | |  | d. | Gestalt psychology |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 235. If you heard only the individual notes of your favorite song played one per hour, you would not recognize it. However, when these notes are played together in the correct order and close in time as a melody, your favorite song is easily recognizable. The importance of being able to hear a melody rather than individual notes illustrates which school of thought in psychology?   |  |  |  | | --- | --- | --- | |  | a. | Gestalt psychology | |  | b. | structuralism | |  | c. | behaviorism | |  | d. | psychodynamic psychology |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Application | |

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| 236. Which of the following is a FALSE statement concerning Gestalt Psychology?   |  |  |  | | --- | --- | --- | |  | a. | Gestalt Psychology's motto is "The whole is greater than the sum of its parts." | |  | b. | Gestalt Psychology was founded by Max Wertheimer. | |  | c. | Gestalt Psychology has influenced studies of perception and personality and inspired a type of psychotherapy. | |  | d. | Gestalt Psychology explains behavior in terms of stimuli and responses. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 237. Max Wertheimer is associated with which one of the following schools of thought?   |  |  |  | | --- | --- | --- | |  | a. | Gestalt psychology | |  | b. | behaviorism | |  | c. | psychoanalysis | |  | d. | functionalism |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 238. Which of the following theorists is associated with Gestalt psychology?   |  |  |  | | --- | --- | --- | |  | a. | Ivan Pavlov | |  | b. | B.F. Skinner | |  | c. | Max Wertheimer | |  | d. | John Watson |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 239. The “whole is greater than the sum of its parts” is the slogan of the   |  |  |  | | --- | --- | --- | |  | a. | Gestalt psychologists. | |  | b. | behaviorists. | |  | c. | structuralists. | |  | d. | psychoanalysts. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 240. ​The German word Gestalt means   |  |  |  | | --- | --- | --- | |  | a. | imageless thought. | |  | b. | ​mental chemistry. | |  | c. | ​form, pattern, or whole. | |  | d. | ​dynamic unconscious. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 241. To solve problems in your life, a Gestalt psychologist might   |  |  |  | | --- | --- | --- | |  | a. | recommend the use of rewards and punishments. | |  | b. | suggest that you explore patterns in your behavior as a whole rather than analyzing each individual action. | |  | c. | suggest that you analyze the psychological events in your life into pieces, or “elements.” | |  | d. | recommend that you examine the unconscious conflicts in your life through a free association exercise. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Concept | |

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| 242. When we see a painting by George Seurat, the famous French impressionist, we tend to experience it as a rendering of a lovely landscape rather than as the series of separate, differently colored dots of which the painting is actually composed. This phenomenon illustrates which school of thought in psychology?   |  |  |  | | --- | --- | --- | |  | a. | structuralism | |  | b. | behaviorism | |  | c. | Gestalt psychology | |  | d. | psychodynamic psychology |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Application | |

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| 243. The founder of psychoanalytic psychology was   |  |  |  | | --- | --- | --- | |  | a. | Carl Rogers. | |  | b. | Wilhelm Wundt. | |  | c. | Sigmund Freud. | |  | d. | William James. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Fact | |

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| 244. In shaping our personalities, Freud stressed the role of   |  |  |  | | --- | --- | --- | |  | a. | self-actualization. | |  | b. | conditioned responses. | |  | c. | rewards and punishments. | |  | d. | unconscious conflicts. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Concept | |

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| 245. Which theorist believed that our behavior is deeply influenced by unconscious thoughts, impulses, and desires, especially those concerning sex and aggression?   |  |  |  | | --- | --- | --- | |  | a. | John Watson | |  | b. | Sigmund Freud | |  | c. | Wilhelm Wundt | |  | d. | William James |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 246. As used by Freud to refer to one's mental life, the *unconscious* refers to   |  |  |  | | --- | --- | --- | |  | a. | those things we choose to forget. | |  | b. | the area of the mind that lies outside of personal awareness. | |  | c. | the tip, or smallest area, of the iceberg (the exposed part). | |  | d. | all of these. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Fact | |

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| 247. Freud believed that mental life is like an iceberg with only a small part being exposed to view. He called the area of the mind that is not exposed and which lies outside of personal awareness the   |  |  |  | | --- | --- | --- | |  | a. | unconscious. | |  | b. | conscious. | |  | c. | superego. | |  | d. | frame of reference. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 248. ​In Freudian theory, the parts of the mind that are beyond awareness, especially conflicts, impulses, and desires not directly known to a person, are referred to today as   |  |  |  | | --- | --- | --- | |  | a. | altered states of consciousness. | |  | b. | ​the preconscious. | |  | c. | ​the cognitive unconscious. | |  | d. | ​the dynamic unconscious. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 249. When Freud stated that a person’s thoughts were “repressed,” he meant that   |  |  |  | | --- | --- | --- | |  | a. | these thoughts were unimportant to the person. | |  | b. | these thoughts were being held out of awareness because they were threatening. | |  | c. | older thoughts were often forgotten. | |  | d. | thoughts, emotions, or actions occur randomly rather than being predetermined. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Concept | |

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| 250. Psychologists from which school of thought would be most likely to explain that threatening thoughts are sometimes repressed?   |  |  |  | | --- | --- | --- | |  | a. | structuralism | |  | b. | psychoanalytic psychology | |  | c. | humanistic psychology | |  | d. | Gestalt psychology |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Fact | |

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| 251. Dr. Malloy explains to his patient that a person’s threatening thoughts are often repressed so that he or she will be unaware of them. However, these repressed thoughts might “surface” in dreams, expressed emotions, or “slips of the tongue.” Dr. Malloy has just explained the ideas of which school of thought in psychology?   |  |  |  | | --- | --- | --- | |  | a. | structuralism | |  | b. | psychoanalytic psychology | |  | c. | humanistic psychology | |  | d. | Gestalt psychology |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Application | |

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| 252. According to Freud, unconscious thoughts are often revealed by   |  |  |  | | --- | --- | --- | |  | a. | dreams, emotions, and slips of the tongue. | |  | b. | self-actualization and peak experiences. | |  | c. | stimulus-response connections. | |  | d. | behaviors conditioned through reinforcement and punishment. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Concept | |

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| 253. Like behaviorism, Freud's psychoanalytic theory emphasized that all thoughts, emotions, and actions are   |  |  |  | | --- | --- | --- | |  | a. | random and accidental. | |  | b. | caused by external stimuli. | |  | c. | chosen through free will. | |  | d. | determined. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Concept | |

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| 254. Which of the following is NOT a part of Freud’s theory?   |  |  |  | | --- | --- | --- | |  | a. | The insistence that all thoughts, desires, and actions are determined. | |  | b. | The importance of childhood experiences in personality development. | |  | c. | The cause of behavior can be attributed to external stimuli. | |  | d. | The creation of the first fully developed psychotherapy known as psychoanalysis. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Concept | |

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| 255. Sigmund Freud's approach to psychotherapy is known as   |  |  |  | | --- | --- | --- | |  | a. | Gestalt therapy. | |  | b. | psychoanalysis. | |  | c. | behavior modification. | |  | d. | client-centered therapy. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Fact | |

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| 256. The first fully developed psychotherapy or “talking cure” was   |  |  |  | | --- | --- | --- | |  | a. | transactional analysis. | |  | b. | psychoanalysis. | |  | c. | logotherapy. | |  | d. | client-centered therapy. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Fact | |

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| 257. You see a psychologist and tell her that you are feeling depressed. The psychologist talks to you about your past and attempts to link your present situation with unconscious patterns developed in your childhood as you interacted with your parents. The psychologist would probably belong to which school of psychology?   |  |  |  | | --- | --- | --- | |  | a. | humanistic psychology | |  | b. | behaviorism | |  | c. | psychoanalytic psychology | |  | d. | Gestalt psychology |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Application | |

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| 258. After your traumatic breakup with your girlfriend, you are having trouble remembering her phone number, her birthday, and other bits of information concerning your two-year relationship. A friend tells you that you are experiencing repression and these bits of information have been pushed into your unconscious mind. Your friend is interpreting your situation based on the theories of   |  |  |  | | --- | --- | --- | |  | a. | Sigmund Freud. | |  | b. | Carl Rogers. | |  | c. | Max Wertheimer. | |  | d. | Abraham Maslow. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Application | |

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| 259. Regarding Freud’s contributions to psychology, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Freud is known for creating the first fully developed psychotherapy, or “talking cure.” | |  | b. | Freud was among the first to appreciate that childhood affects adult personality. | |  | c. | When Freud’s students broke away from his theories in order to modify and change them, they were called cognitive behaviorists. | |  | d. | Freud’s ideas have been altered so much that few strictly psychoanalytic psychologists are left, although his legacy is still evident in various psychodynamic theories. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 260. When Freud’s students broke away from his theories in order to modify and change them, they were called   |  |  |  | | --- | --- | --- | |  | a. | neo-Freudians. | |  | b. | functionalists. | |  | c. | humanists. | |  | d. | cognitive behaviorists. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 261. Alfred Adler, Karen Horney, Carl Jung, Otto Rank, and Erik Erikson would be considered   |  |  |  | | --- | --- | --- | |  | a. | Gestalt psychologists. | |  | b. | neo-Freudians. | |  | c. | cognitive behaviorists. | |  | d. | functionalists. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Fact | |

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| 262. Which of the following would be considered a neo-Freudian?   |  |  |  | | --- | --- | --- | |  | a. | Max Wertheimer | |  | b. | Abraham Maslow | |  | c. | Edward Titchener | |  | d. | Carl Jung |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Fact | |

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| 263. Which of the following would NOT be considered a neo-Freudian?   |  |  |  | | --- | --- | --- | |  | a. | Carl Rogers | |  | b. | Otto Rank | |  | c. | Erik Erikson | |  | d. | Anna Freud |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Fact | |

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| 264. Which of the following would NOT be considered a neo-Freudian?   |  |  |  | | --- | --- | --- | |  | a. | William James | |  | b. | Karen Horney | |  | c. | Carl Jung | |  | d. | Alfred Adler |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Fact | |

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| 265. Which of the following statements concerning psychodynamic psychology is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Freud’s ideas have been altered so much that few strictly psychoanalytic psychologists are left. | |  | b. | Like Freud’s theory, psychodynamic theories continue to emphasize internal motives, conflicts, and unconscious forces. | |  | c. | Neo-Freudians revised parts of Freud’s theory, often placing less emphasis on sex and aggression and more on social motives and relationships. | |  | d. | Abraham Maslow and Carl Rogers were two well-known neo-Freudians. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Fact | |

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| 266. Freud’s legacy is evident in various psychodynamic theories, which emphasize   |  |  |  | | --- | --- | --- | |  | a. | internal motives, conflicts, and unconscious forces. | |  | b. | free will and self-determination. | |  | c. | that the whole of one’s personality is greater than the sum of its parts. | |  | d. | the use of rewards and punishments to shape behavior. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Concept | |

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| 267. Any theory of behavior that emphasizes internal conflicts, motives, and unconscious forces is a \_\_\_\_\_\_\_\_\_\_ theory.   |  |  |  | | --- | --- | --- | |  | a. | humanistic | |  | b. | behavioral | |  | c. | psychodynamic | |  | d. | Gestalt |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Fact | |

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| 268. Humanistic psychologists rejected psychoanalytic theory and behaviorism because they deemed both of these viewpoints to be   |  |  |  | | --- | --- | --- | |  | a. | unscientific. | |  | b. | too subjective. | |  | c. | too deterministic. | |  | d. | characterized by all of these. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Concept | |

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| 269. Which of the following is the idea that all behavior has prior causes that would completely explain one’s choices and actions if all such causes were known?   |  |  |  | | --- | --- | --- | |  | a. | humanism | |  | b. | natural selection | |  | c. | cultural relativity | |  | d. | determinism |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 270. Freud believed we are ruled by unconscious forces, while the behaviorists emphasized conditioning, rewards, and punishments. The humanists rejected both views due to their strong undercurrent of   |  |  |  | | --- | --- | --- | |  | a. | humanism. | |  | b. | free will. | |  | c. | self-actualization. | |  | d. | determinism. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 271. Humanistic psychologists emphasize our ability to make voluntary choices, which they were referred to as   |  |  |  | | --- | --- | --- | |  | a. | narcissism | |  | b. | free will. | |  | c. | self-actualization. | |  | d. | determinism. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 272. Which of the following is an approach to psychology that focuses on human experience, problems, potentials, and ideals and stresses subjective factors, such as one’s self-image, self-evaluation, and frame of reference?   |  |  |  | | --- | --- | --- | |  | a. | psychodynamic | |  | b. | humanism | |  | c. | structuralism | |  | d. | behaviorism |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Concept | |

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| 273. Humanistic theories emphasize   |  |  |  | | --- | --- | --- | |  | a. | internal motives, conflicts, and unconscious forces. | |  | b. | free will and self-determination. | |  | c. | that stimulus and response connections determine behavior. | |  | d. | the use of rewards and punishments to shape behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Concept | |

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| 274. Which school of thought in psychology believes that people can freely choose to live more creative, meaningful, and satisfying lives?   |  |  |  | | --- | --- | --- | |  | a. | humanism | |  | b. | behaviorism | |  | c. | structuralism | |  | d. | psychodynamic psychology |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 275. Which of the following would be considered humanistic psychologists?   |  |  |  | | --- | --- | --- | |  | a. | B.F. Skinner and John B. Watson | |  | b. | Wilhelm Wundt and E.B. Titchener | |  | c. | Max Wertheimer and William James | |  | d. | Abraham Maslow and Carl Rogers |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Fact | |

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| 276. Carl Rogers and Abraham Maslow belong to which school of thought in psychology?   |  |  |  | | --- | --- | --- | |  | a. | humanistic psychology | |  | b. | psychoanalytical psychology | |  | c. | behaviorism | |  | d. | Gestalt psychology |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Fact | |

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| 277. Which school of thought emphasizes that the psychological needs for love, self-esteem, belonging, self-expression, creativity, and spirituality are just as important as the biological needs for food and water?   |  |  |  | | --- | --- | --- | |  | a. | behaviorism | |  | b. | cognitive | |  | c. | humanism | |  | d. | psychodynamic |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Concept | |

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| 278. Although they now do research to test their ideas, the psychologists in which school of thought, initially, were less interested in treating psychology as a science and stressed more subjective factors, such as one’s self-image, self-evaluation, and frame of reference?   |  |  |  | | --- | --- | --- | |  | a. | behaviorists | |  | b. | functionalists | |  | c. | humanists | |  | d. | structuralists |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Fact | |

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| 279. Today, most humanistic psychologists   |  |  |  | | --- | --- | --- | |  | a. | believe that people’s behaviors are determined by forces beyond their control. | |  | b. | believe that people are ruled by unconscious forces. | |  | c. | still treat psychology as a philosophy rather than a science. | |  | d. | do research to test their ideas just as other psychologists do. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Concept | |

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| 280. A humanistic psychologist would refer to your perception of your own body, personality, and capabilities as your   |  |  |  | | --- | --- | --- | |  | a. | superego. | |  | b. | self-image. | |  | c. | archetype. | |  | d. | self-actualized self. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 281. Karen sees herself as attractive, extroverted, and dependable. According to the humanistic approach, Karen's description of herself would be referred to as   |  |  |  | | --- | --- | --- | |  | a. | her superego. | |  | b. | her self-image. | |  | c. | a self-reinforcement. | |  | d. | a self-actualization. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Application | |

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| 282. According to humanists, appraising yourself as good or bad would be referred to as   |  |  |  | | --- | --- | --- | |  | a. | self-actualization. | |  | b. | self-evaluation. | |  | c. | self-efficacy. | |  | d. | self-reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Fact | |

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| 283. According to humanists, the mental perspective that one uses to interpret events is referred to as one’s   |  |  |  | | --- | --- | --- | |  | a. | ego ideal. | |  | b. | perceptual constancy. | |  | c. | frame of reference. | |  | d. | ideal self. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Fact | |

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| 284. Frame of reference is   |  |  |  | | --- | --- | --- | |  | a. | another name for one's self-image. | |  | b. | one's image of others. | |  | c. | a mental perspective used for evaluating events. | |  | d. | a determinist perspective that is involved in shaping one's personality. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Fact | |

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| 285. Barry goes to a psychologist who will try to understand Barry's frame of reference in interpreting the world and to improve Barry's self-image. Barry's psychologist is most likely utilizing which approach to therapy?   |  |  |  | | --- | --- | --- | |  | a. | humanistic | |  | b. | behaviorist | |  | c. | psychoanalytical | |  | d. | functionalist |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Application | |

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| 286. Humanists seek to understand   |  |  |  | | --- | --- | --- | |  | a. | the role of rewards and punishments in controlling behavior. | |  | b. | how people perceive themselves and experience the world. | |  | c. | how childhood experiences influence adult behavior. | |  | d. | the role of dreams in determining behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Concept | |

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| 287. The concept of self-actualization was developed by which theorist and is a key feature of which school of thought in psychology?   |  |  |  | | --- | --- | --- | |  | a. | Maslow and humanism | |  | b. | Skinner and behaviorism | |  | c. | James and functionalism | |  | d. | Wertheimer and Gestalt psychology |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 288. Which of the following best describes Maslow's concept of self-actualization?   |  |  |  | | --- | --- | --- | |  | a. | the need to protect one's self-image through self-deception | |  | b. | the need to have a higher self-esteem | |  | c. | the need to develop one's potential fully | |  | d. | the need for power |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Fact | |

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| 289. The process of fully developing one's personal potential and becoming the best person one can become is known as   |  |  |  | | --- | --- | --- | |  | a. | introspection. | |  | b. | determinism. | |  | c. | conditioning. | |  | d. | self-actualization. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Fact | |

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| 290. You see a psychologist and tell her that you are feeling depressed. She talks to you about the goals you have for yourself, about your image of yourself, and about the choices that you can make in your life so that you can realize your potential. This psychologist would probably belong to which school of thought in psychology?   |  |  |  | | --- | --- | --- | |  | a. | humanistic | |  | b. | psychodynamic | |  | c. | behavioristic | |  | d. | Gestalt |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Application | |

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| 291. Eventually, behaviorism became less radical as it embraced a view that combined conditioning and cognition (thinking) to explain the behavior of animals. This less radical view of behaviorism is called   |  |  |  | | --- | --- | --- | |  | a. | ​functionalism. | |  | b. | ​humanistic behaviorism. | |  | c. | ​cognitive behaviorism. | |  | d. | ​Gestalt psychology. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 292. The psychological view that combines thinking (and the expectation of the reward) with learning theory is known as   |  |  |  | | --- | --- | --- | |  | a. | psychobehaviorism. | |  | b. | cognitive behaviorism. | |  | c. | cognitive functionalism. | |  | d. | Gestalt psychology. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | |

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| 293. A rat frequently visits a particular location in a maze because it offers access to food. A radical behaviorist would say that the rat visits this location because it is rewarded by the pleasure of eating each time that it goes there. A cognitive behaviorist would add that, in addition, the rat   |  |  |  | | --- | --- | --- | |  | a. | ​expects to find food at this location. | |  | b. | ​has adapted to the maze environment. | |  | c. | ​has developed an unconscious motivation to find food. | |  | d. | ​is biologically predisposed to seek out food. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 294. Patrick borrows his mother's car keys and tries to start the car as he has seen his parents do so often. Their neighbor, who is a psychologist, explained that Patrick modeled his parents' driving behavior because he had the expectation of being rewarded with the fun of driving. This explanation best fits which psychological viewpoint?   |  |  |  | | --- | --- | --- | |  | a. | psychobehaviorism | |  | b. | Gestalt psychology | |  | c. | psychoanalysis | |  | d. | cognitive behaviorism |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Application | |

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| 295. You frequently visit a particular website because it offers free streaming videos. Your psychology professor explains that you are not only rewarded by the pleasure of watching interesting videos each time you go to the site, but you also *expect* to find free videos at the site. This explanation best fits which psychological viewpoint?   |  |  |  | | --- | --- | --- | |  | a. | humanistic psychology | |  | b. | Gestalt psychology | |  | c. | cognitive behaviorism | |  | d. | psychoanalysis |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Application | |

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| 296. ​By the late 1950s, which of the following took form as the branch of scientific psychology that sought to explain how covert mental processes, such as thinking, feeling, problem solving, perception, and the use of language, influence our behavior?   |  |  |  | | --- | --- | --- | |  | a. | ​humanistic psychology | |  | b. | ​functionalism | |  | c. | ​cognitive psychology | |  | d. | ​psychodynamic psychology |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 297. ​Like cognitive behaviorism, cognitive psychology relies primarily upon   |  |  |  | | --- | --- | --- | |  | a. | ​introspection. | |  | b. | ​objective observation. | |  | c. | ​determining the person's frame of reference. | |  | d. | ​differentiating between conscious and unconscious forces. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 298. Dr. Grindel uses objective observation to study how perception and language affect our problem solving behavior. Dr. Grindel's area of research is most likely​ \_\_\_\_\_\_\_\_\_\_ psychology.   |  |  |  | | --- | --- | --- | |  | a. | ​Gestalt | |  | b. | ​psychodynamic | |  | c. | ​cognitive | |  | d. | ​humanistic |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 299. In 1883, the first psychology lab in the United States was founded at   |  |  |  | | --- | --- | --- | |  | a. | Harvard University. | |  | b. | Princeton University. | |  | c. | John Hopkins University. | |  | d. | Stanford University. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 300. In 1886, the first American psychology textbook was written by   |  |  |  | | --- | --- | --- | |  | a. | E.B. Titchener. | |  | b. | John Watson. | |  | c. | Carl Rogers. | |  | d. | John Dewey. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | |

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| 301. Which of the following notable events in psychology occurred FIRST?   |  |  |  | | --- | --- | --- | |  | a. | The American Psychological Association was founded. | |  | b. | Sigmund Freud published *The Interpretation of Dreams*. | |  | c. | Carl Rogers published *Counseling and Psychotherapy*. | |  | d. | Ivan Pavlov reports his research on conditioned reflexes. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | |

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| 302. Which of the following notable events in psychology occurred FIRST?   |  |  |  | | --- | --- | --- | |  | a. | Abraham Maslow publishes “A Theory of Human Motivation.” | |  | b. | William James publishes *Principles of Psychology.* | |  | c. | Max Wertheimer advances Gestalt viewpoint. | |  | d. | Ivan Pavlov reports his research on conditioned reflexes. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 303. Which of the following notable events in psychology occurred LAST?   |  |  |  | | --- | --- | --- | |  | a. | The American Psychological Association was founded. | |  | b. | Sigmund Freud published *The Interpretation of Dreams*. | |  | c. | Carl Rogers published *Counseling and Psychotherapy*. | |  | d. | The first American psychology lab was founded at Johns Hopkins. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | |

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| 304. ​Which of the following notable events in psychology occurred LAST?   |  |  |  | | --- | --- | --- | |  | a. | ​George Miller publishes *The Magic Number Seven, Plus or Minus Two.* | |  | b. | ​John Watson presents the behaviorist viewpoint. | |  | c. | ​Max Wertheimer and other researchers advance the Gestalt viewpoint. | |  | d. | ​Edward Titchener advances psychology based on introspection. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 305. According to your psychology text, which of the following statements is FALSE concerning women and ethnic minorities in the field of psychology?   |  |  |  | | --- | --- | --- | |  | a. | By 1906 in America, about one psychologist in 10 was a woman. | |  | b. | In 2012, the total percentage of women in the American Psychological Association was 38 percent. | |  | c. | Margaret Washburn was the first woman to be awarded a Ph.D. in psychology in 1894. | |  | d. | Inez Beverly Prosser, the first African-American female psychologist, was awarded her Ph.D. in 1933. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 306. Which of the following psychologists wrote an influential book on animal behavior, titled *The Animal Mind*, and was also the first woman to be awarded a Ph.D. in psychology?   |  |  |  | | --- | --- | --- | |  | a. | Margaret Washburn | |  | b. | Francis Sumner | |  | c. | Inez Beverly Prosser | |  | d. | Jane Goodall |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | |

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| 307. Margaret Washburn is best known   |  |  |  | | --- | --- | --- | |  | a. | as the first African-American female to be awarded a Ph.D. in 1933 and as an early leader in the debate about how to best educate African-American children. | |  | b. | for writing the first American psychology textbook and teaching the first course in psychology. | |  | c. | as the first woman to be awarded a Ph.D. in psychology and for writing an influential book on animal behavior, titled *The Animal Mind.* | |  | d. | as a neo-Freudian and one of the founders of humanistic psychology. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 308. Which of the following psychologists became the first African-American man to earn a doctoral degree in psychology in 1920, was chair of the Psychology Department at Howard University, and wrote articles critical of the under-representation of African Americans in American colleges and universities ?   |  |  |  | | --- | --- | --- | |  | a. | B. F. Skinner | |  | b. | Francis Cecil Sumner | |  | c. | Abraham Maslow | |  | d. | Edward Titchener |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 309. Francis Cecil Sumner is best known   |  |  |  | | --- | --- | --- | |  | a. | as a comparative psychologist, who wrote an influential book on animal behavior, titled *The Animal Mind*. | |  | b. | for writing the first American psychology textbook and teaching the first psychology course. | |  | c. | as the first President of the American Psychological Association. | |  | d. | as the first African-American man to earn a doctoral degree in psychology in 1920 and chair of the Psychology Department at Howard University. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 310. Which of the following psychologists became the first African-American female to be awarded a Ph.D. in 1933 and was one of the early leaders in the debate about how to best educate African-American children?   |  |  |  | | --- | --- | --- | |  | a. | Margaret Washburn | |  | b. | Francis Sumner | |  | c. | Inez Beverly Prosser | |  | d. | Carol Gilligan |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 311. Inez Beverly Prosser is best known   |  |  |  | | --- | --- | --- | |  | a. | for writing the first American psychology textbook. | |  | b. | as the first African-American female to be awarded a Ph.D. in 1933. | |  | c. | as the first woman President of the American Psychological Association. | |  | d. | as a comparative psychologist, who wrote an influential book on animal behavior, titled *The Animal Mind*. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 312. Regarding women and persons of color in the field of psychology, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | In 2010, 50 percent of full-time faculty and 65 percent of part-time faculty teaching in graduate schools of psychology were women, while 14 percent of full-time faculty and 12 percent of part-time faculty were racial or ethnic minorities. | |  | b. | In 2012, 57 percent of all members of the American Psychological Association were women | |  | c. | In 1920, Francis Cecil Sumner became the first African-American to earn a doctoral degree in psychology. | |  | d. | In 1933, Margaret Washburn became the first African-American female to be awarded a Ph.D. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 313. ​Regarding women and persons of color in the field of psychology, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | In 1906, only one out of 25 psychologists in the United States was a woman. | |  | b. | ​In 2008, 20 percent of all Ph.D. degrees in psychology were awarded to minority students. | |  | c. | In 2010, 50 percent of full-time faculty and 65 percent of part-time faculty teaching in graduate schools of psychology were women. | |  | d. | ​In 2010, 14 percent of full-time faculty and 12 percent of part-time faculty teaching in graduate schools of psychology were racial or ethnic minorities. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 314. Regarding the early years of psychological research, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | To prevent gender bias in research, researchers could have combined the results of the men and women in their studies. | |  | b. | The predominance of early Caucasian male psychologists inadvertently introduced a narrowness into psychological theory and research. | |  | c. | During the early years in psychology, biases concerning the race, ethnicity, age, and sexual orientation of researchers and participants in psychological research limited our understanding. | |  | d. | During the early years in psychological research, far too many conclusions were created by and/or based on small groups of people who did not represent the rich diversity of humanity. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 315. ​In Lawrence Kohlberg’s research regarding how we develop moral values, his participants were primarily male. Later studies on the moral development of women were conducted by Carol Gilligan. Which of the following statements regarding these two studies is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | ​Both studies obtained the same results regarding women’s moral development. | |  | b. | ​Carol Gilligan found that women’s moral development was based on justice, while Kohlberg found that women’s moral development was based on caring. | |  | c. | ​Lawrence Kohlberg found that women showed a greater moral maturity than did the men in his study. | |  | d. | ​Kohlberg’s study was an example of gender bias in research because few women were involved in the study, and Kohlberg assumed that theories based on men would also apply to women. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | |

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| 316. ​In Kohlberg’s study of moral development, few women were involved in doing the studies, and Kohlberg assumed that theories based on men also applied to women. Thus, Kohlberg’s study was an example of gender \_\_\_\_\_\_\_\_\_\_ in research.   |  |  |  | | --- | --- | --- | |  | a. | ​equity | |  | b. | ​bias | |  | c. | ​balancing | |  | d. | ​proportioning |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Concept | |

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| 317. The tendency for females to be underrepresented as research subjects and female topics to be ignored by many investigators is referred to as \_\_\_\_\_\_\_\_\_\_ in research.​   |  |  |  | | --- | --- | --- | |  | a. | ​gender bias | |  | b. | ​the courtesy bias | |  | c. | ​the observer effect | |  | d. | ​proportionate sampling |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | |

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| 318. Doctors recommend that both men and women take an aspirin every day to prevent heart attacks. However, the sample in the research study only contained men. The problem with doctors making this aspirin recommendation reflects a \_\_\_\_\_\_\_\_\_\_ in research.​   |  |  |  | | --- | --- | --- | |  | a. | ​proportionate sampling | |  | b. | ​sex balancing | |  | c. | ​gender bias | |  | d. | ​sampling average |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Application | |

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| 319. ​Gender bias in research includes all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | ​the tendency for females to be underrepresented as research subjects. | |  | b. | ​female topics being ignored by many investigators. | |  | c. | ​researchers combining the results from men and women and hiding important male-female differences. | |  | d. | researchers ​failing to assume that conclusions based on men also apply to women. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | |

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| 320. ​You are planning to recruit volunteers from among the students at a local university. If you accept both male and female volunteers, you should be aware that   |  |  |  | | --- | --- | --- | |  | a. | ​unequal numbers of men and women may volunteer for some kinds of research. | |  | b. | ​combining the results from men and women may hide important male-female differences. | |  | c. | ​having unequal numbers of volunteers as well as combining the results from men and women may adversely affect your results. | |  | d. | ​neither having unequal numbers of volunteers nor combining the results from men and women will have any significant effects on your results. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Application | |

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| 321. Regarding diversity in psychological research, which of the following statements is FALSE?​   |  |  |  | | --- | --- | --- | |  | a. | ​The vast majority of human participants in psychology experiments are recruited from introductory psychology courses. | |  | b. | ​Most of the participants in psychological research have been Caucasian members of the middle class with most of the researchers themselves being Caucasian males. | |  | c. | ​If a study has a disproportionate number of Caucasian participants in comparison to other ethnic groups, the results of the study should be considered completely invalidated. | |  | d. | ​Over the years, there has been a strongly ingrained tendency to assume that what Western researchers discover studying Western research participants is the norm in human behavior. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | |

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| 322. ​If a study has a disproportionate number of Caucasian participants in comparison to other ethnic groups, this disproportion   |  |  |  | | --- | --- | --- | |  | a. | ​may place limitations on the meaning of the results. | |  | b. | ​will completely invalidate the results of this study. | |  | c. | ​will not have a significant effect; therefore, the results of the study should be completely accepted. | |  | d. | ​will prevent this study from being conducted until enough participants from other ethnic groups are recruited. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Concept | |

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| 323. ​Although functionalism and Gestalt psychology have blended into newer, broader perspectives, which school of thought in psychology has disappeared entirely?   |  |  |  | | --- | --- | --- | |  | a. | ​structuralism | |  | b. | ​behaviorism | |  | c. | ​humanistic psychology | |  | d. | ​psychodynamic psychology |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Fact | |

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| 324. Regarding contemporary trends in psychology, which of the following statements is FALSE?​   |  |  |  | | --- | --- | --- | |  | a. | ​Behaviorism as a school of thought has disappeared entirely. | |  | b. | ​Functionalism and Gestalt psychology have blended into newer, broader perspectives. | |  | c. | ​The three broad views that shape modern psychology are the biological, psychological, and sociocultural perspectives. | |  | d. | ​During the early days in psychology, loyalty to each school of thought in psychology was fierce, and clashes were common. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Fact | |

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| 325. ​Regarding contemporary trends in psychology, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | ​Structuralism as a school of thought has disappeared entirely. | |  | b. | ​Functionalism and Gestalt psychology have blended into newer, broader perspectives. | |  | c. | ​The three broad views that shape modern psychology are the biological, psychological, and sociocultural perspectives. | |  | d. | ​During the early days in psychology, psychologists tended to embrace a variety of theoretical views, while today’s psychologists tend to show a fierce loyalty to their school of thought and clash over theories. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Fact | |

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| 326. According to your textbook, which of the following is NOT one of the three broad perspectives that shape modern psychology?   |  |  |  | | --- | --- | --- | |  | a. | biological | |  | b. | therapeutic | |  | c. | psychological | |  | d. | sociocultural |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Fact | |

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| 327. Which broad perspective in modern psychology seeks to explain behavior in terms of brain processes, evolution, and genetics?   |  |  |  | | --- | --- | --- | |  | a. | sociocultural | |  | b. | behavioristic | |  | c. | psychodynamic | |  | d. | biological |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Fact | |

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| 328. Which contemporary view in psychology advocates that human and animal behavior is the result of internal physical and chemical mechanisms?   |  |  |  | | --- | --- | --- | |  | a. | biopsychological | |  | b. | behavioristic | |  | c. | psychodynamic | |  | d. | humanistic |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Fact | |

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| 329. Psychologists who advocate the biopsychological view   |  |  |  | | --- | --- | --- | |  | a. | limit the scope of their study to animals. | |  | b. | are concerned primarily with environmental influences on behavior. | |  | c. | explore interactions between humans and other living things. | |  | d. | attempt to explain behavior in terms of physical processes. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Concept | |

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| 330. Biopsychologists and others who study the brain and nervous system, such as biologists and biochemists, form the broader field of   |  |  |  | | --- | --- | --- | |  | a. | evolutionary psychology. | |  | b. | cognitive science. | |  | c. | neuroscience. | |  | d. | ethnology. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Fact | |

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| 331. Which contemporary view of behavior is considered reductionistic and mechanistic and seeks to explain behavior through the activity of genetics, the endocrine system, and one’s physiology?   |  |  |  | | --- | --- | --- | |  | a. | behaviorist | |  | b. | biopsychological | |  | c. | psychodynamic | |  | d. | humanistic |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Fact | |

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| 332. Which contemporary view of behavior is considered reductionistic and mechanistic and seeks to explain behavior through the process of natural selection?   |  |  |  | | --- | --- | --- | |  | a. | behaviorist | |  | b. | humanistic | |  | c. | psychodynamic | |  | d. | evolutionary |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Fact | |

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| 333. Psychologists who advocate the evolutionary view explain behavior through   |  |  |  | | --- | --- | --- | |  | a. | stimuli and responses. | |  | b. | natural selection. | |  | c. | unconscious impulses. | |  | d. | interactionist processes. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 334. According to your textbook, which view of human behavior is NOT considered a part of the psychological perspective?   |  |  |  | | --- | --- | --- | |  | a. | cognitive view | |  | b. | humanistic view | |  | c. | sociocultural view | |  | d. | behaviorist view |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Fact | |

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| 335. Which contemporary view in psychology sees behavior as being shaped and controlled by one’s environment?   |  |  |  | | --- | --- | --- | |  | a. | cognitive | |  | b. | humanistic | |  | c. | biopsychological | |  | d. | behaviorist |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Fact | |

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| 336. Which of the following psychological approaches is matched correctly to its view of human nature?   |  |  |  | | --- | --- | --- | |  | a. | psychodynamic----------------positive, philosophical view | |  | b. | behaviorist---------------------neutral, scientific, somewhat mechanistic view | |  | c. | humanistic---------------------somewhat negative, pessimistic view | |  | d. | cognitive-----------------------positive, philosophical view |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Concept | |

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| 337. The contemporary view in psychology that emphasizes the study of observable behavior and the effects of learning and stresses the influence of external rewards and punishments is the \_\_\_\_\_\_\_\_\_\_ view.   |  |  |  | | --- | --- | --- | |  | a. | cognitive | |  | b. | humanistic | |  | c. | biopsychological | |  | d. | behaviorist |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 338. Latoya’s mother has established a reward system in which Latoya earns one gold star for each chore she completes each day. If she earns 25 stars by the end of the week, Latoya’s mother will take her to play at the “fast food restaurant’s” playground for two hours. Latoya’s mother is using which psychological approach?   |  |  |  | | --- | --- | --- | |  | a. | psychodynamic | |  | b. | cognitive | |  | c. | humanistic | |  | d. | behaviorist |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Application | |

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| 339. Which contemporary view in psychology sees behavior in terms of the mental processing of information?   |  |  |  | | --- | --- | --- | |  | a. | cognitive | |  | b. | humanistic | |  | c. | behaviorist | |  | d. | biopsychological |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Fact | |

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| 340. In describing how a person arrives at a decision, a psychology professor explains to his class that “the mind is very much like a computer and that decision-making involves input, processing, storage, and output.” This professor is emphasizing which view of behavior?   |  |  |  | | --- | --- | --- | |  | a. | cognitive | |  | b. | behaviorist | |  | c. | humanistic | |  | d. | psychodynamic |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Application | |

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| 341. Which psychology has gained prominence in recent years as researchers have devised ways to objectively study covert behaviors, such as thinking, memory, language, problem-solving, consciousness, and creativity?   |  |  |  | | --- | --- | --- | |  | a. | cognitive psychology | |  | b. | psychodynamic psychology | |  | c. | structuralism | |  | d. | humanistic psychology |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Fact | |

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| 342. Which of the following psychological approaches is matched correctly to its view of human nature?   |  |  |  | | --- | --- | --- | |  | a. | behaviorist------------------positive, philosophical view | |  | b. | humanistic------------------neutral, scientific, somewhat mechanistic view | |  | c. | psychodynamic------------somewhat negative, pessimistic view | |  | d. | cognitive--------------------positive, philosophical view |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Concept | |

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| 343. A psychologist whose viewpoint is psychodynamic   |  |  |  | | --- | --- | --- | |  | a. | focuses on self-image and self-actualization to explain behavior. | |  | b. | believes behavior is directed by unconscious forces within one’s personality. | |  | c. | emphasizes the study of observable behavior. | |  | d. | emphasizes subjective factors and personal growth. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Concept | |

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| 344. Which view within the psychological perspective sees behavior as the result of hidden, clashing forces within one’s personality?   |  |  |  | | --- | --- | --- | |  | a. | cognitive | |  | b. | humanistic | |  | c. | psychodynamic | |  | d. | biopsychological |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Concept | |

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| 345. Sandra claims that Antoine’s anxiety originates from unresolved sexual conflicts residing in his unconscious. Sandra’s interpretation of Antoine’s condition is consistent with the \_\_\_\_\_\_\_\_\_\_ perspective.   |  |  |  | | --- | --- | --- | |  | a. | behaviorist | |  | b. | humanistic | |  | c. | psychodynamic | |  | d. | cognitive |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Application | |

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| 346. Which of the following psychological approaches is matched correctly to its view of human nature?   |  |  |  | | --- | --- | --- | |  | a. | humanistic------------------positive, philosophical view | |  | b. | psychodynamic------------neutral, scientific, somewhat mechanistic view | |  | c. | behaviorist-----------------somewhat negative, pessimistic view | |  | d. | cognitive--------------------positive, philosophical view |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Concept | |

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| 347. Which perspective focuses on subjective, conscious experience, human problems, potentials, and ideals and emphasizes one’s self-image and self-actualization?   |  |  |  | | --- | --- | --- | |  | a. | behaviorist | |  | b. | humanistic | |  | c. | psychodynamic | |  | d. | cognitive |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Concept | |

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| 348. Taylor believes his behavior is guided by his own self-image and that he has the power to control his own fate and reach his full potential. Taylor has adopted which psychological perspective?   |  |  |  | | --- | --- | --- | |  | a. | behaviorist | |  | b. | cognitive | |  | c. | psychodynamic | |  | d. | humanistic |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Application | |

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| 349. Which of the following perspectives in psychology takes an interactionist view of human nature and emphasizes that behavior is related to the environment within which a person is born, grows up, and lives from day to day?   |  |  |  | | --- | --- | --- | |  | a. | evolutionary | |  | b. | behaviorist | |  | c. | humanistic | |  | d. | sociocultural |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Concept | |

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| 350. Which of the following perspectives is matched correctly to its view of human nature?   |  |  |  | | --- | --- | --- | |  | a. | sociocultural---------------neutral, interactionist | |  | b. | psychodynamic------------neutral, scientific, somewhat mechanistic view | |  | c. | behaviorist-----------------somewhat negative, pessimistic view | |  | d. | cognitive--------------------positive, philosophical view |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 351. The study of human strengths, virtues, and optimal behavior is called \_\_\_\_\_\_\_\_\_\_ psychology.   |  |  |  | | --- | --- | --- | |  | a. | ​positive | |  | b. | ​psychodynamic | |  | c. | ​sociocultural | |  | d. | ​cognitive |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.2 - Describe the topics that are being formally studied as part of positive psychology. | | *KEYWORDS:* | Fact | |

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| 352. Inspired by the humanists, which type of psychology focuses on our potential for optimal functioning and addresses such topics as love, happiness, creativity, well-being, self-confidence, and achievement?   |  |  |  | | --- | --- | --- | |  | a. | positive psychology | |  | b. | psychodynamic psychology | |  | c. | sociocultural psychology | |  | d. | cognitive psychology |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.2 - Describe the topics that are being formally studied as part of positive psychology. | | *KEYWORDS:* | Concept | |

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| 353. Dr. Maxwell is conducting research to determine how a person’s subjective well-being is affected by his or her goals, choices, values, emotions, and personality. Dr. Maxwell’s research would fit under which psychological approach?   |  |  |  | | --- | --- | --- | |  | a. | behaviorism | |  | b. | psychodynamic theory | |  | c. | positive psychology | |  | d. | Gestalt principles of perception |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.2 - Describe the topics that are being formally studied as part of positive psychology. | | *KEYWORDS:* | Application | |

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| 354. Regarding psychology and cultural diversity, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Currently, over 100 million Americans are African American, Hispanic, Asian American, Native American, or Pacific Islander. | |  | b. | In some large cities, “minority” groups are already the majority. | |  | c. | To understand human behavior fully, personal differences based on age, race, culture, ethnicity, gender, and sexual orientation must be taken into account. | |  | d. | The interactionist view of human nature that emphasizes that behavior is related to one’s environment is referred to as the evolutionary perspective. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.3 - Explain how most of what we think, feel, and do are influenced by social and cultural factors; and discuss the importance of considering cultural relativity and social norms in understanding behavior. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 355. The idea that behavior must be judged relative to the values of the culture in which it occurs is called   |  |  |  | | --- | --- | --- | |  | a. | relative deprivation. | |  | b. | normal behavior. | |  | c. | ethnocentric behavior. | |  | d. | cultural relativity. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.3 - Explain how most of what we think, feel, and do are influenced by social and cultural factors; and discuss the importance of considering cultural relativity and social norms in understanding behavior. | | *KEYWORDS:* | Fact | |

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| 356. Taking your clients’ cultural beliefs and values into account when making diagnoses and before beginning therapy illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | social accommodation. | |  | b. | cultural relativity. | |  | c. | ethnocentrism. | |  | d. | cultural assimilation. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.3 - Explain how most of what we think, feel, and do are influenced by social and cultural factors; and discuss the importance of considering cultural relativity and social norms in understanding behavior. | | *KEYWORDS:* | Concept | |

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| 357. Your client, Linda, who is a Native American, tells you that spirits live in the trees near her home. To be an effective counselor, you will need to judge Linda’s behavior in relation to the values of the Native American culture. This example illustrates the idea of   |  |  |  | | --- | --- | --- | |  | a. | social accommodation. | |  | b. | ethnocentrism. | |  | c. | cultural relativity. | |  | d. | cultural assimilation. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.3 - Explain how most of what we think, feel, and do are influenced by social and cultural factors; and discuss the importance of considering cultural relativity and social norms in understanding behavior. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 358. Cultural differences, age, ethnicity, gender, religion, disability, and sexual orientation all affect the unspoken rules for acceptable and expected behavior called   |  |  |  | | --- | --- | --- | |  | a. | social norms. | |  | b. | cultural laws. | |  | c. | universal norms. | |  | d. | cultural relational behaviors. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.3 - Explain how most of what we think, feel, and do are influenced by social and cultural factors; and discuss the importance of considering cultural relativity and social norms in understanding behavior. | | *KEYWORDS:* | Fact | |

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| 359. Rules that define acceptable and expected behavior for members of various groups are called   |  |  |  | | --- | --- | --- | |  | a. | social norms. | |  | b. | cultural laws. | |  | c. | universal norms. | |  | d. | cultural relational behaviors. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.3 - Explain how most of what we think, feel, and do are influenced by social and cultural factors; and discuss the importance of considering cultural relativity and social norms in understanding behavior. | | *KEYWORDS:* | Fact | |

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| 360. Which of the following statements about social norms is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Social norms are rules that define acceptable and expected behavior for members of various groups. | |  | b. | Cultural differences, ethnicity, and gender are factors that influence social norms. | |  | c. | Age, disability, and sexual orientation have not been shown to influence social norms. | |  | d. | Social norms are too often based on the behavior of white, middle-class heterosexual, middle-class Western males, rather than being culturally sensitive. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.3 - Explain how most of what we think, feel, and do are influenced by social and cultural factors; and discuss the importance of considering cultural relativity and social norms in understanding behavior. | | *KEYWORDS:* | Fact | |

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| 361. When making diagnoses and conducting therapy, psychologists should   |  |  |  | | --- | --- | --- | |  | a. | take into account their clients’ personal differences regarding age, race, culture, ethnicity, gender, and sexual orientation. | |  | b. | use an unstated standard for judging what is normal for each individual. | |  | c. | ignore cultural differences and use one psychological perspective for viewing all clients. | |  | d. | use the behavior of the middle-class American male as a standard for assessing what is “average.” |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.3 - Explain how most of what we think, feel, and do are influenced by social and cultural factors; and discuss the importance of considering cultural relativity and social norms in understanding behavior. | | *KEYWORDS:* | Concept | |

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| 362. ​Today, many psychologists realize that a single perspective is unlikely to fully explain complex human behavior, so they draw insights from a variety of perspectives. As a result, these psychologists would be described as a(n) \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | ​eclectic | |  | b. | ​positive | |  | c. | ​humanistic | |  | d. | ​sociocultural |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.4 - Describe the eclectic blending of viewpoints that is occurred in psychology today. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 363. A psychologist who is “eclectic” can best be described as   |  |  |  | | --- | --- | --- | |  | a. | rejecting determinism in favor of free will. | |  | b. | cognitive rather than behavioral. | |  | c. | drawing insights from a variety of perspectives. | |  | d. | preferring pseudo-psychological approaches. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.4 - Describe the eclectic blending of viewpoints that is occurred in psychology today. | | *KEYWORDS:* | Concept | |

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| 364. Eclectic psychologists are known for   |  |  |  | | --- | --- | --- | |  | a. | treating only minor adjustment problems. | |  | b. | drawing on a variety of theoretical views. | |  | c. | working in many different mental health settings. | |  | d. | stressing the role of the unconscious. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.4 - Describe the eclectic blending of viewpoints that is occurred in psychology today. | | *KEYWORDS:* | Fact | |

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| 365. You discuss your feelings of loneliness with a psychologist, who responds by having you consider how your own behaviors contribute and reinforce your loneliness, how your early childhood relationship with your parents influences current relationships, and how your distorted self-image may inhibit you from seeking new relationships. This psychologist is most likely   |  |  |  | | --- | --- | --- | |  | a. | a humanist. | |  | b. | eclectic. | |  | c. | a behaviorist. | |  | d. | Freudian. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.4 - Describe the eclectic blending of viewpoints that is occurred in psychology today. | | *KEYWORDS:* | Application | |

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| 366. When a psychologist draws and utilizes aspects from many different psychological theories and approaches, we say that the psychologist is   |  |  |  | | --- | --- | --- | |  | a. | psychoanalytic-behavioral. | |  | b. | a functionalist. | |  | c. | a structuralist. | |  | d. | eclectic. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.4 - Describe the eclectic blending of viewpoints that is occurred in psychology today. | | *KEYWORDS:* | Concept | |

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| 367. What percent of psychologists are directly involved in providing mental health services?   |  |  |  | | --- | --- | --- | |  | a. | 25 percent | |  | b. | 30 percent | |  | c. | 45 percent | |  | d. | 65 percent |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 368. What percent of psychologists are employed full-time at colleges and universities, where they teach, do research, consult, or conduct therapy?   |  |  |  | | --- | --- | --- | |  | a. | 10 percent | |  | b. | 24 percent | |  | c. | 32 percent | |  | d. | 58 percent |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 369. Presently, the American Psychological Association consists of at least how many different divisions, each reflecting special skills or areas of interest?   |  |  |  | | --- | --- | --- | |  | a. | 20 | |  | b. | 30 | |  | c. | 40 | |  | d. | 50 |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Fact | |

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| 370. Dr. Causey is interested in how the effects of dopamine levels impact schizophrenia and Parkinson's disease. Dr. Causey is most likely a   |  |  |  | | --- | --- | --- | |  | a. | cognitive psychologist. | |  | b. | biopsychologist. | |  | c. | social psychologist. | |  | d. | forensic psychologist. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 371. Brain mechanisms involved in hunger and thirst would most likely be studied by a   |  |  |  | | --- | --- | --- | |  | a. | personality theorist. | |  | b. | sensory psychologist. | |  | c. | learning theorist. | |  | d. | biopsychologist. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Concept | |

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| 372. The “fight or flight” branch of the autonomic nervous system would be of most interest to a   |  |  |  | | --- | --- | --- | |  | a. | personality theorist. | |  | b. | sensory psychologist. | |  | c. | biopsychologist. | |  | d. | forensic psychologist. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Concept | |

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| 373. Psychologists who specialize in the treatment of human emotional problems are called \_\_\_\_\_\_\_\_\_\_ psychologists.   |  |  |  | | --- | --- | --- | |  | a. | psychiatric or neuro- | |  | b. | personality or developmental | |  | c. | clinical or counseling | |  | d. | comparative or experimental |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Fact | |

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| 374. Dr. Bogato is a psychologist who works at a mental hospital with clients who have severe mental disorders, such as major depression, bipolar disorder, and schizophrenia. He works closely with the psychiatrists at the hospital and conducts psychotherapy with the residents. Dr. Bogato is most likely a \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | personality | |  | b. | clinical | |  | c. | comparative | |  | d. | developmental |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 375. Which area of specialization in psychology is primarily interested in how individuals remember, reason, and solve problems?   |  |  |  | | --- | --- | --- | |  | a. | comparative | |  | b. | sensation and perception | |  | c. | developmental | |  | d. | cognitive |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Fact | |

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| 376. Samantha is investigating the differences in the critical thinking and decision-making skills of people in different occupations. Samantha is most likely a   |  |  |  | | --- | --- | --- | |  | a. | cognitive psychologist. | |  | b. | developmental psychologist. | |  | c. | psychologist studying sensation and perception. | |  | d. | learning theorist. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 377. Santos is interested in how reasoning, memory, and problem solving are related to computer game playing. Santos is most likely a \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | comparative | |  | b. | developmental | |  | c. | personality | |  | d. | cognitive |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 378. Celia is a psychologist whose job involves promoting community-wide mental health through research, prevention, education, and consultation. Celia would be a \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | comparative | |  | b. | developmental | |  | c. | community | |  | d. | cultural |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 379. Trena is a psychologist, who has conducted research into the spread of sexually transmitted diseases among teenagers and is presently setting up an educational program for the schools throughout her region. Her program will promote education, prevention, and treatment of the major sexually transmitted diseases. Trena is most likely a(n) \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | educational | |  | b. | developmental | |  | c. | environmental | |  | d. | community |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 380. The study of similarities and differences in the behavior of different species is called   |  |  |  | | --- | --- | --- | |  | a. | biology. | |  | b. | comparative psychology. | |  | c. | environmental psychology. | |  | d. | differential psychology. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Fact | |

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| 381. Comparative psychologists are primarily interested in   |  |  |  | | --- | --- | --- | |  | a. | stimulus-response connections. | |  | b. | animal behavior. | |  | c. | the comparison of functional and behavioral psychology. | |  | d. | the comparison of different types of psychotherapy. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Fact | |

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| 382. Which type of psychologists would be most likely to study the communication patterns of chimpanzees and porpoises?   |  |  |  | | --- | --- | --- | |  | a. | biopsychologist | |  | b. | comparative psychologist | |  | c. | environmental psychologist | |  | d. | social psychologist |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 383. The domestication of various species of animals would be of primary importance to which area of specialization in psychology?   |  |  |  | | --- | --- | --- | |  | a. | comparative | |  | b. | developmental | |  | c. | environmental | |  | d. | forensic |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Concept | |

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| 384. If you are a psychologist and your job involves expanding the market for products that are environmentally friendly, then you are most likely a(n) \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | community | |  | b. | comparative | |  | c. | consumer | |  | d. | industrial-organizational |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 385. Cambria is a psychologist who is conducting research regarding which marketing methods and which types of packaging were the most successful in selling her company’s products to college students. Cambria is most likely a(n) \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | community | |  | b. | environmental | |  | c. | consumer | |  | d. | comparative |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 386. Which type of psychologist tends to treat milder problems, such as problems at work or school, rather than severe psychotic disorders?   |  |  |  | | --- | --- | --- | |  | a. | clinical | |  | b. | counseling | |  | c. | comparative | |  | d. | social |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Concept | |

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| 387. Rather than working with severe disorders, Dr. Chantel tends to treat milder disorders. On most days, she conducts psychotherapy with clients who are experiencing adjustment problems due to job loss or divorce or helping clients with parenting issues. Dr. Chantel is most likely a \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | clinical | |  | b. | counseling | |  | c. | comparative | |  | d. | social |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 388. Jake is a psychologist, who is interested in how people’s behavior is affected by the language they speak, the foods they eat, the laws they obey, and how their families disciplined when they were children. Jake is most likely a \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | learning | |  | b. | cultural | |  | c. | community | |  | d. | cognitive |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 389. Eastern societies emphasize the importance of cooperation over individuality. The reverse tends to be true in Western societies. These findings would be of primary interest to which group of psychologists?   |  |  |  | | --- | --- | --- | |  | a. | cultural | |  | b. | community | |  | c. | forensic | |  | d. | comparative |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 390. "I seek to understand the principles whereby a person's ability to think, speak, perceive, and learn changes as they go through their life span." This statement identifies one as a \_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | physiological | |  | b. | social | |  | c. | developmental | |  | d. | sensory and perceptual |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 391. If you read an article comparing the value of breastfeeding versus formula feeding on the physical growth of infants, the psychologist who wrote this article is probably a \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | comparative | |  | b. | developmental | |  | c. | social | |  | d. | gender |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 392. Which type of psychologist would most likely study the improvement of children’s memory as they age from three to 12 years?   |  |  |  | | --- | --- | --- | |  | a. | evolutionary | |  | b. | comparative | |  | c. | developmental | |  | d. | gender |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 393. Dr. Ward investigates classroom dynamics, teaching styles, and learning. He also develops tests that will be used to evaluate learning. Dr. Ward is most likely a(n) \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | social | |  | b. | comparative | |  | c. | developmental | |  | d. | educational |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 394. Using a test she developed, Dr. Candel is able to distinguish among the students’ different learning styles, that is, whether they are vision learners, auditory learners, tactile learners, etc. Dr. Candel is most likely a(n) \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | social | |  | b. | comparative | |  | c. | developmental | |  | d. | educational |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 395. Will conducts applied research on the design of machinery, computers, airplanes, and automobiles for business, industry, and the military. Will is most likely a(n) \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | engineering | |  | b. | comparative | |  | c. | consumer | |  | d. | sensation and perception |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 396. “I’m studying how people use movement-based computer interfaces, like X-box Kinect.” This statement would most likely be made by which type of psychologist?   |  |  |  | | --- | --- | --- | |  | a. | engineering | |  | b. | comparative | |  | c. | environmental | |  | d. | sensation and perception |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 397. Montel studies the effects of urban noise, crowding, and the human use of space. Montel is most likely a(n) \_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | developmental | |  | b. | environmental | |  | c. | comparative | |  | d. | health |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 398. “I am concerned about global warming and want to understand what impact rising temperatures have on human culture.” This statement would most likely be made by which type of psychologist?   |  |  |  | | --- | --- | --- | |  | a. | developmental | |  | b. | environmental | |  | c. | comparative | |  | d. | health |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 399. Jeremy is a psychologist working with a team of archeologists. By working with this team, he hopes to piece together the changes that have occurred in human parenting since the dawn of time. Jeremy is most likely a(n) \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | social | |  | b. | forensic | |  | c. | evolutionary | |  | d. | environmental |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 400. Which type of psychologist would most likely study how the human species went from eating with their fingers to using utensils?   |  |  |  | | --- | --- | --- | |  | a. | learning | |  | b. | evolutionary | |  | c. | social | |  | d. | comparative |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 401. Dr. Dauphine has been studying consistent trends in how males and females have selected their mates throughout the long history of humankind. Dr. Dauphine is most likely a(n) \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | evolutionary | |  | b. | developmental | |  | c. | personality | |  | d. | comparative |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 402. Luis is a psychologist who is interested in applying psychological principles to legal issues, such as researching the reliability of eyewitness testimony. Luis is most likely a \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | forensic | |  | b. | cultural | |  | c. | comparative | |  | d. | social |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 403. Janie is a psychologist, who works for a cable network that regularly televises court proceedings and provides commentary for the viewers. Janie is most likely a \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | clinical | |  | b. | personality | |  | c. | forensic | |  | d. | comparative |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 404. Joaquin is a psychologist studying how exposure to different kinds of play (e.g., with dolls versus blocks) affects the development of boys versus girls. Joaquin is most likely a(n) \_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | gender | |  | b. | comparative | |  | c. | personality | |  | d. | evolutionary |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 405. Benita is studying the different management styles of female CEOs versus male CEOs. Benita is most likely a \_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | comparative | |  | b. | gender | |  | c. | learning | |  | d. | developmental |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 406. Dr. Berka is studying how biology, child rearing, education, and societal stereotypes influence the differing behaviors exhibited by females and males in the workplace. Dr. Berka is most likely a(n) \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | comparative | |  | b. | developmental | |  | c. | gender | |  | d. | evolutionary |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 407. “How to better help people overcome drug addictions is my field of study.” This statement was most likely made by a \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | comparative | |  | b. | developmental | |  | c. | forensic | |  | d. | health |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 408. Manuel is a psychologist employed by the human relations department of a car manufacturer. He helps select job applicants and also helps to improve workplace conditions and work relationships so that the company can operate effectively. Manuel is most likely a(n) \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | personality | |  | b. | forensic | |  | c. | educational | |  | d. | industrial-organizational |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 409. ​Dr. Wierner is conducting research to find out whether intelligence or emotion plays the greater role in successful management styles. Dr. Wierner is most likely a(n) \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | ​forensic | |  | b. | ​environmental | |  | c. | ​comparative | |  | d. | ​industrial-organizational |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 410. Dr. Sartus is interested in how conditioning is involved in the development of superstitious behavior. Dr. Sartus’ area of specialization in psychology is   |  |  |  | | --- | --- | --- | |  | a. | learning. | |  | b. | sensation and perception. | |  | c. | comparative psychology. | |  | d. | biopsychology. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 411. If you are having a hard time housebreaking your young, healthy puppy to use the puppy pads, helpful information regarding how to reinforce your puppy would most likely come from a   |  |  |  | | --- | --- | --- | |  | a. | biopsychologist. | |  | b. | developmental psychologist. | |  | c. | sensation and perception theorist. | |  | d. | learning theorist. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 412. Token economies within institutions that utilize tangible rewards for appropriate behaviors and a loss of privileges for inappropriate behaviors would be an important area of study for   |  |  |  | | --- | --- | --- | |  | a. | comparative psychologists. | |  | b. | learning theorists. | |  | c. | biopsychologists. | |  | d. | psychologists investigating sensation and perception. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 413. Dr. Galton helps people to take better charge of their own health through techniques, such as learning to do self-screenings for cancer and understanding the emotional impact of illness. Dr. Galton is most likely a(n) \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | educational | |  | b. | sensation and perception | |  | c. | medical | |  | d. | social |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 414. Dr. Ables has constructed trait profiles of individuals who show success in school and on the job. Dr. Ables is most likely a \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | cognitive | |  | b. | learning | |  | c. | perception | |  | d. | personality |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 415. Quinton is studying the temperamental differences in persons exhibiting Type A and Type B behaviors. Quinton is most likely a \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | comparative | |  | b. | learning | |  | c. | personality | |  | d. | social |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 416. Connie’s job as a psychologist involves the use of psychological testing for the vocational counseling of students as well as to detect and treat learning disabilities. Connie is most likely a \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | personality | |  | b. | comparative | |  | c. | school | |  | d. | clinical |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 417. Ami is investigating how people come to know the world through their visual ability. She is also studying how people interpret this visual information in order to recognize faces. Ami is a \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  |  | | --- | --- | --- | |  | a. | comparative | |  | b. | developmental | |  | c. | sensation and perception | |  | d. | learning |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 418. If you were interested in how the human mind is able to interpret depth and distance when looking at a painting on a flat canvas, you would be most interested in the psychological specialty area of   |  |  |  | | --- | --- | --- | |  | a. | personality theory. | |  | b. | comparative psychology. | |  | c. | sensation and perception. | |  | d. | forensic psychology. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 419. A psychologist working in which psychological specialty might explore how a person is able to recognize someone’s voice over the telephone by interpreting pitch?   |  |  |  | | --- | --- | --- | |  | a. | personality | |  | b. | comparative | |  | c. | learning | |  | d. | sensation and perception |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 420. A characteristic feature of research carried out by social psychologists is that it   |  |  |  | | --- | --- | --- | |  | a. | is concerned with the effects of age and psychological growth. | |  | b. | includes topics such as arousal, EEG, biochemistry, and neurons. | |  | c. | includes topics such as attitudes, conformity, leadership, and prejudice. | |  | d. | is concerned with the design of machines to be used by people. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Concept | |

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| 421. Which specialty area in psychology would be most likely to study how people interact in group settings, including such areas as interpersonal attraction, friendships, and peer influences?   |  |  |  | | --- | --- | --- | |  | a. | social | |  | b. | comparative | |  | c. | community | |  | d. | environmental |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Concept | |

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| 422. After a football game, several well-respected citizens of this town participate in tearing down the goal posts. This behavior that occurs in groups would be of primary interest to \_\_\_\_\_\_\_\_\_\_ psychologists.   |  |  |  | | --- | --- | --- | |  | a. | comparative | |  | b. | developmental | |  | c. | social | |  | d. | community |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 423. Individuals who would most enjoy becoming a psychologist   |  |  |  | | --- | --- | --- | |  | a. | typically like planning and carrying out complex projects and activities. | |  | b. | tend to be emotionally stable. | |  | c. | have good communication skills. | |  | d. | tend to exhibit all of these characteristics. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Concept | |

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| 424. Individuals who would most enjoy becoming a psychologist   |  |  |  | | --- | --- | --- | |  | a. | are good at recognizing patterns and drawing conclusions. | |  | b. | tend to be emotionally unstable. | |  | c. | are controlled and insensitive to others’ pain and feelings. | |  | d. | tend to exhibit all of these characteristics. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Concept | |

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| 425. Which of the following statements about psychology majors is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Psychology majors tend to be emotionally unstable. | |  | b. | Psychology majors usually have good communication skills. | |  | c. | Psychology majors enjoy planning and carrying out complex projects and activities. | |  | d. | Psychology majors succeed in occupations, such as management, public affairs, social services, business, sales, and education. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Concept | |

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| 426. Those who label themselves as “basic researchers”   |  |  |  | | --- | --- | --- | |  | a. | seek information for which immediate uses are planned. | |  | b. | probably are involved in directly counseling patients in a clinic. | |  | c. | are applying psychological skills in a job situation. | |  | d. | seek knowledge for its own sake. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.2 - Explain the difference in basic and applied research; and identify which psychological specialties tend to conduct basic research, applied research, or both. | | *KEYWORDS:* | Concept | |

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| 427. Basic research is best described as research done   |  |  |  | | --- | --- | --- | |  | a. | to find solutions to specific problems. | |  | b. | to seek knowledge for its own sake. | |  | c. | to improve students’ abilities in reading and math. | |  | d. | with lower animals to avoid ethical issues. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.2 - Explain the difference in basic and applied research; and identify which psychological specialties tend to conduct basic research, applied research, or both. | | *KEYWORDS:* | Concept | |

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| 428. Which of the following involves basic research?   |  |  |  | | --- | --- | --- | |  | a. | designing an easily read display screen for space capsules | |  | b. | determining the optimal rate for presenting information to a computer keyboard | |  | c. | measuring the average storage capacity of the human short-term memory system | |  | d. | measuring the average rate of dark adaptation to set night flying rules for pilots |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.2 - Explain the difference in basic and applied research; and identify which psychological specialties tend to conduct basic research, applied research, or both. | | *KEYWORDS:* | Application | |

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| 429. Santarrio is conducting research to determine the colors, shapes, and sounds that newborns prefer. Santarrio’s research would be considered \_\_\_\_\_\_\_\_\_\_ research.   |  |  |  | | --- | --- | --- | |  | a. | applied | |  | b. | basic | |  | c. | archetypal | |  | d. | comparative |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.2 - Explain the difference in basic and applied research; and identify which psychological specialties tend to conduct basic research, applied research, or both. | | *KEYWORDS:* | Application | |

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| 430. Applied research is best defined as research done   |  |  |  | | --- | --- | --- | |  | a. | to solve immediate, practical problems. | |  | b. | to seek knowledge for its own sake. | |  | c. | intuitively rather than systematically. | |  | d. | with lower animals to avoid ethical issues. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.2 - Explain the difference in basic and applied research; and identify which psychological specialties tend to conduct basic research, applied research, or both. | | *KEYWORDS:* | Concept | |

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| 431. Those who label themselves as “applied researchers” do all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | seek information for which practical uses are planned. | |  | b. | conduct research to find solutions to specific problems. | |  | c. | gain information that can be readily used in everyday situations. | |  | d. | seek knowledge for its own sake. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.2 - Explain the difference in basic and applied research; and identify which psychological specialties tend to conduct basic research, applied research, or both. | | *KEYWORDS:* | Concept | |

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| 432. Juanita is conducting research to find which light and sound intensity levels are best used in helping to calm drug-addicted newborns. Her research would be considered \_\_\_\_\_\_\_\_\_\_ research.   |  |  |  | | --- | --- | --- | |  | a. | applied | |  | b. | basic | |  | c. | psychodynamic | |  | d. | comparative |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.2 - Explain the difference in basic and applied research; and identify which psychological specialties tend to conduct basic research, applied research, or both. | | *KEYWORDS:* | Application | |

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| 433. Emil is a sports psychologist who is finding ways to improve the performance of the athletes who are his clients. Research conducted by Emil would be considered \_\_\_\_\_\_\_\_\_\_ research.   |  |  |  | | --- | --- | --- | |  | a. | applied | |  | b. | basic | |  | c. | psychodynamic | |  | d. | comparative |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.2 - Explain the difference in basic and applied research; and identify which psychological specialties tend to conduct basic research, applied research, or both. | | *KEYWORDS:* | Application | |

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| 434. Which of the following psychologists would most often engage in basic research?   |  |  |  | | --- | --- | --- | |  | a. | gender | |  | b. | forensic | |  | c. | engineering | |  | d. | educational |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.2 - Explain the difference in basic and applied research; and identify which psychological specialties tend to conduct basic research, applied research, or both. | | *KEYWORDS:* | Fact | |

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| 435. Which of the following psychologists would most often engage in basic research?   |  |  |  | | --- | --- | --- | |  | a. | consumer | |  | b. | personality | |  | c. | clinical | |  | d. | industrial-organizational |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.2 - Explain the difference in basic and applied research; and identify which psychological specialties tend to conduct basic research, applied research, or both. | | *KEYWORDS:* | Fact | |

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| 436. Which of the following psychologists would most often engage in basic research?​   |  |  |  | | --- | --- | --- | |  | a. | ​social | |  | b. | ​medical | |  | c. | ​community | |  | d. | ​school |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.2 - Explain the difference in basic and applied research; and identify which psychological specialties tend to conduct basic research, applied research, or both. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 437. Which of the following psychologists would most often engage in applied research?   |  |  |  | | --- | --- | --- | |  | a. | cognitive | |  | b. | personality | |  | c. | social | |  | d. | forensic |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.2 - Explain the difference in basic and applied research; and identify which psychological specialties tend to conduct basic research, applied research, or both. | | *KEYWORDS:* | Fact | |

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| 438. Which of the following psychologists would most often engage in applied research?   |  |  |  | | --- | --- | --- | |  | a. | cultural | |  | b. | gender | |  | c. | educational | |  | d. | comparative |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.2 - Explain the difference in basic and applied research; and identify which psychological specialties tend to conduct basic research, applied research, or both. | | *KEYWORDS:* | Fact | |

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| 439. ​Which of the following psychologists would most often engage in applied research?   |  |  |  | | --- | --- | --- | |  | a. | ​clinical | |  | b. | biopsychology | |  | c. | ​learning | |  | d. | ​sensation and perception |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.2 - Explain the difference in basic and applied research; and identify which psychological specialties tend to conduct basic research, applied research, or both. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 440. Which psychologists would most likely equally engage in both applied and basic research?   |  |  |  | | --- | --- | --- | |  | a. | developmental | |  | b. | clinical | |  | c. | cultural | |  | d. | sensation and perception |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.2 - Explain the difference in basic and applied research; and identify which psychological specialties tend to conduct basic research, applied research, or both. | | *KEYWORDS:* | Fact | |

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| 441. Which psychologists would most likely equally engage in both applied and basic research?   |  |  |  | | --- | --- | --- | |  | a. | industrial-organizational | |  | b. | health | |  | c. | engineering | |  | d. | social |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.2 - Explain the difference in basic and applied research; and identify which psychological specialties tend to conduct basic research, applied research, or both. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 442. ​Which psychologists would most likely equally engage in both applied and basic research?   |  |  |  | | --- | --- | --- | |  | a. | social | |  | b. | ​cognitive | |  | c. | environmental | |  | d. | ​sensation and perception |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.2 - Explain the difference in basic and applied research; and identify which psychological specialties tend to conduct basic research, applied research, or both. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 443. Animals are used in psychological research because   |  |  |  | | --- | --- | --- | |  | a. | psychologists are interested in the behavior of all living creatures. | |  | b. | animal models of behavior can often be applied to human behavior. | |  | c. | the study of animals can benefit both animals and humans. | |  | d. | all of these reasons apply. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.3 - Describe why psychologists study animal behavior and how an animal model can be used to discover principles that apply to humans. | | *KEYWORDS:* | Concept | |

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| 444. When animal behavior is used to discover principles that may apply to human behavior, we say that the researcher is utilizing a(n)   |  |  |  | | --- | --- | --- | |  | a. | anthropomorphic systems approach. | |  | b. | animal model. | |  | c. | zoophilic design. | |  | d. | model that will yield inaccurate results. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.3 - Describe why psychologists study animal behavior and how an animal model can be used to discover principles that apply to humans. | | *KEYWORDS:* | Concept | |

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| 445. Teaching primates to communicate in sign language in order to develop better methods for teaching language to aphasic children would be an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | anthropomorphic error. | |  | b. | animal model. | |  | c. | inaccurate design. | |  | d. | correlational study. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.3 - Describe why psychologists study animal behavior and how an animal model can be used to discover principles that apply to humans. | | *KEYWORDS:* | Application | |

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| 446. Regarding animal studies, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | The majority of psychological studies utilize animals as subjects. | |  | b. | Behavioral studies have helped us better care for domestic animals and those in zoos as well as conserve endangered species in the wild. | |  | c. | Comparative psychologists are the group of psychologists that mainly study other animal species besides humans. | |  | d. | Animal studies have helped in our understanding of stress, learning, obesity, aging, and sleep. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.3 - Describe why psychologists study animal behavior and how an animal model can be used to discover principles that apply to humans. | | *KEYWORDS:* | Fact | |

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| 447. Regarding animal studies, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Only a small percentage of psychological studies involve animals. | |  | b. | Behavioral studies have helped us better care for domestic animals and those in zoos as well as conserve endangered species in the wild. | |  | c. | Forensic psychologists are the group of psychologists that mainly study other animal species besides humans. | |  | d. | Some psychologists use animal models to discover principles that apply to humans. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.3 - Describe why psychologists study animal behavior and how an animal model can be used to discover principles that apply to humans. | | *KEYWORDS:* | Fact | |

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| 448. Which of the following usually has a doctorate (Ph.D., Psy.D., or Ed.D.) and is highly trained in the methods, factual knowledge, and theories of psychology?   |  |  |  | | --- | --- | --- | |  | a. | neurologist | |  | b. | psychologist | |  | c. | psychiatrist | |  | d. | pseudoscientist |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 449. ​Regarding the professions of psychology, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | ​Psychologists usually have earned a master’s degree or a doctorate, typically requiring several years of postgraduate training. | |  | b. | ​Although clinical psychologists, in the past, tended to treat more severe emotional problems with counseling psychologists treating milder ones, such differences are now fading. | |  | c. | ​Clinicians who earn the doctor of psychology (Psy.D.) degree emphasize therapy skills rather than research. | |  | d. | ​Unlike psychiatrists, clinical and counseling psychologists are not required to have a license issued by a state examining board. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 450. Most clinical psychologists hold a Ph.D. degree and follow a scientist-practitioner model, which means they   |  |  |  | | --- | --- | --- | |  | a. | must perform counseling in a scientific manner. | |  | b. | are encouraged to conduct research even after they become therapists. | |  | c. | are required to conduct therapeutic research in order to maintain their licenses. | |  | d. | are trained to do either scientific research or therapy with many doing both. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Concept | |

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| 451. Which degree in psychology emphasizes therapy skills rather than a research orientation?   |  |  |  | | --- | --- | --- | |  | a. | Psy.D. | |  | b. | Ph.D. | |  | c. | Ed.D. | |  | d. | M.A. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | |

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| 452. Aaron earned a Psy.D. This means that he will most likely be   |  |  |  | | --- | --- | --- | |  | a. | employed by a university as a psychological researcher and professor. | |  | b. | conducting therapy at a community mental health clinic. | |  | c. | prescribing medication to severely disturbed patients. | |  | d. | visiting patients’ homes to evaluate family and living conditions. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Application | |

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| 453. Regarding the professions of psychology, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Counseling psychologists tend to treat milder problems than do clinical psychologists, although such differences are fading. | |  | b. | Most clinical psychologists have a Ph.D. degree and follow a scientist-as-practitioner model. | |  | c. | To work as a clinical or counseling psychologist, you must have a license issued by a state examining board. | |  | d. | The word “shrink” is a slang term that refers to all types of counselors and mental health professionals. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 454. Regarding the professions of psychology, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | To work as a clinical or counseling psychologist, you must have a license issued by a state examining board. | |  | b. | Clinical psychologists who have a Psy.D. degree tend to emphasize research over therapy. | |  | c. | Unlicensed persons may continue to practice “therapy” as long as they do not call themselves psychologists. | |  | d. | A licensed psychologist who chooses to use a particular type of therapy is not the same as someone trained solely in that technique. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | |

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| 455. Use of which of the following titles is controlled by law (requires a license to practice)?   |  |  |  | | --- | --- | --- | |  | a. | dream analyst | |  | b. | life skills coach | |  | c. | therapist | |  | d. | clinical psychologist |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | |

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| 456. Regarding the professions of psychology, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Clinical and counseling psychologists follow an ethical code that stresses high levels of competence and responsibility as well as respect and protection of the client’s rights and welfare. | |  | b. | If a person calls himself or herself a “therapist,” he or she must have a license issued by a state examining board. | |  | c. | Psychologists are expected to use their knowledge to contribute to society with many volunteering in the communities in which they live. | |  | d. | The word “shrink” is actually a slang term that refers only to psychiatrists. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 457. Which of the following stresses (1) high levels of competence, integrity, and responsibility; (2) respect for people’s rights to privacy, dignity, confidentiality, and personal freedom; and (3) protection of the client’s welfare?   |  |  |  | | --- | --- | --- | |  | a. | APA code of ethics | |  | b. | DSM counseling code | |  | c. | NIHM recommendations | |  | d. | NASP research guide |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | |

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| 458. APA professional codes stress all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | high levels of competence, integrity, and responsibility. | |  | b. | maintaining confidentiality. | |  | c. | protection of the client’s welfare. | |  | d. | a ban on advertising. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | |

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| 459. The APA professional code of ethics stresses   |  |  |  | | --- | --- | --- | |  | a. | a ban on advertising psychological services. | |  | b. | the compliance of the client to the psychologist’s advice. | |  | c. | the personal freedom of the client. | |  | d. | all of these. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | |

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| 460. Amy holds a doctorate in psychology. She has recently been hired by a prominent teaching hospital to conduct research into finding the best therapeutic techniques for patients suffering from acute psychotic disorders, such as schizophrenia. Amy is most likely a   |  |  |  | | --- | --- | --- | |  | a. | psychiatric social worker. | |  | b. | psychiatrist. | |  | c. | clinical psychologist. | |  | d. | psychoanalyst. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Application | |

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| 461. The term “shrink” is a slang expression for   |  |  |  | | --- | --- | --- | |  | a. | a psychologist. | |  | b. | a psychiatrist. | |  | c. | a counselor or therapist. | |  | d. | all of these. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | |

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| 462. Psychiatrists differ from psychologists because psychiatrists   |  |  |  | | --- | --- | --- | |  | a. | are physicians with a specialization in abnormal behavior and psychotherapy. | |  | b. | are extensively trained in the theories and techniques of Sigmund Freud. | |  | c. | are generally more eclectic than psychologists. | |  | d. | have a Masters or Ph.D. degree with special training in psychological theory and research methods. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Concept | |

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| 463. Simon lives in Florida and has a bipolar disorder that requires medication to control his extreme mood swings. Simon’s medication will need to be prescribed by which mental health professional in his state?   |  |  |  | | --- | --- | --- | |  | a. | counseling psychologist | |  | b. | clinical psychologist | |  | c. | psychiatric social worker | |  | d. | psychiatrist |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Application | |

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| 464. Rosetta’s family has a long history of emotional problems related to brain chemical and hormonal disturbances. For some time now, Rosetta, who now resides in Atlanta, Georgia, has been deeply depressed. Since Rosetta will need a complete medical evaluation and possibly several medications to treat her condition, she should probably seek the aid of a   |  |  |  | | --- | --- | --- | |  | a. | counselor. | |  | b. | clinical psychologist. | |  | c. | psychiatrist. | |  | d. | therapist. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Application | |

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| 465. Which of the following psychological professionals is allowed to prescribe drugs in all 50 states of the United States?   |  |  |  | | --- | --- | --- | |  | a. | counselor | |  | b. | therapist | |  | c. | psychiatrist | |  | d. | psychologist |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | |

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| 466. Which of the following pairs of states now allows psychologists to legally prescribe drugs to their clients?   |  |  |  | | --- | --- | --- | |  | a. | California and New York | |  | b. | Florida and West Virginia | |  | c. | Mississippi and Illinois | |  | d. | New Mexico and Louisiana |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | |

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| 467. Which of the following psychologists CANNOT legally prescribe drugs?​   |  |  |  | | --- | --- | --- | |  | a. | ​psychologists in the U.S. military | |  | b. | ​psychologists in the U.S. State of New Mexico | |  | c. | ​psychologists in the U.S. State of Alaska | |  | d. | ​psychologists in the U.S. State of Louisiana |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 468. Before one can receive specialized training in Freudian psychoanalysis and become a psychoanalyst, one must first   |  |  |  | | --- | --- | --- | |  | a. | have an M.D. or Ph.D. | |  | b. | be able to prescribe drugs. | |  | c. | earn a Psy.D. and become a licensed counselor. | |  | d. | have completed two years of supervised counseling experience in an institutional setting. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | |

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| 469. A practitioner with an M.D. or Ph.D., who receives further training in the theories and therapy techniques developed by Sigmund Freud is probably a   |  |  |  | | --- | --- | --- | |  | a. | psychiatrist. | |  | b. | psychoanalyst. | |  | c. | clinical therapist. | |  | d. | counseling psychologist. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | |

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| 470. Regarding psychological professionals, which of the following statements is FALSE?​   |  |  |  | | --- | --- | --- | |  | a. | ​To be a licensed counselor typically requires a master’s degree, although it does not have to be in psychology, plus one or two years of full-time supervised counseling experience. | |  | b. | ​Either a physician or a psychologist may become a psychoanalyst by learning the specific type of psychotherapy of Freud. | |  | c. | ​Most psychiatric social workers hold a master of social work (MSW) degree, and often assist psychologists and psychiatrists as part of a team. | |  | d. | ​Presently, no psychologist in any of the 50 U.S. states can legally prescribe medications. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 471. Requiring a master’s degree and one to two years of supervised experience, this mental health professional does not treat serious mental disorders but uses practical helping skills with clients who have problems in their marriage, family, or career. This mental health professional described is a   |  |  |  | | --- | --- | --- | |  | a. | psychiatrist. | |  | b. | psychoanalyst. | |  | c. | clinical advisor. | |  | d. | licensed counselor. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | |

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| 472. Jessica earned a master’s degree and then spent two years being supervised as she helped clients solve problems with their jobs and families. Jessica is most likely a   |  |  |  | | --- | --- | --- | |  | a. | psychiatrist. | |  | b. | psychoanalyst. | |  | c. | licensed counselor. | |  | d. | licensed psychiatric advisor. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Application | |

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| 473. Which mental health professional’s activities include visiting patients’ homes, evaluating patients and their families, and conducting group psychotherapy?   |  |  |  | | --- | --- | --- | |  | a. | psychiatrist | |  | b. | psychoanalyst | |  | c. | psychiatric social worker | |  | d. | comparative psychologist |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | |

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| 474. Miranda holds a master’s degree and works with patients in clinics and hospitals as part of a therapeutic team. Her typical duties include evaluating patients and their families by visiting the patients’ homes, schools, or workplaces to help alleviate their problems. Miranda is most likely which type of mental health professional?   |  |  |  | | --- | --- | --- | |  | a. | psychoanalyst | |  | b. | psychiatric social worker | |  | c. | counselor | |  | d. | psychologist |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Application | |

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| 475. In order to carefully control conditions and confirm or disconfirm a hypothesis about the causes of behavior, one must   |  |  |  | | --- | --- | --- | |  | a. | engage in naturalistic observation. | |  | b. | develop a causal correlation. | |  | c. | perform an experiment. | |  | d. | conduct a survey. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 476. A formal trial undertaken to confirm or disconfirm a hypothesis about the cause of behavior is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | naturalistic observation. | |  | b. | survey. | |  | c. | case study. | |  | d. | experiment. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | |

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| 477. ​Which of the following are generally accepted as the most powerful scientific research tool?   |  |  |  | | --- | --- | --- | |  | a. | ​surveys | |  | b. | ​correlational studies | |  | c. | ​case studies | |  | d. | ​experiments |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 478. Dr. Langston is undertaking a formal trial to confirm or disconfirm his hypothesis regarding whether his new drug will more rapidly alleviate migraine headaches. Dr. Langston is conducting a(n)   |  |  |  | | --- | --- | --- | |  | a. | naturalistic observation. | |  | b. | medical survey. | |  | c. | case study. | |  | d. | experiment. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 479. Which of the following is NOT a step in a psychological experiment?   |  |  |  | | --- | --- | --- | |  | a. | varying a condition you believe might affect behavior | |  | b. | creating two similar groups of subjects | |  | c. | administering the same independent variable to both groups | |  | d. | recording whether the condition has any effect on behavior |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Concept | |

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| 480. When a researcher creates two groups, varies a condition, and records whether varying the condition had any effect on behavior, the researcher is conducting a(n)   |  |  |  | | --- | --- | --- | |  | a. | naturalistic observation | |  | b. | correlational study | |  | c. | comparative case study | |  | d. | experiment |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | |

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| 481. You have discovered a new vitamin that you believe will improve memory in the elderly. Your best bet for accurately testing the effectiveness of the vitamin would be to use   |  |  |  | | --- | --- | --- | |  | a. | naturalistic observation. | |  | b. | the experimental method. | |  | c. | case histories. | |  | d. | the survey method. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 482. You want to find out if using smart glasses while driving a car affects the likelihood of having an accident. First, you would select two groups of people and give the members of one group a test of driving ability while they were using smart glasses, while the second group would take the driving test without wearing smart glasses. By comparing the average driving ability scores for the two groups, you could tell if the use of smart glasses affects driving ability. You are using which research method?   |  |  |  | | --- | --- | --- | |  | a. | naturalistic observation | |  | b. | the experimental method | |  | c. | the survey method | |  | d. | a correlational study |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 483. In an experiment, the people whose behavior is investigated   |  |  |  | | --- | --- | --- | |  | a. | are called the experimental subjects. | |  | b. | are called the participants. | |  | c. | make up the experimental and control groups. | |  | d. | are characterized by all of these. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | |

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| 484. Animals and people whose behavior is being investigated are referred to as   |  |  |  | | --- | --- | --- | |  | a. | ​participants. | |  | b. | experimental subjects. | |  | c. | ​control variables. | |  | d. | extraneous variables. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 485. In research, human subjects, but not animals, are referred to as   |  |  |  | | --- | --- | --- | |  | a. | ​participants. | |  | b. | ​experimental subjects. | |  | c. | ​control variables. | |  | d. | ​extraneous variables. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 486. Regarding the experimental method, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | The control group and the experimental group are treated exactly alike except for the condition you intentionally vary. | |  | b. | The condition that the experimenter intentionally varies is called the dependent variable. | |  | c. | The animals or people whose behavior is investigated are referred to as experimental subjects. | |  | d. | Human subjects whose behavior is investigated are also called the participants. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | |

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| 487. A simple experiment has two groups of subjects called the   |  |  |  | | --- | --- | --- | |  | a. | dependent group and the independent group. | |  | b. | extraneous group and the independent group. | |  | c. | before group and the after group. | |  | d. | control group and the experimental group. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | |

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| 488. The best definition of a variable is that it is the part of an experiment that   |  |  |  | | --- | --- | --- | |  | a. | is controlled. | |  | b. | can change. | |  | c. | always stays the same. | |  | d. | is always a behavior in psychology. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | |

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| 489. Any condition that can change and that might affect the outcome of the experiment is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | variable. | |  | b. | mediator. | |  | c. | stimulus. | |  | d. | experimental behavior. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | |

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| 490. According to the text, which of the following is NOT an essential variable found in a psychological experiment?   |  |  |  | | --- | --- | --- | |  | a. | mediating | |  | b. | independent | |  | c. | extraneous | |  | d. | dependent |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | |

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| 491. The independent variable in an experiment is   |  |  |  | | --- | --- | --- | |  | a. | the subject him or herself. | |  | b. | a measure of the subject's behavior. | |  | c. | the variable that the experimenter chooses to manipulate. | |  | d. | any unwanted variable that may adversely affect the subject's performance. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | |

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| 492. The experimenter usually sets the value of   |  |  |  | | --- | --- | --- | |  | a. | the independent variable. | |  | b. | the dependent variable. | |  | c. | all the extraneous variables. | |  | d. | none of the variables in the experiment. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | |

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| 493. The dependent variable in an experiment   |  |  |  | | --- | --- | --- | |  | a. | measures the results of the experiment. | |  | b. | is affected by the independent variable. | |  | c. | is often revealed by measures of performance, such as test scores. | |  | d. | is characterized by all of these. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | |

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| 494. The dependent variable is the one that is   |  |  |  | | --- | --- | --- | |  | a. | manipulated. | |  | b. | prevented from affecting the outcome of the experiment. | |  | c. | revealed by measures of performance. | |  | d. | the suspected cause in the experiment. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | |

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| 495. The conditions that a researcher wishes to prevent from affecting the outcome of the experiment are the \_\_\_\_\_\_\_\_\_\_variables.   |  |  |  | | --- | --- | --- | |  | a. | independent | |  | b. | dependent | |  | c. | extraneous | |  | d. | control |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | |

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| 496. Suppose you want to find out if using smart glasses while driving a car affects the likelihood of having an accident. Using smart glasses would be the \_\_\_\_\_\_\_\_\_\_variable.   |  |  |  | | --- | --- | --- | |  | a. | independent | |  | b. | control | |  | c. | extraneous | |  | d. | dependent |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 497. Suppose you want to find out if using smart glasses while driving a car affects the likelihood of having an accident. Driving ability as defined by the scores achieved on a test of driving ability would be the \_\_\_\_\_\_\_\_\_\_variable.   |  |  |  | | --- | --- | --- | |  | a. | independent | |  | b. | control | |  | c. | extraneous | |  | d. | dependent |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 498. Suppose you want to find out if using smart glasses while driving a car affects the likelihood of having an accident. The number of hours that each participant slept the night before the driving test would be a(n) \_\_\_\_\_\_\_\_\_\_variable.   |  |  |  | | --- | --- | --- | |  | a. | independent | |  | b. | control | |  | c. | extraneous | |  | d. | dependent |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 499. Suppose you want to find out if using smart glasses while driving a car affects the likelihood of having an accident. One’s familiarity with the car used in the experiment would be a(n) \_\_\_\_\_\_\_\_\_\_variable.   |  |  |  | | --- | --- | --- | |  | a. | independent | |  | b. | control | |  | c. | extraneous | |  | d. | dependent |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 500. In an experiment to study the effects of fertilizer on plants, the fertilizer used on each plant would be the \_\_\_\_\_\_\_\_\_\_ variable.   |  |  |  | | --- | --- | --- | |  | a. | dependent | |  | b. | extraneous | |  | c. | control | |  | d. | independent |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 501. In an experiment to study the effects of fertilizer on plants, the growth rate of the plants would be the \_\_\_\_\_\_\_\_\_\_ variable.   |  |  |  | | --- | --- | --- | |  | a. | dependent | |  | b. | extraneous | |  | c. | experimental | |  | d. | independent |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 502. An experiment is performed to see if background music improves learning. Two groups study the same material, one while listening to music and another without music. The independent variable is   |  |  |  | | --- | --- | --- | |  | a. | learning. | |  | b. | the size of the group. | |  | c. | the material studied. | |  | d. | music. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 503. We wish to test the hypothesis that music improves learning. We compare test scores of students who study to music with those who study in silence. Which of the following is an extraneous variable in this experiment?   |  |  |  | | --- | --- | --- | |  | a. | the presence or absence of music | |  | b. | the students' test scores | |  | c. | the amount of time allowed for studying | |  | d. | silence |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 504. Antoine is conducting an experiment on the effects of room color on people’s ability to concentrate. The independent variable would be the   |  |  |  | | --- | --- | --- | |  | a. | subjects’ overall intelligence. | |  | b. | size of the room. | |  | c. | room color. | |  | d. | ability to concentrate. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 505. Antoine is conducting an experiment on the effects of room color on people’s ability to concentrate. The dependent variable would be the   |  |  |  | | --- | --- | --- | |  | a. | subjects’ overall intelligence. | |  | b. | size of the room. | |  | c. | room color. | |  | d. | ability to concentrate. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 506. An experiment is performed to test the effects of sleep deprivation on rote memory. In this experiment, the dependent variable is the   |  |  |  | | --- | --- | --- | |  | a. | number of hours subjects go without sleep. | |  | b. | rote memory scores. | |  | c. | number of subjects deprived of sleep in the experimental group. | |  | d. | correlation between hours of sleep and fatigue. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 507. In an experiment to study the effects of study skills training on academic achievement, the study skills training would be the \_\_\_\_\_\_\_\_\_\_ variable.   |  |  |  | | --- | --- | --- | |  | a. | dependent | |  | b. | extraneous | |  | c. | control | |  | d. | independent |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 508. A researcher wants to find out if taking a new antidepressant drug will decrease the symptoms of subjects suffering from social anxiety. The number of symptoms exhibited by the subjects would be the \_\_\_\_\_\_\_\_\_\_ variable.   |  |  |  | | --- | --- | --- | |  | a. | independent | |  | b. | dependent | |  | c. | extraneous | |  | d. | control |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 509. A social psychologist measures aggressive responses made by people exposed to violent and nonviolent movies. All of the subjects are tested in rooms having identical room temperature. In this experiment, the room temperature is a(n) \_\_\_\_\_\_\_\_\_\_ variable.   |  |  |  | | --- | --- | --- | |  | a. | correlated | |  | b. | independent | |  | c. | dependent | |  | d. | extraneous |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 510. A teacher wants to find out if a problem-based history program is superior to the regular history curriculum being used. The motivation and intelligence of the students participating in the new and the regular history programs would be considered the \_\_\_\_\_\_\_\_\_\_ variables.   |  |  |  | | --- | --- | --- | |  | a. | independent | |  | b. | dependent | |  | c. | extraneous | |  | d. | control |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 511. ​In a controlled experiment, the group of subjects exposed to the independent variable is called the \_\_\_\_\_\_\_\_\_\_ group.   |  |  |  | | --- | --- | --- | |  | a. | ​experimental | |  | b. | ​extraneous | |  | c. | ​control | |  | d. | ​randomized |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 512. ​In a controlled experiment, the group of subjects exposed to all experimental conditions or variables except the independent variable is called the \_\_\_\_\_\_\_\_\_\_ group.   |  |  |  | | --- | --- | --- | |  | a. | ​experimental | |  | b. | ​extraneous | |  | c. | ​control | |  | d. | ​randomized |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 513. The chief function of the control group in an experiment is that it   |  |  |  | | --- | --- | --- | |  | a. | allows mathematical relationships to be established. | |  | b. | provides a point of reference against which the behavior of the experimental group can be compared. | |  | c. | balances the experiment to eliminate all extraneous variables. | |  | d. | establishes causation. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Concept | |

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| 514. Which of the following groups serves as a point of reference for a comparison of results in an experiment?   |  |  |  | | --- | --- | --- | |  | a. | independent group | |  | b. | experimental group | |  | c. | control group | |  | d. | dependent group |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Concept | |

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| 515. The control group and the experimental group are treated exactly the same EXCEPT for the \_\_\_\_\_\_\_\_\_\_ variable.   |  |  |  | | --- | --- | --- | |  | a. | dependent | |  | b. | independent | |  | c. | extraneous | |  | d. | replication |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | |

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| 516. Which type of variable is measured in both the experimental and control groups of an experiment?   |  |  |  | | --- | --- | --- | |  | a. | dependent | |  | b. | independent | |  | c. | extraneous | |  | d. | correlated |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | |

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| 517. Tina is assigned to the group that receives the independent variable. Tina is in the \_\_\_\_\_\_\_\_\_\_ group.   |  |  |  | | --- | --- | --- | |  | a. | independent | |  | b. | dependent | |  | c. | control | |  | d. | experimental |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 518. Nadine is in the group that does not receive the independent variable. Nadine is in the \_\_\_\_\_\_\_\_\_ group.   |  |  |  | | --- | --- | --- | |  | a. | independent | |  | b. | dependent | |  | c. | control | |  | d. | experimental |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 519. In an experiment to determine if meditation increases mental concentration, the group of subjects who would be required to meditate would be the \_\_\_\_\_\_\_\_\_\_ group.   |  |  |  | | --- | --- | --- | |  | a. | dependent | |  | b. | independent | |  | c. | experimental | |  | d. | control |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 520. In an experiment to determine if meditation increases mental concentration, the group who would NOT meditate would be the \_\_\_\_\_\_\_\_\_\_ group.   |  |  |  | | --- | --- | --- | |  | a. | dependent | |  | b. | independent | |  | c. | experimental | |  | d. | control |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 521. Suppose you want to find out if using smart glasses while driving a car affects the likelihood of having an accident. The group that would take the driving test while using the smart glasses would be the \_\_\_\_\_\_\_\_\_\_ group.   |  |  |  | | --- | --- | --- | |  | a. | dependent | |  | b. | independent | |  | c. | experimental | |  | d. | control |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 522. Suppose you want to find out if using smart glasses while driving a car affects the likelihood of having an accident. The group that would NOT be using the smart glasses while taking the driving test would be the \_\_\_\_\_\_\_\_\_\_ group.   |  |  |  | | --- | --- | --- | |  | a. | dependent | |  | b. | independent | |  | c. | experimental | |  | d. | control |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 523. A teacher wants to find out if a new problem-based history program will increase history achievement scores. The students who will NOT be exposed to this problem-based history program but will be taught the specific material in the traditional manner are part of which group?   |  |  |  | | --- | --- | --- | |  | a. | extraneous | |  | b. | control | |  | c. | independent | |  | d. | dependent |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 524. In a study of effects of alcohol on driving ability, the control group should be given   |  |  |  | | --- | --- | --- | |  | a. | a high dosage of alcohol. | |  | b. | one-half the dosage given the experimental group. | |  | c. | a driving test before and after drinking alcohol. | |  | d. | no alcohol at all. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 525. A researcher wants to determine the effect of sleep loss on human problem-solving. Subjects in an appropriate control group for such an experiment would be described as having   |  |  |  | | --- | --- | --- | |  | a. | much more sleep than normal. | |  | b. | much less sleep than normal. | |  | c. | a normal amount of sleep. | |  | d. | the same amount of sleep as the experimental group. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 526. When subjects in an experiment are chosen so that each has an equal chance of being in either the experimental group or the control group, we say that the subjects have been assigned   |  |  |  | | --- | --- | --- | |  | a. | alternately. | |  | b. | hypothetically. | |  | c. | randomly. | |  | d. | consecutively. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.2 - Explain the importance of randomly assigning subjects to experimental and control groups and making all conditions (except the independent variable) exactly alike for both groups. | | *KEYWORDS:* | Fact | |

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| 527. Subjects are said to be assigned randomly when   |  |  |  | | --- | --- | --- | |  | a. | each subject is selected to participate in an experiment from a sample that is representative of the larger population. | |  | b. | each subject has an equal chance of being assigned to either the experimental or control group. | |  | c. | each subject is assigned to experimental and control groups in such a way that the groups differ on some critical variable before the experiment begins. | |  | d. | neither the experimenter nor the subject knows whether the subject is in the experimental or control group. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.2 - Explain the importance of randomly assigning subjects to experimental and control groups and making all conditions (except the independent variable) exactly alike for both groups. | | *KEYWORDS:* | Fact | |

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| 528. To equalize the intelligence of members of the experimental and control group in an experiment, you could use   |  |  |  | | --- | --- | --- | |  | a. | extraneous control. | |  | b. | random assignment. | |  | c. | independent control. | |  | d. | subject replication. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.2 - Explain the importance of randomly assigning subjects to experimental and control groups and making all conditions (except the independent variable) exactly alike for both groups. | | *KEYWORDS:* | Application | |

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| 529. A variable, such as the personality of a subject, that might affect the outcome of an experiment would be controlled by   |  |  |  | | --- | --- | --- | |  | a. | random assignment of subjects. | |  | b. | assuming the effects of the variable are negligible. | |  | c. | manipulating the dependent variables simultaneously. | |  | d. | repeating the experiment several times until the results are consistent. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.2 - Explain the importance of randomly assigning subjects to experimental and control groups and making all conditions (except the independent variable) exactly alike for both groups. | | *KEYWORDS:* | Concept | |

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| 530. In an experiment to test whether teaching a new memory strategy will improve students' test scores, student characteristics, such as motivation, are controlled by   |  |  |  | | --- | --- | --- | |  | a. | interviewing each student concerning their motivation in the class. | |  | b. | giving each student a personality test. | |  | c. | randomly assigning students to the two groups. | |  | d. | interviewing the teachers concerning each of the students. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.2 - Explain the importance of randomly assigning subjects to experimental and control groups and making all conditions (except the independent variable) exactly alike for both groups. | | *KEYWORDS:* | Application | |

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| 531. We wish to test the hypothesis that music improves learning. Random assignment into two groups, one that listens to music and one that studies in silence, controls for   |  |  |  | | --- | --- | --- | |  | a. | the students' inherent academic ability. | |  | b. | the students' use of different study strategies. | |  | c. | the amount of sleep students had prior to the experiment. | |  | d. | all of these. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.2 - Explain the importance of randomly assigning subjects to experimental and control groups and making all conditions (except the independent variable) exactly alike for both groups. | | *KEYWORDS:* | Application | |

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| 532. Random assignment of subjects to groups in an experiment is used to reduce the effects of   |  |  |  | | --- | --- | --- | |  | a. | the independent variable. | |  | b. | the dependent variable. | |  | c. | experimenter bias. | |  | d. | extraneous variables. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.2 - Explain the importance of randomly assigning subjects to experimental and control groups and making all conditions (except the independent variable) exactly alike for both groups. | | *KEYWORDS:* | Concept | |

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| 533. One way to randomly assign students to experimental and control groups for a study of academic behaviors is to   |  |  |  | | --- | --- | --- | |  | a. | flip a coin for each student to determine which group she or he will be assigned. | |  | b. | divide the group sitting in the front half of the room from the group sitting in the back. | |  | c. | ask volunteers for the experimental group to raise their hands. | |  | d. | do none of these. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.2 - Explain the importance of randomly assigning subjects to experimental and control groups and making all conditions (except the independent variable) exactly alike for both groups. | | *KEYWORDS:* | Application | |

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| 534. In an experiment, control over extraneous variables, such as the time of day or the temperature of the room, can be obtained by   |  |  |  | | --- | --- | --- | |  | a. | using a double-blind experiment. | |  | b. | making all conditions except the independent variable exactly the same for all subjects. | |  | c. | using repeated measures. | |  | d. | observing and recording the impact of each variable on each subject in the experiment. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.2 - Explain the importance of randomly assigning subjects to experimental and control groups and making all conditions (except the independent variable) exactly alike for both groups. | | *KEYWORDS:* | Concept | |

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| 535. A researcher is testing the effectiveness of a new math program. The extraneous variables, such as temperature and lighting, will best be controlled by   |  |  |  | | --- | --- | --- | |  | a. | randomly assigning students to rooms of varying temperature and light intensity. | |  | b. | randomly selecting the rooms in which the students will be taught. | |  | c. | making the temperature and the amount of light the same for all the rooms. | |  | d. | letting the students select the room temperature and lighting in which they are most comfortable. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.2 - Explain the importance of randomly assigning subjects to experimental and control groups and making all conditions (except the independent variable) exactly alike for both groups. | | *KEYWORDS:* | Application | |

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| 536. One of the advantages of the experimental method is that   |  |  |  | | --- | --- | --- | |  | a. | clear cause-and-effect relationships can be identified. | |  | b. | it allows information about large numbers of people to be gathered. | |  | c. | it allows the investigation of rare or unusual problems or events. | |  | d. | all types of behavior are easily studied in the laboratory. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.3 - Explain how the design of experiments allows cause-and-effect connections to be clearly identified. | | *KEYWORDS:* | Concept | |

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| 537. If you want to determine whether there is a causal relationship between using the SQ4R study method and final grades in a psychology course, you should use   |  |  |  | | --- | --- | --- | |  | a. | naturalistic observation. | |  | b. | the experimental method. | |  | c. | the survey method. | |  | d. | a correlational study. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.3 - Explain how the design of experiments allows cause-and-effect connections to be clearly identified. | | *KEYWORDS:* | Application | |

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| 538. Experiments can determine cause-and-effect relationships with the suspected cause being the \_\_\_\_\_\_\_\_\_\_variable.   |  |  |  | | --- | --- | --- | |  | a. | mediating | |  | b. | independent | |  | c. | correlational | |  | d. | dependent |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.3 - Explain how the design of experiments allows cause-and-effect connections to be clearly identified. | | *KEYWORDS:* | Concept | |

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| 539. Experiments can determine cause-and-effect relationships with the effects being measured by the \_\_\_\_\_\_\_\_\_\_variable.   |  |  |  | | --- | --- | --- | |  | a. | extraneous | |  | b. | independent | |  | c. | correlational | |  | d. | dependent |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.3 - Explain how the design of experiments allows cause-and-effect connections to be clearly identified. | | *KEYWORDS:* | Concept | |

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| 540. In a carefully controlled experiment, the only possible cause for any effect noted in the dependent variable is the   |  |  |  | | --- | --- | --- | |  | a. | independent variable. | |  | b. | extraneous variable. | |  | c. | random assignment. | |  | d. | random selection. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.3 - Explain how the design of experiments allows cause-and-effect connections to be clearly identified. | | *KEYWORDS:* | Concept | |

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| 541. You are conducting an experiment to determine if listening to music improves learning. If the average test score of the experimental group is higher than the average of the control group, then we can conclude that   |  |  |  | | --- | --- | --- | |  | a. | extraneous variables were not controlled. | |  | b. | the two groups were not randomly assigned. | |  | c. | listening to music improved learning. | |  | d. | listening to music does not improve learning. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.3 - Explain how the design of experiments allows cause-and-effect connections to be clearly identified. | | *KEYWORDS:* | Application | |

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| 542. You are conducting an experiment to determine if listening to music improves learning. If there was no difference between the test performance of the experimental and control groups, then we can conclude that   |  |  |  | | --- | --- | --- | |  | a. | extraneous variables were not controlled. | |  | b. | the two groups were not randomly assigned. | |  | c. | listening to music improved learning. | |  | d. | listening to music had no effect on learning. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.3 - Explain how the design of experiments allows cause-and-effect connections to be clearly identified. | | *KEYWORDS:* | Application | |

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| 543. An experimenter conducts an experiment on the effects of a drug to control hallucinations. The experimenter declares the results to be “statistically significant,” which usually means that   |  |  |  | | --- | --- | --- | |  | a. | even though appropriate statistics were used, no differences could be detected between the experimental and control groups. | |  | b. | the results have important implications for theory or practice. | |  | c. | differences of this size between the experimental and control groups would occur by chance only five times out of 100 (or less). | |  | d. | differences between the experimental and control groups were so large they could never occur by chance alone. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.4 - Describe what is meant when research results are statistically significant; and explain why research should be replicated and why a meta-analysis would be conducted. | | *KEYWORDS:* | Application | |

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| 544. In research reports, a statement that “the results of the experiment were statistically significant” means that the difference must be large enough so that it would occur by chance in how many experiments out of 100?   |  |  |  | | --- | --- | --- | |  | a. | less than five | |  | b. | less than 20 | |  | c. | more than five | |  | d. | more than 20 |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.4 - Describe what is meant when research results are statistically significant; and explain why research should be replicated and why a meta-analysis would be conducted. | | *KEYWORDS:* | Concept | |

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| 545. In an experiment, if the obtained results would occur by chance in less than five experiments out of 100, the results   |  |  |  | | --- | --- | --- | |  | a. | were randomly assigned. | |  | b. | cannot be replicated. | |  | c. | were statistically significant. | |  | d. | were part of a meta-analysis. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.4 - Describe what is meant when research results are statistically significant; and explain why research should be replicated and why a meta-analysis would be conducted. | | *KEYWORDS:* | Concept | |

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| 546. Research findings become more convincing when the results are statistically significant and when the findings   |  |  |  | | --- | --- | --- | |  | a. | showed a positive correlation. | |  | b. | showed a negative correlation. | |  | c. | constitute a natural clinical trial. | |  | d. | are replicated by other researchers. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.4 - Describe what is meant when research results are statistically significant; and explain why research should be replicated and why a meta-analysis would be conducted. | | *KEYWORDS:* | Concept | |

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| 547. To replicate an experiment means to   |  |  |  | | --- | --- | --- | |  | a. | use control groups and experimental groups. | |  | b. | use statistics to determine the effect of chance. | |  | c. | control for the effects of extraneous variables. | |  | d. | repeat the experiment using either identical or improved research methods. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.4 - Describe what is meant when research results are statistically significant; and explain why research should be replicated and why a meta-analysis would be conducted. | | *KEYWORDS:* | Concept | |

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| 548. ​Which of the following has been used to summarize and synthesize large amounts of psychological research and allows researchers to draw conclusions that might be missed in a single, small-scale study?   |  |  |  | | --- | --- | --- | |  | a. | ​meta-analysis | |  | b. | ​natural clinical tests | |  | c. | ​multi-phasic research | |  | d. | ​double-blind experiments |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.4 - Describe what is meant when research results are statistically significant; and explain why research should be replicated and why a meta-analysis would be conducted. | | *KEYWORDS:* | Fact | |

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| 549. ​Which of the following is a statistical technique that can be used to combine the results of many studies on the same subject, as if they were all part of one large study?   |  |  |  | | --- | --- | --- | |  | a. | ​meta-analysis | |  | b. | ​a natural clinical test | |  | c. | ​the standard error of measurement | |  | d. | ​double-blind experimental analysis |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.4 - Describe what is meant when research results are statistically significant; and explain why research should be replicated and why a meta-analysis would be conducted. | | *KEYWORDS:* | Fact | |

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| 550. ​You are investigating the topic of gender differences in which extensive previous research has already been conducted with the findings of these previous studies not always in agreement. Your best approach to conducting research would be to   |  |  |  | | --- | --- | --- | |  | a. | ​randomly assign your subjects. | |  | b. | ​conduct a meta-analysis. | |  | c. | ​conduct a double-blind experiment. | |  | d. | ​utilize a field experiment. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.4 - Describe what is meant when research results are statistically significant; and explain why research should be replicated and why a meta-analysis would be conducted. | | *KEYWORDS:* | Application | |

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| 551. ​Meta-analysis is a statistical technique that is used to   |  |  |  | | --- | --- | --- | |  | a. | randomly assign subjects to the experimental and control groups. | |  | b. | control for research participant bias. | |  | c. | combine the results of many studies on the same subject. | |  | d. | control for researcher bias. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.4 - Describe what is meant when research results are statistically significant; and explain why research should be replicated and why a meta-analysis would be conducted. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 552. Dr. Arrinson is interested in whether males or females tend to be greater risk takers. A computer search reveals that more than 100 different studies have investigated various types of risk taking, including smoking, fast driving, and unprotected sex. What can Dr. Arrinson use to combine the results of these 100 different studies as if they were all part of one big study?​   |  |  |  | | --- | --- | --- | |  | a. | ​double-blind study | |  | b. | ​field experiment | |  | c. | ​clinical method | |  | d. | ​meta-analysis |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.4 - Describe what is meant when research results are statistically significant; and explain why research should be replicated and why a meta-analysis would be conducted. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 553. Changes in the behavior of research subjects caused by the unintended influence of the subjects’ own expectations are referred to as   |  |  |  | | --- | --- | --- | |  | a. | research participant bias. | |  | b. | observer bias. | |  | c. | confirmation bias. | |  | d. | anthropomorphic error. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Fact | |

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| 554. A researcher hypothesized that the drug amphetamine (a stimulant) improves learning. She explains her hypothesis to her participants and gives experimental group participants an amphetamine pill before they begin studying. Control group members get nothing. Later, she assesses how much each participant learned. Because of the hypothesis explanation and because the experimental group was given a pill that the other group did not receive, the experimental group will most likely expect to learn more. Thus, any observed differences between groups may reflect differences in expectation, not the actual effect of the drug, a problem known as the   |  |  |  | | --- | --- | --- | |  | a. | anthropomorphic error. | |  | b. | research participant bias. | |  | c. | courtesy bias. | |  | d. | double-blind experimental effect. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 555. You are conducting an experiment to determine whether teaching students the SQ4R method will increase their test scores. So, you explain your hypothesis to your participants and then conduct the experiment. Informing the participants about your hypothesis   |  |  |  | | --- | --- | --- | |  | a. | may create research participant bias. | |  | b. | violates ethical standards. | |  | c. | prevents the random assignment of subjects. | |  | d. | will have no effect on the results of the experiment. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Application | |

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| 556. Giving placebos in drug experiments is necessary to   |  |  |  | | --- | --- | --- | |  | a. | counteract the random assignment of subjects. | |  | b. | counteract the side effects of the drug. | |  | c. | control for the effects of suggestion and expectation. | |  | d. | keep control subjects from knowing they have been given the real drug. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Concept | |

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| 557. ​Changes in behavior due to participants’ expectations that a drug or other treatment will have some effect is known as the   |  |  |  | | --- | --- | --- | |  | a. | ​anthropomorphic error. | |  | b. | Barnum effect. | |  | c. | ​placebo effect. | |  | d. | extraneous error. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 558. An inactive substance, such as a sugar pill or a saline injection, that is given in the place of a drug in psychological research or by physicians who want to treat a complaint by suggestion, is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | placebo. | |  | b. | extraneous variable. | |  | c. | pseudoscience factor. | |  | d. | control drug. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 559. Responding to a substance, such as a sugar pill or a saline injection, as if it were the real drug is referred to as   |  |  |  | | --- | --- | --- | |  | a. | the placebo effect. | |  | b. | an anthropomorphic error. | |  | c. | the somatization variable. | |  | d. | a psychosomatic complication. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Fact | |

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| 560. The placebo effect is a form of   |  |  |  | | --- | --- | --- | |  | a. | anthropomorphic error. | |  | b. | somatization variable. | |  | c. | research participant bias. | |  | d. | researcher bias. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 561. Regarding placebos, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | In a drug study, the participants in the experimental group get the placebo and those in the control group get the real drug. | |  | b. | Doctors sometimes prescribe placebos, especially for complaints that seem to have no physical basis. | |  | c. | If a placebo has any effect, it must be based on suggestion, rather than the chemical make-up of the placebo. | |  | d. | Placebos have been shown to affect pain, anxiety, depression, alertness, tension, sexual arousal, and cravings for alcohol. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Fact | |

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| 562. In a weight-reduction experiment, an overweight individual was given what the researcher called a new type of diet pill that would help curb the desire to eat. In fact, the pill really contained powdered milk, but ever since the individual started taking the diet pill, he has reported that his desire to eat has decreased. This illustrates the   |  |  |  | | --- | --- | --- | |  | a. | curvilinear relationship. | |  | b. | effect of extraneous variables. | |  | c. | natural experiment. | |  | d. | placebo effect. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Application | |

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| 563. Placebos have such a strong effect on people because   |  |  |  | | --- | --- | --- | |  | a. | only medical doctors can prescribe them. | |  | b. | their impact is immediate. | |  | c. | their impact is long-term. | |  | d. | they alter conscious and unconscious expectations. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Concept | |

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| 564. After a person takes a placebo, there is   |  |  |  | | --- | --- | --- | |  | a. | a reduction in brain activity linked with pain. | |  | b. | usually only a small, insignificant effect for most people. | |  | c. | initially an increase in pain, followed by mild relief. | |  | d. | an immediate relief of pain, but no change in brain activity linked with this pain. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Fact | |

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| 565. In one study, a saline injection was shown to be 70 percent as effective as morphine in reducing pain. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | a placebo effect. | |  | b. | physiological blocking. | |  | c. | the random-assignment effect. | |  | d. | a double-blind effect. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Concept | |

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| 566. In an experiment to test the effects of a new flu drug, two groups are used. One group is given the drug, the other group is given a placebo. The group that receives the placebo is called the \_\_\_\_\_\_\_\_\_\_ group.   |  |  |  | | --- | --- | --- | |  | a. | independent | |  | b. | experimental | |  | c. | dependent | |  | d. | control |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Application | |

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| 567. In a study of the effects of an antidepressant drug on depressive symptoms, the experimental group is given the antidepressant drug, while the control group is given a   |  |  |  | | --- | --- | --- | |  | a. | placebo. | |  | b. | different but equally powerful anti-depressant drug. | |  | c. | lesser amount of the antidepressant drug. | |  | d. | mixture of a placebo and the antidepressant drug. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Application | |

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| 568. Sometimes in a drug study, the experimental group given the actual drug and the control group given the inactive substance both initially show improvement. This is due to   |  |  |  | | --- | --- | --- | |  | a. | the Barnum effect. | |  | b. | the placebo effect. | |  | c. | a biased sample. | |  | d. | a random assignment of subjects. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Concept | |

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| 569. A single-blind experiment would most likely be used to minimize the   |  |  |  | | --- | --- | --- | |  | a. | researcher bias. | |  | b. | correlation versus causation problems. | |  | c. | problem of obtaining a representative sample. | |  | d. | research participant bias. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Fact | |

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| 570. In a research study, when the subjects do not know who is in the experimental group and who is in the control group, but the experimenters do know, the study is called a(n) \_\_\_\_\_\_\_\_\_\_ experiment.   |  |  |  | | --- | --- | --- | |  | a. | single-blind | |  | b. | double-blind | |  | c. | independent | |  | d. | dependent |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Fact | |

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| 571. In a drug study if your participants are *blind* as to the hypothesis under investigation and whether they received the real drug or the placebo, then the participants   |  |  |  | | --- | --- | --- | |  | a. | have been randomly assigned. | |  | b. | have been randomly selected. | |  | c. | will have the same expectations. | |  | d. | will have differing expectations. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Concept | |

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| 572. The subjects in the experimental group receive the experimental drug, while the subjects in the control group receive a placebo. Although the experimenter knows which subjects are in the experimental group and which are in the control group, the subjects themselves do not know who is in which group or who received the real drug and who the placebo. This experimenter is using   |  |  |  | | --- | --- | --- | |  | a. | a double-blind study to control for researcher bias. | |  | b. | a single-blind study to control for research participant bias. | |  | c. | random selection to control the extraneous variables. | |  | d. | random assignment to control the dependent variables. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Concept | |

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| 573. You want to test people's reactions to a new artificial sweetener, so you give them coffee with two different kinds of sweetener. Although you know which sweetener is which, you don't let them know which sweetener they're getting. This type of experiment is called a \_\_\_\_\_\_\_\_\_\_ experiment.   |  |  |  | | --- | --- | --- | |  | a. | double-blind | |  | b. | single-blind | |  | c. | placebo effect | |  | d. | placebo bias |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Application | |

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| 574. Changes in subjects’ behavior caused by the unintended influence of an experimenter’s actions are referred to as   |  |  |  | | --- | --- | --- | |  | a. | researcher bias. | |  | b. | the field experiment effect. | |  | c. | research participant bias. | |  | d. | the extraneous effect. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.2 - Define researcher bias; and explain how researcher expectations can create a self-fulfilling prophecy. | | *KEYWORDS:* | Fact | |

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| 575. Through subtle hints, such as the tone of his voice, body language, and by giving encouragement and criticism, Dr. Enor unintentionally influenced his subjects so that they reacted in ways that were consistent with his experimental hypothesis. This example demonstrates the   |  |  |  | | --- | --- | --- | |  | a. | researcher bias. | |  | b. | placebo effect. | |  | c. | anthropomorphic bias. | |  | d. | extraneous effect. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.2 - Define researcher bias; and explain how researcher expectations can create a self-fulfilling prophecy. | | *KEYWORDS:* | Application | |

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| 576. An example of “researcher bias" would be a situation in which the experimenter   |  |  |  | | --- | --- | --- | |  | a. | acts out the proper behavior for the subjects. | |  | b. | deceives the subjects as to the real purpose of the experiment. | |  | c. | unknowingly hints to subjects what is expected of them. | |  | d. | does all of these. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.2 - Define researcher bias; and explain how researcher expectations can create a self-fulfilling prophecy. | | *KEYWORDS:* | Concept | |

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| 577. A teacher believes that one group of children is very bright and that a second group is below average in ability, although both groups are actually equal in ability. Nevertheless, the first group progresses more rapidly than the second. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | the self-fulfilling prophecy. | |  | b. | the placebo effect within a natural experiment. | |  | c. | observer bias in naturalistic observation. | |  | d. | the ethical problems of field experiments. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.2 - Define researcher bias; and explain how researcher expectations can create a self-fulfilling prophecy. | | *KEYWORDS:* | Application | |

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| 578. The phenomenon in which a prediction prompts people to act in ways that make the prediction come true is known as the   |  |  |  | | --- | --- | --- | |  | a. | pseudomemory prophecy. | |  | b. | prediction effect. | |  | c. | self-fulfilling prophecy. | |  | d. | placebo effect. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.2 - Define researcher bias; and explain how researcher expectations can create a self-fulfilling prophecy. | | *KEYWORDS:* | Fact | |

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| 579. ​At the U.S. Air Force Academy Preparatory School, 100 student pilots were randomly assigned to five different math classes with their teachers not knowing about this random placement. Instead, each teacher was told that his or her students had unusually high or low ability. Students in the classes labeled high ability improved much more in math scores than those in low-ability classes, although, initially, all the classes had students of equal ability. Although the teachers were not conscious of it, they apparently communicated their expectations subtly to students by their tone of voice, body language, and encouragement or criticism. These hints created what is known as a(n)   |  |  |  | | --- | --- | --- | |  | a. | ​anthropomorphic error. | |  | b. | ​placebo effect. | |  | c. | ​self-fulfilling prophecy. | |  | d. | ​observer effect. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.2 - Define researcher bias; and explain how researcher expectations can create a self-fulfilling prophecy. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 580. A study at the U.S. Air Force Academy Preparatory School demonstrated that students’ performances can be affected by teachers’ expectations. These results are best explained by the fact that   |  |  |  | | --- | --- | --- | |  | a. | studies in the field are more unpredictable than those in the laboratory. | |  | b. | naturalistic observation pointed out differences not controlled by a laboratory experiment. | |  | c. | the teachers subtly communicated their expectations to the students, which created a self-fulfilling prophecy. | |  | d. | the two groups were really not equal in their ability at the start of the experiment. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.2 - Define researcher bias; and explain how researcher expectations can create a self-fulfilling prophecy. | | *KEYWORDS:* | Concept | |

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| 581. Dr. Darius subtly and unknowingly communicated her expectations to her subjects, which resulted in her subjects behaving in ways that made her expectations come true, a phenomenon known as the   |  |  |  | | --- | --- | --- | |  | a. | Barnum effect. | |  | b. | actor-observer effect. | |  | c. | anthropomorphic error. | |  | d. | self-fulfilling prophecy. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.2 - Define researcher bias; and explain how researcher expectations can create a self-fulfilling prophecy. | | *KEYWORDS:* | Application | |

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| 582. A person suffering from anxiety predicts that he will make a fool of himself at a social gathering and, in fact, he does. A psychologist predicts that students in his morning class will outperform those in his afternoon class and, in fact, they do. What do the anxious person and the psychologist have in common? They both   |  |  |  | | --- | --- | --- | |  | a. | are engaged in the Barnum effect. | |  | b. | produced a self-fulfilling prophecy. | |  | c. | are engaged in the placebo effect. | |  | d. | possess a precognition type of ESP. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.2 - Define researcher bias; and explain how researcher expectations can create a self-fulfilling prophecy. | | *KEYWORDS:* | Application | |

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| 583. Many teachers underestimate the abilities of ethnic minority children in their classes, which may hurt the students’ chances for success due to the occurrence of a(n)   |  |  |  | | --- | --- | --- | |  | a. | Barnum effect. | |  | b. | anthropomorphic error. | |  | c. | placebo effect. | |  | d. | self-fulfilling prophecy. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.2 - Define researcher bias; and explain how researcher expectations can create a self-fulfilling prophecy. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 584. An experiment in which neither the subjects nor the experimenters administering the drugs know who is receiving the real drug or a placebo is called a \_\_\_\_\_\_\_\_\_\_ experiment.   |  |  |  | | --- | --- | --- | |  | a. | naturalistic | |  | b. | random control | |  | c. | placebo-blind | |  | d. | double-blind |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.3 - Describe the double-blind experiment; and explain how this design helps control for both research participant bias and researcher bias and allows valid conclusions to be drawn. | | *KEYWORDS:* | Fact | |

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| 585. A double-blind experiment would be used for all of the following EXCEPT to   |  |  |  | | --- | --- | --- | |  | a. | minimize researcher bias. | |  | b. | minimize changes in subjects’ behavior caused by the unintended influence of an experimenter’s actions. | |  | c. | control for research participant bias. | |  | d. | eliminate the need for randomly assigning participants to experimental and control groups. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.3 - Describe the double-blind experiment; and explain how this design helps control for both research participant bias and researcher bias and allows valid conclusions to be drawn. | | *KEYWORDS:* | Concept | |

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| 586. Both research participant bias and research bias can be controlled by   |  |  |  | | --- | --- | --- | |  | a. | randomly selecting one’s participants. | |  | b. | using a single-blind experiment. | |  | c. | using a double-blind experiment. | |  | d. | randomly assigning participants to the experimental and control groups. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.3 - Describe the double-blind experiment; and explain how this design helps control for both research participant bias and researcher bias and allows valid conclusions to be drawn. | | *KEYWORDS:* | Concept | |

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| 587. To investigate the effects of a new drug for hyperactivity, one group of children is given this new drug, while the other group is given a placebo. The experimenter has his assistant label the drug and the placebo with letter names so that he will not know which group of children is getting the placebo and which group is getting the new drug until the end of the experiment. This researcher is using a   |  |  |  | | --- | --- | --- | |  | a. | double-blind experiment to minimize research participant bias and researcher bias. | |  | b. | single-blind experiment to minimize observer bias and the observer effect. | |  | c. | triple-blind experiment that incorporates random selection and random assignment. | |  | d. | placebo effect to maximize the self-fulfilling prophecy. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.3 - Describe the double-blind experiment; and explain how this design helps control for both research participant bias and researcher bias and allows valid conclusions to be drawn. | | *KEYWORDS:* | Application | |

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| 588. You want to test people’s cola preferences, so you conduct a taste test using two different brands of cola. However, you are worried about possible clues you may give people taking the test. So, you label the two colas and have your assistant, who does not know which cola is which, administer the test to the subjects. Thus, you have prevented yourself and your assistant from giving out any clues by using   |  |  |  | | --- | --- | --- | |  | a. | random selection. | |  | b. | random assignment. | |  | c. | a single-blind experiment. | |  | d. | a double-blind experiment. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.3 - Describe the double-blind experiment; and explain how this design helps control for both research participant bias and researcher bias and allows valid conclusions to be drawn. | | *KEYWORDS:* | Application | |

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| 589. You want to test people's reactions to a new artificial sweetener, so you plan to give them coffee with two different kinds of sweetener. However, you are worried about possible cues you may give people as to which sweetener they're getting. To address this, you have your assistant prepare the packets, so she knows which is which, but you do not. You then give the two coffees to your subjects. This type of experiment is called a \_\_\_\_\_\_\_\_\_\_ experiment.   |  |  |  | | --- | --- | --- | |  | a. | double-blind | |  | b. | single-blind | |  | c. | placebo effect | |  | d. | placebo bias |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.3 - Describe the double-blind experiment; and explain how this design helps control for both research participant bias and researcher bias and allows valid conclusions to be drawn. | | *KEYWORDS:* | Application | |

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| 590. You have designed an experiment to test a new drug. You prepare the injection doses of the drug and a placebo and label them with different alphabet letters. Then, you hire research assistants to give the injections and to collect data from the participants. These research assistants as well as the participants will not know which injection is the drug or which is the placebo or whether a participant is in the experimental or the control group. You have   |  |  |  | | --- | --- | --- | |  | a. | created a placebo effect. | |  | b. | designed a single-blind experiment. | |  | c. | designed a double-blind experiment. | |  | d. | created a self-fulfilling prophecy. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.3 - Describe the double-blind experiment; and explain how this design helps control for both research participant bias and researcher bias and allows valid conclusions to be drawn. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 591. Regarding biases in research, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Much of the popularity of herbal health remedies is based on the placebo effect. | |  | b. | Single-blind experiments are used to control researcher bias. | |  | c. | Double-blind experiments control for both researcher bias and research participant bias. | |  | d. | Double-blind testing has shown that about 50 percent of the effectiveness of antidepressant drugs, such as Prozac, is due to the placebo effect. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.3 - Describe the double-blind experiment; and explain how this design helps control for both research participant bias and researcher bias and allows valid conclusions to be drawn. | | *KEYWORDS:* | Fact | |

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| 592. Naturalistic observation, correlational studies, the clinical method, and the survey method are considered \_\_\_\_\_\_\_\_\_\_ methods.   |  |  |  | | --- | --- | --- | |  | a. | experimental | |  | b. | nonexperimental | |  | c. | nonscientific | |  | d. | placebo bias |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.1 - Briefly describe the following nonexperimental research methods: naturalistic observation, the correlational method, case study (or clinical method), and the survey method. | | *KEYWORDS:* | Fact | |

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| 593. Nonexperimental methods of research include   |  |  |  | | --- | --- | --- | |  | a. | the case study method. | |  | b. | correlational studies. | |  | c. | the clinical method. | |  | d. | all of these. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.1 - Briefly describe the following nonexperimental research methods: naturalistic observation, the correlational method, case study (or clinical method), and the survey method. | | *KEYWORDS:* | Fact | |

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| 594. Psychologists who want to study behavior as it unfolds in natural settings use a technique called   |  |  |  | | --- | --- | --- | |  | a. | the case study method. | |  | b. | correlational studies. | |  | c. | the survey method. | |  | d. | naturalistic observation. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.1 - Briefly describe the following nonexperimental research methods: naturalistic observation, the correlational method, case study (or clinical method), and the survey method. | | *KEYWORDS:* | Fact | |

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| 595. Psychologists who want to make measurements to discover relationships between events use a technique called   |  |  |  | | --- | --- | --- | |  | a. | the case study method. | |  | b. | the correlational method. | |  | c. | the survey method. | |  | d. | naturalistic observation. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.1 - Briefly describe the following nonexperimental research methods: naturalistic observation, the correlational method, case study (or clinical method), and the survey method. | | *KEYWORDS:* | Fact | |

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| 596. When psychologists study individuals with an in-depth focus, often in clinical settings, they use the \_\_\_\_\_\_\_\_\_\_\_ method.   |  |  |  | | --- | --- | --- | |  | a. | case study | |  | b. | correlational | |  | c. | survey | |  | d. | naturalistic observation |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.1 - Briefly describe the following nonexperimental research methods: naturalistic observation, the correlational method, case study (or clinical method), and the survey method. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 597. Questions about the opinions and behavior of large groups of people are often best answered using the \_\_\_\_\_\_\_\_\_\_ method.   |  |  |  | | --- | --- | --- | |  | a. | case study | |  | b. | correlational | |  | c. | survey | |  | d. | naturalistic observation |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.1 - Briefly describe the following nonexperimental research methods: naturalistic observation, the correlational method, case study (or clinical method), and the survey method. | | *KEYWORDS:* | Concept | |

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| 598. Psychologists can determine clear cause-and-effect relationships regarding human behavior through a controlled research design called the \_\_\_\_\_\_\_\_\_\_ method.   |  |  |  | | --- | --- | --- | |  | a. | clinical | |  | b. | correlational | |  | c. | experimental | |  | d. | nonexperimental |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.2 - Explain the difference in the type of information provided by controlled experiments and the nonexperimental research methods. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 599. Which of the following research methods allows clear cause-and-effect relationships to be identified and powerful controlled observations to be staged?   |  |  |  | | --- | --- | --- | |  | a. | ​experimental method | |  | b. | naturalistic observation | |  | c. | ​clinical method | |  | d. | ​survey method |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.2 - Explain the difference in the type of information provided by controlled experiments and the nonexperimental research methods. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 600. Because it is not always possible to conduct experiments, psychologists gather evidence and test hypotheses by using all of the following nonexperimental methods EXCEPT for the \_\_\_\_\_\_\_\_\_\_ method.   |  |  |  | | --- | --- | --- | |  | a. | case study | |  | b. | correlational | |  | c. | naturalistic observation | |  | d. | pseudoscientific |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.2 - Explain the difference in the type of information provided by controlled experiments and the nonexperimental research methods. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 601. ​Psychologists often obtain much information by observing the behavior of human and animals in their usual settings. They then use this information to form hypotheses and questions for future research. These psychologists are most likely using which research method?   |  |  |  | | --- | --- | --- | |  | a. | ​clinical method | |  | b. | ​naturalistic observation | |  | c. | ​case study method | |  | d. | survey method |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.2 - Explain the difference in the type of information provided by controlled experiments and the nonexperimental research methods. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 602. ​Which nonexperimental research method can demonstrate the existence of relationships, allows prediction, and can be used in a lab, clinic, or natural setting?   |  |  |  | | --- | --- | --- | |  | a. | ​clinical method | |  | b. | survey method | |  | c. | ​correlational method | |  | d. | ​naturalistic observation |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.2 - Explain the difference in the type of information provided by controlled experiments and the nonexperimental research methods. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 603. ​Which research method takes advantage of “natural clinical trials” and allows investigation of rare or unusual problems or events?   |  |  |  | | --- | --- | --- | |  | a. | ​case study method | |  | b. | ​naturalistic observation | |  | c. | ​correlational method | |  | d. | ​experimental method |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.2 - Explain the difference in the type of information provided by controlled experiments and the nonexperimental research methods. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 604. ​Which research method can address questions not answered by other approaches and allows information about large numbers of people to be gathered?   |  |  |  | | --- | --- | --- | |  | a. | ​survey method | |  | b. | ​clinical method | |  | c. | ​naturalistic observation | |  | d. | ​experimental method |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.2 - Explain the difference in the type of information provided by controlled experiments and the nonexperimental research methods. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 605. Regarding the information provided by the nonexperimental methods, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | The case study method allows the investigation of rare or unusual problems or events. | |  | b. | The correlational method allows us to predict behavior. | |  | c. | The findings from naturalistic observations allow us to describe behavior and form hypotheses for future research. | |  | d. | The survey method is used to establish cause-and-effect relationships regarding human behavior. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.2 - Explain the difference in the type of information provided by controlled experiments and the nonexperimental research methods. | | *KEYWORDS:* | Concept | |

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| 606. A psychologist using the method of naturalistic observation would   |  |  |  | | --- | --- | --- | |  | a. | carefully design controlled situations in which to observe behavior. | |  | b. | rely on observations of subjects' responses to questionnaires. | |  | c. | observe behavior as it happens in actual settings outside the laboratory or clinic. | |  | d. | make careful records of the behavior of clients treated during the course of therapy. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Fact | |

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| 607. Recording the behavior of people or animals in their real-life settings without imposing laboratory conditions is known as the \_\_\_\_\_\_\_\_\_\_ method.   |  |  |  | | --- | --- | --- | |  | a. | independent living | |  | b. | pseudo-observational | |  | c. | correlation | |  | d. | naturalistic observation |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Fact | |

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| 608. From her studies of chimpanzees in the wild in Tanzania, Jane Goodall showed that humans are not the only tool-making animals. In discovering this information, Jane Goodall used which type of research method?   |  |  |  | | --- | --- | --- | |  | a. | field experiments | |  | b. | experimental control | |  | c. | correlational studies | |  | d. | naturalistic observation |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Concept | |

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| 609. The findings from naturalistic observations allow us to   |  |  |  | | --- | --- | --- | |  | a. | describe behavior. | |  | b. | predict behavior. | |  | c. | explain behavior. | |  | d. | establish clear cause-and-effect relationships. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Concept | |

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| 610. A psychologist observes the confrontation between two rival neighborhood gangs from the window of an abandoned building. This method of collecting observations is best described as   |  |  |  | | --- | --- | --- | |  | a. | experimental regression. | |  | b. | naturalistic observation. | |  | c. | controlled experimentation. | |  | d. | clinical case study. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Application | |

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| 611. An advantage of naturalistic observation is that   |  |  |  | | --- | --- | --- | |  | a. | clear cause-and-effect relationships can be identified. | |  | b. | behavior has not been tampered with by outside influences. | |  | c. | the correlation between events can be carefully estimated. | |  | d. | one can predict the behavior of large groups of subjects from the findings. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Concept | |

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| 612. Limitations of naturalistic observation include the   |  |  |  | | --- | --- | --- | |  | a. | small amount of information gained for the effort involved. | |  | b. | inconvenience and expense of conducting these observations in controlled laboratory settings. | |  | c. | problems of observer effects and observer bias. | |  | d. | problem of not being able to follow the APA code of research ethics using this research method. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Concept | |

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| 613. The fact that a subject's behavior may change when they know they are being watched is called   |  |  |  | | --- | --- | --- | |  | a. | the observer effect. | |  | b. | the staging effect. | |  | c. | interactive behavior change. | |  | d. | the mutual effect. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Fact | |

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| 614. Researchers using naturalistic observations to study an animal colony must avoid making friends with the animals to minimize the   |  |  |  | | --- | --- | --- | |  | a. | placebo effect. | |  | b. | problem of sampling bias. | |  | c. | effect of the independent variable on the dependent variable. | |  | d. | effects of the observer on the observed. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Concept | |

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| 615. One way to reduce the effects of the presence of the observer on the behavior of the observed is to   |  |  |  | | --- | --- | --- | |  | a. | conceal the observer or use hidden camera recorders. | |  | b. | take careful notes using a rating scale. | |  | c. | make friends with the observed. | |  | d. | record only selected details by using a behavioral assessment instrument. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Concept | |

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| 616. Concealing the observer behind a two-way mirror or using hidden cameras can be used to minimize the   |  |  |  | | --- | --- | --- | |  | a. | observer effect. | |  | b. | double-blind effect. | |  | c. | placebo effect. | |  | d. | effects of extraneous correlations. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Concept | |

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| 617. Zoologists have attached miniaturized cameras called “critter cams” directly to many species allowing observations in a wide range of natural environments with the use of these tiny cameras minimizing the   |  |  |  | | --- | --- | --- | |  | a. | single-blind effect. | |  | b. | double-blind effect.. | |  | c. | observer effect. | |  | d. | effects of extraneous correlations. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Concept | |

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| 618. ​Zoologist Christian Rutz and his colleagues outfitted shy New Caledonian crows with “crow cams” to better understand their use of tools to forage for food. Dr. Rutz and his colleagues were using the critter cams to minimize the observer effect in which type of research method?   |  |  |  | | --- | --- | --- | |  | a. | correlational study | |  | b. | case study | |  | c. | ​naturalistic observation | |  | d. | ​clinical method |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 619. A college student has volunteered to tutor students in a first-grade classroom. She hopes to gain a realistic picture of the everyday behavior of these students. However, every time she enters the classroom, the students all stop what they are doing and run up to her begging her to tutor them next. This college student will probably never get a realistic picture of a typical first grader's school day because of the   |  |  |  | | --- | --- | --- | |  | a. | observer bias. | |  | b. | observer effect. | |  | c. | self-fulfilling prophecy. | |  | d. | anthropomorphic error. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Application | |

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| 620. Sometimes observers in naturalistic observation see what they expect to see even when it isn't occurring. This problem is called   |  |  |  | | --- | --- | --- | |  | a. | observer bias. | |  | b. | pro-social interaction effect. | |  | c. | observer effect. | |  | d. | halo effect. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Concept | |

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| 621. ​During naturalistic observation, the tendency of an observer to distort observations or perceptions to match his or her expectations is called the   |  |  |  | | --- | --- | --- | |  | a. | anthropomorphic error. | |  | b. | ​observer bias. | |  | c. | ​observer effect. | |  | d. | ​placebo effect. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 622. A teacher asks the school psychologist to observe her class through the two-way mirror and determine why the class disruptions are occurring. Just as the psychologist is walking into the room off to the side of the classroom to observe, the teacher assistant tells the psychologist, "Pay close attention to Claire and Robert over there by the maps. I think they are the real troublemakers in the class." After this encounter, the school psychologist will have to struggle with the   |  |  |  | | --- | --- | --- | |  | a. | observer effect. | |  | b. | observer bias. | |  | c. | placebo effect. | |  | d. | anthropomorphic error. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Application | |

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| 623. A researcher observing children and recording only those details that match his expectations would be   |  |  |  | | --- | --- | --- | |  | a. | exhibiting the observer effect. | |  | b. | exhibiting the observer bias. | |  | c. | conducting a scientific survey. | |  | d. | conducting a case study. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Application | |

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| 624. Teachers in one study were told to watch normal elementary school children who had been labeled for the study as “learning disabled,” “intellectually disabled,” “emotionally disturbed,” or “normal.” Sadly, the teachers gave the children very different ratings, depending on the labels used. This illustrates the serious consequences of   |  |  |  | | --- | --- | --- | |  | a. | conducting a scientific survey. | |  | b. | conducting a case study. | |  | c. | the observer bias. | |  | d. | the observer effect. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Application | |

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| 625. A police officer expecting criminal behavior shoots a person who is reaching for his wallet because he perceives the suspect as reaching for a gun. This is a dangerous example of the   |  |  |  | | --- | --- | --- | |  | a. | anthropomorphic error. | |  | b. | placebo effect. | |  | c. | observer bias. | |  | d. | observer effect. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Application | |

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| 626. In observing the changes in their clients during therapy, psychologists often believe they get better results when using the type of therapy they favor. This illustrates the   |  |  |  | | --- | --- | --- | |  | a. | Barnum effect. | |  | b. | observer effect. | |  | c. | observer bias. | |  | d. | anthropomorphic error. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Application | |

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| 627. The temptation to attribute human thoughts, feelings, and motives to animals, especially as a way to explain their behavior, is called the \_\_\_\_\_\_\_\_\_\_ error.   |  |  |  | | --- | --- | --- | |  | a. | ratomorphic | |  | b. | empirical | |  | c. | anthropomorphic | |  | d. | comparative |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Fact | |

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| 628. A person who praises his or her dog for its loyalty and devotion to its master is committing a(n)   |  |  |  | | --- | --- | --- | |  | a. | deductive-inductive confusion. | |  | b. | scientific generalization. | |  | c. | the Barnum effect. | |  | d. | anthropomorphic error. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Application | |

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| 629. My cat knows when I am upset and comes and comforts me. In psychology this is an example of   |  |  |  | | --- | --- | --- | |  | a. | psychological personification. | |  | b. | the observer effect. | |  | c. | the biopsychology effect. | |  | d. | the anthropomorphic error. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Application | |

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| 630. The anthropomorphic error would pose the greatest problem for which of the following?   |  |  |  | | --- | --- | --- | |  | a. | clinical psychologist | |  | b. | Freudian psychologist | |  | c. | humanist | |  | d. | comparative psychologist |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Concept | |

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| 631. Helen ties a frilly blue bow around the neck of her husband's bulldog, Bruiser. When her husband sees Bruiser trying to take the bow off, he explains to his wife that Bruiser is embarrassed to be seen wearing "the frilly little bow." Her husband's comment illustrates the   |  |  |  | | --- | --- | --- | |  | a. | observer effect. | |  | b. | anthropomorphic error. | |  | c. | Barnum effect. | |  | d. | animalistic relativity error. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Application | |

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| 632. You go to Africa to study elephants. You follow one particular group, and one day you observe the other members of the group gather around a sick and dying elephant. The healthy elephants shuffle and trumpet and act in an agitated manner. You conclude that they are sad because one of their members is dying. Without any other evidence, you have just   |  |  |  | | --- | --- | --- | |  | a. | committed the anthropomorphic error. | |  | b. | become involved in the observer effect. | |  | c. | engaged in research participant bias. | |  | d. | created an empirical fallacy. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Application | |

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| 633. Psychologists conducting naturalistic studies make a special effort to minimize bias by keeping a detailed summary of data and observations known as a(n)   |  |  |  | | --- | --- | --- | |  | a. | experimental diary. | |  | b. | observation record. | |  | c. | empirical recording. | |  | d. | scientific journal. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Fact | |

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| 634. A researcher observes and records the play activities of children at recess. The videotape of these play activities serves as the   |  |  |  | | --- | --- | --- | |  | a. | experimental effect. | |  | b. | observation record. | |  | c. | observational empiricism. | |  | d. | scientific record. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Application | |

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| 635. In keeping an observational record, which of the following methods tends to be the most objective?   |  |  |  | | --- | --- | --- | |  | a. | video recording | |  | b. | rating scale used by a single observer | |  | c. | behavioral assessment by a single observer | |  | d. | at least three intersubjective observers |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 636. Which of the following is an appropriate use of naturalistic observation?   |  |  |  | | --- | --- | --- | |  | a. | to raise questions and suggest hypotheses | |  | b. | to develop formal psychological theory | |  | c. | to test hypotheses derived from theory | |  | d. | to answer questions about cause-and-effect relationships |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Concept | |

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| 637. A psychologist notes an association between the IQs of parents and their children, or between beauty and social popularity, or between anxiety and test performance. In each case, two events are correlated, which means   |  |  |  | | --- | --- | --- | |  | a. | both events are randomly occurring. | |  | b. | both events are really unrelated. | |  | c. | one event caused the other. | |  | d. | the events are linked together in an orderly way. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Concept | |

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| 638. The existence of a consistent, systematic relationship between two events, measures, or variables is known as a(n)   |  |  |  | | --- | --- | --- | |  | a. | survey error. | |  | b. | statistical anomaly. | |  | c. | correlation. | |  | d. | confirmation bias. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Fact | |

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| 639. A nonexperimental study designed to measure the degree of relationship (if any) between two or more events or variables is called a \_\_\_\_\_\_\_\_\_\_ study.   |  |  |  | | --- | --- | --- | |  | a. | naturalistic observation | |  | b. | correlational | |  | c. | case | |  | d. | survey |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Fact | |

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| 640. In which type of study are two factors measured and then a statistical technique used to find the degree of relationship between the two factors?   |  |  |  | | --- | --- | --- | |  | a. | naturalistic observation | |  | b. | survey method | |  | c. | case study method | |  | d. | correlational study |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 641. To estimate the degree of the relationship between birth order and achievement motivation, a researcher would do a(n) \_\_\_\_\_\_\_\_\_\_ study.   |  |  |  | | --- | --- | --- | |  | a. | naturalistic observation | |  | b. | inventory | |  | c. | correlational | |  | d. | experimental |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | |

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| 642. A teacher states that the students who made the highest grades on the English test also made the highest grades on the history test and the ones that made the lowest on one test made the lowest on the other. She was probably able to make this statement because she   |  |  |  | | --- | --- | --- | |  | a. | conducted a controlled experiment with the class. | |  | b. | correlated the scores on the two tests. | |  | c. | surveyed the students. | |  | d. | observed the students as they took the test to make sure no one cheated. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | |

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| 643. Correlations allow us to   |  |  |  | | --- | --- | --- | |  | a. | control behavior. | |  | b. | explain behavior. | |  | c. | predict behavior. | |  | d. | establish causal relationships. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Concept | |

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| 644. Simister and Cooper decided to find out if there is a relationship between crime and the weather. They obtained data on temperatures and criminal activity in Los Angeles over a four-year period. When they graphed air temperature and the frequency of aggravated assaults, they found that assaults and temperatures rise and fall more or less in parallel. Simister and Cooper conducted a(n) \_\_\_\_\_\_\_\_\_\_ study.   |  |  |  | | --- | --- | --- | |  | a. | naturalistic observation | |  | b. | statistical inventory | |  | c. | correlational | |  | d. | experimental |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 645. Simister and Cooper decided to find out if there is a relationship between crime and the weather. They obtained data on temperatures and criminal activity in Los Angeles over a four-year period. When they graphed air temperature and the frequency of aggravated assaults, they found that assaults and temperatures rise and fall more or less in parallel. Therefore, knowing the temperature in Los Angeles now allows us to   |  |  |  | | --- | --- | --- | |  | a. | predict the number of aggravated assaults. | |  | b. | explain why aggravated assaults occur. | |  | c. | prevent aggravated assaults from occurring. | |  | d. | do all of these. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 646. A correlational coefficient is best characterized as a(n)   |  |  |  | | --- | --- | --- | |  | a. | measure of the extent of the relationship between two existing traits, behaviors, or events. | |  | b. | index of the causal direction between an independent and dependent variable. | |  | c. | indication of the likelihood that an experimental finding will be replicated by others. | |  | d. | measure of the likelihood that observed differences may be attributed to chance. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Fact | |

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| 647. Correlation coefficients can be expressed in numbers ranging from   |  |  |  | | --- | --- | --- | |  | a. | 0.00 to 3.00. | |  | b. | -1.00 to +1.00. | |  | c. | -2.00 to +2.00. | |  | d. | -3.00 to +3.00. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Fact | |

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| 648. If a correlational relationship is *perfect*, the coefficient would   |  |  |  | | --- | --- | --- | |  | a. | be zero. | |  | b. | be a +1.00 or a -1.00. | |  | c. | always be a negative correlation. | |  | d. | always be a positive correlation. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Fact | |

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| 649. A correlation coefficient of 0.00 means that there is   |  |  |  | | --- | --- | --- | |  | a. | a strong negative relationship between the two variables. | |  | b. | a strong positive relationship between the two variables. | |  | c. | a perfect positive relationship between the two variables. | |  | d. | no relationship between the two variables. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Fact | |

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| 650. The graph shown depicts a \_\_\_\_\_\_\_\_\_\_ correlation.   |  |  |  | | --- | --- | --- | |  | a. | zero | |  | b. | perfect positive | |  | c. | perfect negative | |  | d. | causal |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Fact | |

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| 651. The graph shown depicts a \_\_\_\_\_\_\_\_\_\_ correlation.   |  |  |  | | --- | --- | --- | |  | a. | zero | |  | b. | perfect positive | |  | c. | perfect negative | |  | d. | causal |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Fact | |

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| 652. The graph shown depicts a \_\_\_\_\_\_\_\_\_\_ correlation.   |  |  |  | | --- | --- | --- | |  | a. | zero | |  | b. | perfect positive | |  | c. | perfect negative | |  | d. | causal |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Fact | |

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| 653. Which of the following coefficients of correlation indicates the STRONGEST relationship between two sets of variables?   |  |  |  | | --- | --- | --- | |  | a. | -0.98 | |  | b. | 0.90 | |  | c. | 0.00 | |  | d. | 1.20 |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | |

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| 654. Which of the following coefficients of correlation indicates the STRONGEST relationship between two sets of variables?   |  |  |  | | --- | --- | --- | |  | a. | -0.80 | |  | b. | -.10 | |  | c. | +1.25 | |  | d. | +.90 |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | |

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| 655. Which of the following coefficients of correlation indicates the WEAKEST relationship between two sets of variables?   |  |  |  | | --- | --- | --- | |  | a. | 0.08 | |  | b. | -0.29 | |  | c. | 0.48 | |  | d. | -1.00 |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | |

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| 656. Which of the following coefficients of correlation indicates the WEAKEST relationship between two sets of variables?​   |  |  |  | | --- | --- | --- | |  | a. | ​-1.15 | |  | b. | ​-0.93 | |  | c. | ​0.42 | |  | d. | ​0.72 |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 657. A correlation coefficient of -.89 indicates a(n)   |  |  |  | | --- | --- | --- | |  | a. | weak negative correlation. | |  | b. | strong negative correlation. | |  | c. | cause and effect relationship. | |  | d. | error in computation. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Concept | |

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| 658. A correlation coefficient of .05 indicates a(n)​   |  |  |  | | --- | --- | --- | |  | a. | ​weak positive correlation. | |  | b. | ​strong positive correlation. | |  | c. | ​cause and effect relationship. | |  | d. | ​error in computation. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 659. A correlation coefficient of -1.09 indicates a(n)   |  |  |  | | --- | --- | --- | |  | a. | strong positive correlation. | |  | b. | strong negative correlation. | |  | c. | cause/effect relationship. | |  | d. | error in computation. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Concept | |

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| 660. A correlation coefficient of 1.36 would be   |  |  |  | | --- | --- | --- | |  | a. | impossible. | |  | b. | a sign that the two variables are positively related. | |  | c. | a sign that the two variables are negatively related. | |  | d. | a sign that the two variables are not related. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Concept | |

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| 661. The correlation between shoe size and intelligence would be   |  |  |  | | --- | --- | --- | |  | a. | -1.00. | |  | b. | +1.00. | |  | c. | 0.00. | |  | d. | impossible to calculate. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | |

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| 662. A positive correlation means that as one variable increases, the other variable   |  |  |  | | --- | --- | --- | |  | a. | increases. | |  | b. | decreases. | |  | c. | remains constant. | |  | d. | is unpredictable. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Concept | |

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| 663. Decreases in one measure are matched by decreases in the other measure in a   |  |  |  | | --- | --- | --- | |  | a. | nonexistent relationship. | |  | b. | positive correlation. | |  | c. | negative correlation. | |  | d. | zero correlation. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Concept | |

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| 664. A negative correlation means that as one variable increases the other   |  |  |  | | --- | --- | --- | |  | a. | increases. | |  | b. | decreases. | |  | c. | remains constant. | |  | d. | increases then decreases. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Concept | |

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| 665. Decreases in one measure are matched by increases in the other measure in a   |  |  |  | | --- | --- | --- | |  | a. | nonexistent relationship. | |  | b. | positive correlation. | |  | c. | negative correlation. | |  | d. | zero correlation. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Concept | |

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| 666. Students who do better in high school tend to do better in college. This is an example of a \_\_\_\_\_\_\_\_\_\_ correlation.   |  |  |  | | --- | --- | --- | |  | a. | negative | |  | b. | zero | |  | c. | positive | |  | d. | perfect |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Concept | |

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| 667. The boys in Ms. Jones' third grade class were lined up according to height and were then weighed in this order beginning with the shortest. Each succeeding boy was found to weigh more than the preceding one. These data were plotted on a graph with weight on the horizontal axis and height on the vertical axis and revealed a   |  |  |  | | --- | --- | --- | |  | a. | zero correlation. | |  | b. | positive correlation. | |  | c. | negative correlation. | |  | d. | horizontal line. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | |

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| 668. An observation that the higher the air temperature, the lower the activity of test animals would be an example of a   |  |  |  | | --- | --- | --- | |  | a. | negative correlation. | |  | b. | positive correlation. | |  | c. | causal relationship. | |  | d. | zero correlation. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | |

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| 669. A researcher studying sleep deprivation finds that as the amount of sleep decreases, there is a proportional decrease in one's immune system. This illustrates a \_\_\_\_\_\_\_\_\_\_ correlation.   |  |  |  | | --- | --- | --- | |  | a. | positive | |  | b. | negative | |  | c. | zero | |  | d. | dependent |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | |

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| 670. The more you study, the fewer errors you will make on the next exam is an example of a \_\_\_\_\_\_\_\_\_\_ correlation.   |  |  |  | | --- | --- | --- | |  | a. | perfect | |  | b. | positive | |  | c. | negative | |  | d. | zero |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | |

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| 671. As gas prices increase, we see a decline in the number of travelers on the highway. This is an example of a \_\_\_\_\_\_\_\_\_\_ correlation.   |  |  |  | | --- | --- | --- | |  | a. | negative | |  | b. | positive | |  | c. | perfect | |  | d. | zero |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | |

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| 672. If the correlations between one's self-concept and academic performance were positive, we could say that   |  |  |  | | --- | --- | --- | |  | a. | academic performance and self-concept are largely unrelated. | |  | b. | academic performance is an important cause of one's self-concept. | |  | c. | one's self-concept is an important cause of academic performance. | |  | d. | a self-concept and academic performance are related, but no causal relationship has been established. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Concept | |

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| 673. Abdul is listening to a radio talk show and hears the announcer talk about "a high correlation between crime and poverty." The announcer concludes that since there was a high correlation, poverty must cause crime. Abdul is taking psychology and is skeptical of what he just heard. He knows that   |  |  |  | | --- | --- | --- | |  | a. | correlation does not indicate causation. | |  | b. | to properly evaluate the statement, he needs to know the magnitude of the correlation. | |  | c. | poverty and crime rates are difficult to measure. | |  | d. | the research indicates that crime causes poverty and not vice versa. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | |

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| 674. One of the advantages of the correlational method is that   |  |  |  | | --- | --- | --- | |  | a. | greater control is possible over the phenomenon in question. | |  | b. | cause-and-effect relationships can be confirmed. | |  | c. | it allows prediction. | |  | d. | it can only be used in the laboratory. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Concept | |

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| 675. One of the disadvantages of the correlational method is that   |  |  |  | | --- | --- | --- | |  | a. | correlations may be weak. | |  | b. | correlations may be negative or zero. | |  | c. | it can only be used in laboratory settings. | |  | d. | the relationships observed between variables may be caused by some unknown third factor. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Concept | |

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| 676. If a researcher finds a negative correlation between the number of hours that students play computer games and grades, this means that   |  |  |  | | --- | --- | --- | |  | a. | computer game playing causes a decrease in grades. | |  | b. | computer game playing causes an increase in grades. | |  | c. | lower grades cause a student to be disinterested in studying and more interested in playing computer games. | |  | d. | an experiment would have to be performed to establish a cause-and-effect relationship between video game playing and grades. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | |

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| 677. A psychologist discovers that the blood of patients with schizophrenia contains a certain chemical not found in the general population. This means that   |  |  |  | | --- | --- | --- | |  | a. | this chemical causes a person to develop schizophrenia. | |  | b. | having schizophrenia causes this chemical to form in a person’s blood. | |  | c. | both schizophrenia and the chemical are caused by some unknown third factor, such as the typical diet in mental hospitals. | |  | d. | the chemical and schizophrenia are related, but no causal relationship has been established. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | |

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| 678. A psychologist discovers a correlation between parents who smoke cigarettes and juvenile delinquency in their children. We can conclude that   |  |  |  | | --- | --- | --- | |  | a. | parental smoking causes juvenile delinquency. | |  | b. | juvenile delinquents drive their parents to take up smoking. | |  | c. | both parental smoking and juvenile delinquency are caused by a third factor, such as socioeconomic status. | |  | d. | parental smoking and juvenile delinquency are related, but no causal relationship has been established. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 679. An in-depth focus on the aspects of a single individual best describes the   |  |  |  | | --- | --- | --- | |  | a. | single-blind experiment. | |  | b. | double-blind experiment. | |  | c. | correlational method. | |  | d. | case study. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Fact | |

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| 680. Which of the following would most likely be investigated by use of a case study?   |  |  |  | | --- | --- | --- | |  | a. | the extent of marijuana usage in the general population | |  | b. | the effects of caffeine on memory | |  | c. | a rare psychological problem such as dissociative identity disorder (multiple personalities) | |  | d. | the correlation between hours of sleep per night and the grade-point averages of college students |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Application | |

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| 681. When studying mental disorders, such as depression or anxiety, and the therapies used to treat them, psychologists usually use   |  |  |  | | --- | --- | --- | |  | a. | case studies. | |  | b. | controlled experiments. | |  | c. | the survey method. | |  | d. | the correlational method. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 682. Because the psychologists who treat mental disorders tend to rely heavily on case studies, this research method is also referred to as ​   |  |  |  | | --- | --- | --- | |  | a. | ​naturalistic observation. | |  | b. | ​the clinical method. | |  | c. | ​the experimental method. | |  | d. | ​the therapeutic method. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 683. Rare conditions, such as cases involving brain tumors, accidental brain injuries, childhood “geniuses,” or “rampage” school shootings, are often studied using which method?   |  |  |  | | --- | --- | --- | |  | a. | survey | |  | b. | case study | |  | c. | correlational study | |  | d. | experimental method |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Concept | |

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| 684. The clinical method would most likely be used to study   |  |  |  | | --- | --- | --- | |  | a. | the attitudes of the public concerning sex education being taught in the schools. | |  | b. | the behaviors of adolescents in the mall. | |  | c. | the effects of Vitamin E on cholesterol. | |  | d. | the behaviors of amnesia patients. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Application | |

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| 685. An analysis of your medical records would be similar to which research method?   |  |  |  | | --- | --- | --- | |  | a. | naturalistic observation | |  | b. | survey | |  | c. | experimental method | |  | d. | case study |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Concept | |

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| 686. An educator who wants to explore all the different factors that might affect the motivation of a particular student would most likely use   |  |  |  | | --- | --- | --- | |  | a. | a controlled experiment. | |  | b. | the clinical method. | |  | c. | the survey method. | |  | d. | naturalistic observation. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Application | |

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| 687. Which of the following can be thought of as a natural clinical test?   |  |  |  | | --- | --- | --- | |  | a. | survey | |  | b. | case study | |  | c. | correlational study | |  | d. | double-blind study |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Fact | |

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| 688. Since accidents, such as gunshot wounds, or natural events, such as disasters, can provide psychological data, case studies, such as these, may sometimes be thought of as   |  |  |  | | --- | --- | --- | |  | a. | field experiments. | |  | b. | meta-analyses. | |  | c. | natural clinical tests. | |  | d. | naturalistic observations. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Concept | |

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| 689. In-depth studies of the brain injuries of Phineas Gage and Michael Melnick are examples of   |  |  |  | | --- | --- | --- | |  | a. | correlational studies. | |  | b. | field experiments. | |  | c. | natural clinical tests. | |  | d. | surveys. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Concept | |

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| 690. ​In 1868, Phineas Gage, a young foreman on a work crew, had a 13-pound steel rod impaled into the front of his brain by an explosion of dynamite. Amazingly, he survived the accident; and within two months, Gage could walk, talk, and move normally, but the injury forever changed his personality. Dr. Harlow carefully recorded all details of this accidental frontal lobotomy. Dr. Harlow used which research method in documenting Phineas Gage’s behavior?   |  |  |  | | --- | --- | --- | |  | a. | survey method | |  | b. | ​case study method | |  | c. | ​naturalistic observation | |  | d. | ​experimental method |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 691. ​In 1868, Phineas Gage had a 13-pound steel rod impaled into the front of his brain by an explosion of dynamite. He survived the accident; and within two months, Gage could walk, talk, and move normally, but the injury forever changed his personality. In 1981, a Los Angeles carpenter named Michael Melnick suffered a similar injury and recovered completely, with no lasting ill effects. Melnick’s different reaction to a similar injury shows why psychologists prefer   |  |  |  | | --- | --- | --- | |  | a. | ​the survey method in studying brain injuries. | |  | b. | ​correlational studies in studying the brain and brain injuries. | |  | c. | ​controlled experiments using lab animals to study the brain. | |  | d. | ​naturalistic observation to study how the brain affects behavior. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 692. An advantage of the case study method is that it   |  |  |  | | --- | --- | --- | |  | a. | provides identification of clear cause-and-effect relationships. | |  | b. | allows information about large numbers of people to be gathered. | |  | c. | allows prediction. | |  | d. | allows investigation of rare or unusual problems or events. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Concept | |

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| 693. According to the text, case studies   |  |  |  | | --- | --- | --- | |  | a. | lack formal control groups. | |  | b. | produce results that generalize better than survey results. | |  | c. | are the most scientific of the research methods. | |  | d. | are generally superior to experiments. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Concept | |

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| 694. Psychologists are limited in the conclusions that can be drawn from case studies because case studies   |  |  |  | | --- | --- | --- | |  | a. | lack cultural relativity. | |  | b. | are subject to the Barnum effect. | |  | c. | lack formal control groups. | |  | d. | tend to create negative correlations. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 695. Both the hereditary as well as environmental influences on the development of schizophrenia in the Genain quadruplets were documented over 40 years using which research method?   |  |  |  | | --- | --- | --- | |  | a. | case study | |  | b. | experimental method | |  | c. | survey method | |  | d. | correlational study |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Concept | |

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| 696. The survey method involves   |  |  |  | | --- | --- | --- | |  | a. | an in-depth study of the opinions and attitudes of a selected individual. | |  | b. | an overview of the attitudes and backgrounds of selected groups. | |  | c. | direct observation and recording of a representative sample of behavior. | |  | d. | careful questioning of a representative sample of people. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Fact | |

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| 697. The use of public polling techniques to answer questions about the opinions and behaviors of large groups of people describes the use of the \_\_\_\_\_\_\_\_\_\_ method.   |  |  |  | | --- | --- | --- | |  | a. | clinical | |  | b. | case study | |  | c. | survey | |  | d. | correlational |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Fact | |

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| 698. The Gallup and Harris Polls, which are reports that contain the responses of several thousand people to questions such as how good a job is the president doing with foreign affairs, are both examples of the use of the   |  |  |  | | --- | --- | --- | |  | a. | naturalistic observation technique. | |  | b. | survey method. | |  | c. | field experiment. | |  | d. | curvilinear relationship hypothesis. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Concept | |

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| 699. Five thousand parents have been randomly selected from across the United States and will be asked a series of 20 well-chosen questions regarding their discipline techniques. These parents will be participating in which type of research study?   |  |  |  | | --- | --- | --- | |  | a. | case study | |  | b. | experimental method | |  | c. | survey method | |  | d. | naturalistic observation technique |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 700. The town of Indianola, Mississippi wants to know what the community thinks about expanding the building and musical programs at the existing Blues Museum. Increased taxes will be used to pay for this expansion. Therefore, elected officials are mailing out questionnaires to determine public opinion about the expansion and the use of increased taxes to pay for it. Which type of research method are they using?   |  |  |  | | --- | --- | --- | |  | a. | correlation | |  | b. | experiment | |  | c. | survey | |  | d. | case studies |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Application | |

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| 701. A small, randomly selected part of a larger population that accurately reflects characteristics of the whole population is known as a   |  |  |  | | --- | --- | --- | |  | a. | correlation group. | |  | b. | control group. | |  | c. | representative sample. | |  | d. | balance-bias sample. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Fact | |

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| 702. A common method for selecting representative samples is to select them   |  |  |  | | --- | --- | --- | |  | a. | randomly from the larger population. | |  | b. | strictly from volunteers. | |  | c. | independently by placing the surveys in popular magazines and newspapers. | |  | d. | from the confidential lists generated from mail order firms. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Concept | |

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| 703. An entire group of animals or people belonging to a particular category is called a   |  |  |  | | --- | --- | --- | |  | a. | biased sample. | |  | b. | representative sample. | |  | c. | population. | |  | d. | natural clinical test. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Fact | |

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| 704. We can draw conclusions about a larger group of people by randomly selecting a smaller group known as the   |  |  |  | | --- | --- | --- | |  | a. | natural clinical trial. | |  | b. | representative sample. | |  | c. | population. | |  | d. | balanced-based segment. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Concept | |

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| 705. We can draw conclusions about a larger group of people by randomly selecting a smaller group. The entire larger group of people is known as the   |  |  |  | | --- | --- | --- | |  | a. | natural clinical trial. | |  | b. | representative sample. | |  | c. | population. | |  | d. | conglomerate. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Concept | |

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| 706. Dr. Jacobs is planning to survey U.S. voters regarding their views on the healthcare plan promoted by the president. To provide the most accurate results, the people he surveys must include the same proportion of men, women, young, old, professionals, blue-collar workers, Republicans, Democrats, whites, African Americans, Native Americans, Latinos, and Asians. Thus, Dr. Jacobs will use random selection to obtain a(n)   |  |  |  | | --- | --- | --- | |  | a. | natural clinical trial. | |  | b. | representative sample. | |  | c. | equated population. | |  | d. | biased sample. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 707. Meridian Community College has a total of 4,000 students. One hundred of these students are surveyed about the programs offered at the college. All of the students at the college would be the   |  |  |  | | --- | --- | --- | |  | a. | population. | |  | b. | representative sample. | |  | c. | control group. | |  | d. | independent group. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Application | |

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| 708. Meridian Community College has a total of 4,000 students. One hundred of these students are surveyed about the programs offered at the college. These 100 students surveyed would constitute the   |  |  |  | | --- | --- | --- | |  | a. | population. | |  | b. | representative sample. | |  | c. | control group. | |  | d. | independent group. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Application | |

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| 709. A local television station conducts what they refer to as "surveys," in which they ask viewers to call in their opinions to various topics. These "surveys" are not considered a scientific poll because the television station   |  |  |  | | --- | --- | --- | |  | a. | does not allow subjects to e-mail their responses. | |  | b. | is using a biased sample. | |  | c. | limits the response to only 20 minutes. | |  | d. | does not separate the responses according to gender or race. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Application | |

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| 710. ​A subpart of a larger population that does not accurately reflect characteristics of the whole population is known as a   |  |  |  | | --- | --- | --- | |  | a. | skewed population. | |  | b. | ​biased sample. | |  | c. | subjective population. | |  | d. | ​representative sample. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 711. Two researchers want to determine the opinion of the average U.S. citizen regarding gun control. One conducts his survey at a national fishing and hunting convention, while the other researcher surveys participants at an animal rights convention. Regarding the accuracy of these survey results in determining the viewpoint of the average U.S. citizen,   |  |  |  | | --- | --- | --- | |  | a. | the survey conducted at the animal rights convention would be more accurate. | |  | b. | the survey conducted at the national fishing and hunting convention would be more accurate. | |  | c. | the combination of the two surveys would produce a balanced and accurate set of results. | |  | d. | both samples would be considered biased. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Application | |

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| 712. Senior seminar in psychology is open only to psychology majors, and all psychology majors at this college must complete the seminar to graduate. A random sample of students in this seminar is representative of all   |  |  |  | | --- | --- | --- | |  | a. | college students in the U.S. | |  | b. | students at the college where the seminar is offered. | |  | c. | seniors at the college where the seminar is offered. | |  | d. | senior psychology majors at the college where the seminar is offered. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Application | |

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| 713. A researcher has surveyed several thousand introductory psychology students across the country regarding their views of dating. Because all of his participants were introductory psychology students, this researcher’s findings   |  |  |  | | --- | --- | --- | |  | a. | are totally invalidated. | |  | b. | will have limitations regarding their meaning. | |  | c. | are completely valid because all college students have to take introductory psychology. | |  | d. | cannot be published until they have been replicated at least two more times. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Application | |

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| 714. Regarding surveys and polling, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Representative samples are often obtained by randomly selecting who will be included in the survey. | |  | b. | Surveys done by magazines, websites, and online information services have been shown to be as accurate as the Gallup and Harris polls. | |  | c. | People are often polled by telephone or the Internet, which has made it easier to obtain large samples. | |  | d. | A biased sample does not accurately reflect the population from which it was drawn. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 715. Concerning Internet surveys, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Web-based research has been disadvantaged because of its high cost in time and money. | |  | b. | Web-based research can reach very large groups of people. | |  | c. | Biased samples can limit web-based research because it is not easy to control who actually answers online questionnaires. | |  | d. | Internet studies have provided interesting information about topics, such as anger, prejudice, religion, and other attitudes. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Concept | |

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| 716. Researchers conducting web-based research have trouble controlling who actually answers their on-line questionnaires, which places limits on their research due to the possibility of   |  |  |  | | --- | --- | --- | |  | a. | researcher bias. | |  | b. | research participant bias. | |  | c. | biased samples. | |  | d. | the Barnum effect. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Concept | |

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| 717. The tendency of persons being surveyed to give polite or socially desirable answers is known as the   |  |  |  | | --- | --- | --- | |  | a. | Barnum effect. | |  | b. | courtesy bias. | |  | c. | experimenter bias. | |  | d. | self-fulfilling prophecy. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Fact | |

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| 718. One of the limitations of the survey method is   |  |  |  | | --- | --- | --- | |  | a. | observer bias. | |  | b. | that it sets up an artificial situation. | |  | c. | that replies may reflect social desirability. | |  | d. | that results cannot be generalized. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Concept | |

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| 719. In survey studies, answers to questions regarding sex, drinking, drug use, income, and church attendance tend to be less than truthful, indicating a distinct   |  |  |  | | --- | --- | --- | |  | a. | courtesy bias. | |  | b. | actor-observer bias. | |  | c. | halo effect. | |  | d. | Barnum effect. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Concept | |

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| 720. When conducting a survey a week after an election, more people say that they voted in the election than actually did. This most likely occurs due to a(n)   |  |  |  | | --- | --- | --- | |  | a. | observer bias. | |  | b. | researcher bias. | |  | c. | nonrepresentative sample. | |  | d. | courtesy bias. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 721. The modern media, and especially the Internet, function as a giant “echo chamber” awash with rumors, hoaxes, half-truths, and urban legends like the one about giant alligators living in New York sewers. Therefore, as a critical thinker, you should   |  |  |  | | --- | --- | --- | |  | a. | be skeptical. | |  | b. | be wary of overly complex explanations. | |  | c. | remember that truth is often stranger than fiction. | |  | d. | remember that numerous postings of information on the Internet are required to establish proof. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.1 - Explain why information in the mass media should be approached with skepticism and caution. | | *KEYWORDS:* | Concept | |

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| 722. Regarding psychology in the media, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Psychology is a popular topic in contemporary media. | |  | b. | Most of the time, media stories regarding psychology are based more on critical thinking and science rather than just entertainment value. | |  | c. | Modern media, especially the Internet, function as a giant “echo chamber” awash with rumors, hoaxes, half-truths, and urban legends. | |  | d. | Reports in the popular media tend to be made with a definite bias toward reporting “astonishing” findings and telling interesting stories. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.1 - Explain why information in the mass media should be approached with skepticism and caution. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 723. Incredible but false stories posted on the Internet, such as “The Health Department in Oregon Looking for Someone Fluent in the Fictional Language of Klingon,” illustrates the need for readers to always   |  |  |  | | --- | --- | --- | |  | a. | be skeptical. | |  | b. | be wary of overly complex explanations. | |  | c. | remember that truth is often stranger than fiction. | |  | d. | consider that numerous postings of information on the Internet are required to establish proof. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.1 - Explain why information in the mass media should be approached with skepticism and caution. | | *KEYWORDS:* | Concept | |

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| 724. When newspaper or magazine articles claim the effectiveness of some product or service, it is wise to   |  |  |  | | --- | --- | --- | |  | a. | realize that the authenticity of the report has been thoroughly checked by the media. | |  | b. | be wary of overly complex explanations. | |  | c. | remember that truth is often stranger than fiction. | |  | d. | consider the source of the information. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.2 - Describe why one should critically evaluate information from popular sources or from any source in order to separate facts from fallacies. | | *KEYWORDS:* | Concept | |

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| 725. When reading the claims of makers of home biofeedback machines, sleep-learning devices, subliminal CDs, and the like, it is important to   |  |  |  | | --- | --- | --- | |  | a. | realize that the authenticity of the report has been thoroughly checked by the media. | |  | b. | be wary of overly complex explanations. | |  | c. | consider the number of experts that are promoting the product. | |  | d. | consider whether the information is motivated by monetary gain. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.2 - Describe why one should critically evaluate information from popular sources or from any source in order to separate facts from fallacies. | | *KEYWORDS:* | Concept | |

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| 726. Which of the following statements is FALSE regarding the advertising by psychic advisors and stage mentalists?   |  |  |  | | --- | --- | --- | |  | a. | No one has passed the preliminary tests set up by James Randi’s Million Dollar Challenge to demonstrate psychic abilities under controlled conditions. | |  | b. | Usually psychic advisor ads are promoted with a few testimonials and many unsupported claims. | |  | c. | Unlike psychic advisors, stage mentalists do not use deception with their audiences or in their advertising. | |  | d. | Psychic advisers promoted in TV commercials rely on uncritical acceptance and the confirmation bias to create an illusion that they know private information about the people who call them. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.2 - Describe why one should critically evaluate information from popular sources or from any source in order to separate facts from fallacies. | | *KEYWORDS:* | Fact | |

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| 727. Psychic advisers promoted in television commercials rely on which of the following to create an illusion that they know private information about the people who call them?   |  |  |  | | --- | --- | --- | |  | a. | anthropomorphic error | |  | b. | actor-observer effect | |  | c. | placebo effect and courtesy bias | |  | d. | uncritical acceptance and the confirmation bias |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.2 - Describe why one should critically evaluate information from popular sources or from any source in order to separate facts from fallacies. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 728. If a television ad tells you that a “life coach” can map out your entire career and financial future if you log-on and pay for three half-hour web-based sessions,   |  |  |  | | --- | --- | --- | |  | a. | beware of oversimplification. | |  | b. | note the difference between observation and inference. | |  | c. | remember that correlation does not mean causation. | |  | d. | realize the authenticity of the life coach has been thoroughly checked by the TV media before broadcast. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 729. An advertisement promising to "unlock your hidden potential in just two hours!" should be suspect because   |  |  |  | | --- | --- | --- | |  | a. | it is an oversimplification. | |  | b. | it is based on single cases and testimonials. | |  | c. | the experience is not repeatable. | |  | d. | correlation does not mean causation. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | |

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| 730. You caution a friend about eating so many foods that are high in fat content. Your friend replies that his grandfather ate all the bacon and cheese he wanted, and he lived to be 93. Which of the following is the BEST explanation for your friend's error in reasoning?   |  |  |  | | --- | --- | --- | |  | a. | the Barnum effect | |  | b. | the use of individual cases | |  | c. | the self-fulfilling prophecy | |  | d. | the fallacy of negative instances |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | |

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| 731. In 2002, baseball pitcher Randy Johnson began wearing a particular metal-impregnated twisted rope necklace designed to “stabilize the electricity flow through the body." He claimed that it improved his pitching and his batting. By the 2010 World Series, hundreds of players were wearing one, all without any scientific explanation of, or evidence for, this rope necklace's efficacy. They bought this necklace   |  |  |  | | --- | --- | --- | |  | a. | due to a single example. | |  | b. | due to a causal correlation. | |  | c. | because they failed to distinguish observation from inference. | |  | d. | due to the performance of the control group. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 732. Regarding the use of examples, anecdotes, single cases, and testimonials in advertising, which of the following statements is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | They should be viewed as valid indicators of the authenticity of the product or service. | |  | b. | They all create a courtesy bias within the customer. | |  | c. | They are all potentially deceptive because individual cases tell us nothing about what is true in general. | |  | d. | They are all invalid due to the placebo effect. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Concept | |

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| 733. Kevin is a law student, who reads an advertisement for a sleep-learning device that claims to have helped a law student pass the state bar exam. Kevin should   |  |  |  | | --- | --- | --- | |  | a. | immediately order this device because the correlation is evidence of the device causing the law student to pass the bar. | |  | b. | immediately order this device because a correct inference can be made from this observation. | |  | c. | order the device because systematic research has shown that these devices really work. | |  | d. | not order the device because an individual case tells nothing about what is true in general. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 734. If students who complete a study skills course raised their grade point averages, can we conclude that the course caused their improvement?   |  |  |  | | --- | --- | --- | |  | a. | Yes, because the scientific data was collected. | |  | b. | Yes, because a negative correlation exists between these students' grade point averages before and after taking the course. | |  | c. | Yes, because the course resulted in a self-fulfilling prophecy. | |  | d. | No, because there was no control group. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | |

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| 735. A theater reported that their highest beverage sales this year occurred during showings of *The Great African Desert*. However, we cannot conclude that the film affected beverage consumption because   |  |  |  | | --- | --- | --- | |  | a. | the placebo effect was not considered. | |  | b. | only a correlation can establish causation. | |  | c. | no correlation was computed. | |  | d. | there was no control group. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | |

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| 736. A friend tells you that he conducted a scientific experiment this summer in which he talked to ten plants and measured their growth. He found that these plants grew faster and taller than any plants he had ever grown. From your friend's research, can we conclude that talking to plants is the cause of their fast growth?   |  |  |  | | --- | --- | --- | |  | a. | Yes, because the scientific data was collected. | |  | b. | Yes, because a positive correlation would found between talking and plant growth. | |  | c. | No, because the placebo effect was not considered. | |  | d. | No, because there was no control group. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 737. Expensive commercial courses have long been promoted to teach people to walk barefoot on hot coals through a technique called “neurolinguistic programming.” Physicist Bernard Leikind was able to show that anyone with reasonably callused feet can walk over a bed of coals because he   |  |  |  | | --- | --- | --- | |  | a. | ​conducted a large scale survey to determine the extent of firewalking and how people accomplished this feat. | |  | b. | conducted case studies of various circus performers who routinely walked on hot coals. | |  | c. | ​performed a correlation study regarding the thickness of the skin on the sole of the foot to the person's ability to walk on hot coals. | |  | d. | provided a comparison group made up of volunteers who walked on the coals with no training. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 738. As consumption of ice cream increases during the year, so does the number of aggravated assaults. A politician advocates that ice cream be banned so that the crime rate will go down. Besides needing to be voted out of office, this politician needs to understand   |  |  |  | | --- | --- | --- | |  | a. | the dangers of a single example. | |  | b. | the difference between observation and inference. | |  | c. | the difference between correlation and causation. | |  | d. | that the Barnum effect occurs only in ten-year cycles. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | |

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| 739. A researcher determines that the crime rate in a large city is related to the phases of the moon. She concludes that the gravitational pull of the moon influences human behavior. She does not understand   |  |  |  | | --- | --- | --- | |  | a. | the dangers of a single example. | |  | b. | the difference between observation and inference. | |  | c. | the difference between correlation and causation. | |  | d. | that the Barnum effect occurs only in ten-year cycles. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | |

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| 740. A psychologist finds that most of the juvenile delinquents at the facility where he counsels have parents who are smokers. If he concludes that parental smoking is the reason for these teens' behavior and poor choices, then he has   |  |  |  | | --- | --- | --- | |  | a. | made a sound conclusion based on scientific observation. | |  | b. | confused correlation and causation. | |  | c. | based his conclusion on unreliable sources of information. | |  | d. | confused observation and inference. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 741. A psychologist visiting a classroom concludes that one of the children is depressed because the child is quiet and unresponsive. Actually, the child has the flu. The psychologist has made what error?   |  |  |  | | --- | --- | --- | |  | a. | failure to distinguish correlation from causation | |  | b. | failure to distinguish inference from observation | |  | c. | failure to use experimental controls | |  | d. | failure to obtain a representative sample |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | |

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| 742. You meet a young lady who giggles after every sentence she says. You conclude that she is a very happy person, but you later find that her giggling is due to nervousness in meeting new people. This story suggests that it is important to distinguish between   |  |  |  | | --- | --- | --- | |  | a. | individual cases and generalizations. | |  | b. | correlation and causation. | |  | c. | control groups and experimental groups. | |  | d. | observation and inference. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | |

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| 743. You see a friend of yours at a store, and her eyes are red and full of tears. You immediately go over to comfort her, assuming she has had another fight with her boyfriend. As you get to her, you ask what that "awful guy has done to her now." Your friend acts surprised that you would criticize the "love of her life." When you ask why she is crying, she tells you that her allergies are really acting up, and she is at the store to buy some allergy medicine. Your error with your friend occurred because you   |  |  |  | | --- | --- | --- | |  | a. | failed to distinguish between observation and inference. | |  | b. | failed to distinguish between correlation and causation. | |  | c. | failed to consider the source of the information. | |  | d. | utilized inductive thinking rather than deductive thinking. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Multiple Choice | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 744. Psychology is best defined as the study of personality and emotional well-being.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.2 - State the current definition of psychology, differentiating between overt and covert behaviors within this definition; explain what distinguishes psychology from other fields, such as history, law, art, and business; and discuss why progress in psychology often depends on developing suitable research methods. | | *KEYWORDS:* | Fact | |

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| 745. Remembering your social security number would be considered an overt behavior.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.2 - State the current definition of psychology, differentiating between overt and covert behaviors within this definition; explain what distinguishes psychology from other fields, such as history, law, art, and business; and discuss why progress in psychology often depends on developing suitable research methods. | | *KEYWORDS:* | Concept | |

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| 746. Common sense statements tend to be vague and inconsistent, are based on limited casual observations, and work better after the fact.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 747. When a personnel director uses tests and interviews to select the best candidate for the job, this selection process is illustrating the psychological goal of prediction.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Application | |

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| 748. Critical thinking is a type of reflection that involves asking whether a particular belief can be supported by scientific theory and observation.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.2 - Describe the process of critical thinking. | | *KEYWORDS:* | Fact | |

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| 749. It is important for critical thinkers to follow the opinion of an expert without skepticism.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.4 - Explain why critical thinkers must actively seek to falsify beliefs, including their own, and why they do not automatically accept an idea as true or false based solely on claimed expertise. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 750. One classic study of more than 3,000 predictions by famous astrologers found that more than half of their predictions were accurate.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 751. When a person remembers or notices only information that backs up his or her expectations and forgets or ignores discrepancies, this person is exhibiting the actor-observer effect.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.6 - Describe how superstitious beliefs have changed little over time due to uncritical acceptance and the confirmation bias. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 752. A verifiably predicted outcome of an experiment or an educated guess about the relationship between variables is called a theory.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.2 - Discuss the beginning steps of psychological research, which include making observations, defining problems, and proposing hypotheses; and explain why concepts must be operationally defined before they can be studied empirically. | | *KEYWORDS:* | Fact | |

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| 753. In the method section of a research report, a psychologist provides background information on his or her study by reviewing prior studies on the same or related topics to the current one being investigated.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Fact | |

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| 754. According to the ethical guidelines for psychological researchers, deception can never be used during experimentation with human subjects.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.4 - Explain how the rights, dignity, and welfare of participants are protected when researchers follow the American Psychological Association guidelines for conducting research. | | *KEYWORDS:* | Fact | |

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| 755. Phrenology was popularized in the early 1800s by Franz Gall, a German anatomy teacher, who claimed that the shape of the skull revealed one's personality traits.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.1 - Discuss early attempts at applying the scientific method to the study of human behavior, such as phrenology; and describe how psychology eventually emerged as a science over 130 years ago. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 756. Imageless thought is an old term describing the inability of introspectionists to become subjectively aware of some mental processes.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.2 - Describe Wilhelm Wundt’s contribution of the first psychological laboratory, including when and where it was established, his use of introspection, and the type of experiments Wundt and his students conducted, including Marbe’s discovery of imageless thought. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 757. “The whole is greater than the sum of its parts” was the motto of the behaviorists.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 758. B. F. Skinner encouraged the use of punishment because of its effectiveness in teaching correct responses.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 759. Psychoanalytic psychology emphasizes free will, self-actualization, and the self-image.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Concept | |

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| 760. In 1933, Inez Beverly Prosser became the first African-American female psychologist to be awarded her Ph.D.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | |

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| 761. The vast majority of human participants in psychology experiments are recruited from introductory psychology courses.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 762. The early psychological school of thought known as structuralism has disappeared entirely, while the viewpoints of functionalism and Gestalt psychology have blended into newer, broader perspectives.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 763. The cognitive view of psychology takes a computer-like view of how the brain functions and explains behavior in terms of information processing.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Concept | |

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| 764. The idea that behavior must be judged relative to the values of the culture in which it occurs is known as ethnocentrism.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.3 - Explain how most of what we think, feel, and do are influenced by social and cultural factors; and discuss the importance of considering cultural relativity and social norms in understanding behavior. | | *KEYWORDS:* | Fact | |

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| 765. A comparative psychologist would investigate human behaviors, including attitudes, conformity, persuasion, prejudice, friendship, and aggression.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 766. A psychologist interested in improving the reliability of eyewitness testimony during trials would most likely be a forensic psychologist.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 767. Basic research is best defined as research done to find solutions to immediate and specific problems.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.2 - Explain the difference in basic and applied research; and identify which psychological specialties tend to conduct basic research, applied research, or both. | | *KEYWORDS:* | Fact | |

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| 768. Psychologists in New Mexico and Louisiana are allowed to legally prescribe drugs to their clients.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Fact | |

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| 769. The dependent variable is often revealed by measures of performance, such as test scores.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 770. In an experiment to find out if taking Vitamin C decreases the number of colds one has during the winter, the number of colds would be the independent variable.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 771. In an experiment to study the effects of study skills training on academic achievement, the motivation and intelligence of the students in the study would be considered dependent variables.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 772. The random assignment of subjects to groups in an experiment is used to balance the personal differences between the two groups.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.2 - Explain the importance of randomly assigning subjects to experimental and control groups and making all conditions (except the independent variable) exactly alike for both groups. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 773. One advantage of the experimental method is that clear cause-and-effect relationships can be identified.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.3 - Explain how the design of experiments allows cause-and-effect connections to be clearly identified. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 774. To be statistically significant, a difference must be large enough so that it would occur by chance in less than five experiments out of 100.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.4 - Describe what is meant when research results are statistically significant; and explain why research should be replicated and why a meta-analysis would be conducted. | | *KEYWORDS:* | Fact | |

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| 775. When a person takes a placebo for pain, the effect is imaginary, since there is no actual reduction in brain activity linked with pain.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 776. A single-blind experiment would most likely be used to minimize researcher bias.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 777. When a teacher underestimates the abilities of the ethnic minority children in her classroom and the children exhibit a lower performance based on these expectations, a self-fulfilling prophecy has occurred.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.2 - Define researcher bias; and explain how researcher expectations can create a self-fulfilling prophecy. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 778. In a double-blind experiment, neither the subjects nor the researchers who interact with the subjects know who is in the experimental group or who is in the control group.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.3 - Describe the double-blind experiment; and explain how this design helps control for both research participant bias and researcher bias and allows valid conclusions to be drawn. | | *KEYWORDS:* | Fact | |

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| 779. Naturalistic observation, correlational studies, case studies, and the survey method are all considered nonexperimental methods.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.1 - Briefly describe the following nonexperimental research methods: naturalistic observation, the correlational method, case study (or clinical method), and the survey method. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 780. When zoologist Christian Rutz and his colleagues outfitted shy New Caledonian crows with “crow cams” to better understand their use of tools to forage for food, they were using the case study method.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 781. Concealing the observer or using hidden cameras can be used to minimize the anthropomorphic bias.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Concept | |

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| 782. A correlation coefficient of -.87 indicates a very weak relationship between the two events.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 783. In a positive correlation, decreases in one measure are matched by decreases in the other measure.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Concept | |

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| 784. Correlational studies are used to demonstrate cause-and-effect relationships.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 785. When more information about mental disorders, such as depression or psychosis, is needed, the naturalistic observation is the preferred method of research.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 786. Your medical record would be an example of a case study.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 787. By selecting a representative sample and polling them, we can draw conclusions about the larger group called the population.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Concept | |

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| 788. In surveys conducted the week after an election, more people will say they voted than actually did, indicating a courtesy bias.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 789. Most of the time, the stories in the media regarding psychology are based more on critical thinking or science than on just entertainment value.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.1 - Explain why information in the mass media should be approached with skepticism and caution. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 790. Psychic advisers make use of uncritical acceptance and the confirmation bias to create an illusion that they know private information about the people who call them.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.2 - Describe why one should critically evaluate information from popular sources or from any source in order to separate facts from fallacies. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 791. At least ten testimonials or case examples are required in order to validate the claim of a product or treatment.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 792. After seeing a friend of yours being uncharacteristically quiet, you decide that your friend must be depressed. You later find out that your friend is not depressed but sleepy from staying up all night working on a term paper. You made this error because you failed to distinguish between observation and inference.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | |

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| 793. Inferences, interpretations, and opinions, including the opinions of experts, have no value in science or critical thinking.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 794. The part of the mind of which we are subjectively unaware and that is not open to introspection is called the \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | cognitive unconscious​ | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.1 - Discuss the origin of the word “psychology” and how psychology can be both a science and a profession; describe how early psychologists studied the mind; and explain why this method proved inaccurate and why people can be subjectively unaware of their own mental processes. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 795. In the definition of psychology, any directly observable action or response, such as eating, sleeping, talking, or sneezing, is referred to as a(n) \_\_\_\_\_\_\_\_\_\_ behavior.   |  |  | | --- | --- | | *ANSWER:* | overt | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.2 - State the current definition of psychology, differentiating between overt and covert behaviors within this definition; explain what distinguishes psychology from other fields, such as history, law, art, and business; and discuss why progress in psychology often depends on developing suitable research methods. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 796. An empirical investigation structured to answer questions about the world in a systematic and intersubjective fashion is known as a(n) \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | scientific observation | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.3 - Discuss the problems in using the commonsense approach to understanding behavior and why more accurate information can be obtained through critical thinking and scientific observation; and define the terms “empirical evidence” and “intersubjective.” | | *KEYWORDS:* | Fact | |

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| 797. The four goals of psychology are to describe, predict, understand, and \_\_\_\_\_\_\_\_\_\_ behavior.   |  |  | | --- | --- | | *ANSWER:* | control | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Fact | |

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| 798. Critical thinking in psychology is a type of \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | reflection | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.2 - Describe the process of critical thinking. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 799. Rather than focusing solely on the overall amount of evidence, one should, when critically thinking, give greater weight to the \_\_\_\_\_\_\_\_\_\_ of the evidence.   |  |  | | --- | --- | | *ANSWER:* | quality | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.3 - Explain how the validity of beliefs can be judged by logically analyzing the information, by evaluating evidence for and against the claim, and by evaluating the quality of the evidence. | | *KEYWORDS:* | Concept | |

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| 800. The deliberate attempt to uncover how a commonsense belief or scientific theory might be false​ is referred to as \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | ​falsification | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.4 - Explain why critical thinkers must actively seek to falsify beliefs, including their own, and why they do not automatically accept an idea as true or false based solely on claimed expertise. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 801. The pseudoscience that claims that personality traits are revealed through one's handwriting is \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | graphology | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 802. In order for covert behaviors to be studied scientifically and in real-world terms, they must be \_\_\_\_\_\_\_\_\_\_ defined.   |  |  | | --- | --- | | *ANSWER:* | operationally | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.2 - Discuss the beginning steps of psychological research, which include making observations, defining problems, and proposing hypotheses; and explain why concepts must be operationally defined before they can be studied empirically. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 803. A system of ideas designed to interrelate concepts and facts in a way that summarizes existing data and predicts future observations is called a(n) \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | theory | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Fact | |

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| 804. Research reports begin with a brief summary of the study and its findings called the \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | abstract | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 805. Wilhelm Wundt observed stimuli of various kinds; and then to probe his reactions to the stimuli, he used a process called \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | introspection | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.2 - Describe Wilhelm Wundt’s contribution of the first psychological laboratory, including when and where it was established, his use of introspection, and the type of experiments Wundt and his students conducted, including Marbe’s discovery of imageless thought. | | *KEYWORDS:* | Fact | |

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| 806. William James was the founder of the school of thought known as \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | functionalism | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | |

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| 807. To explain most behavior John B. Watson adopted the concept of conditioning proposed by the Russian physiologist named \_\_\_\_\_\_\_\_\_\_.  ​   |  |  | | --- | --- | | *ANSWER:* | Ivan Pavlov  Pavlov​ | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.4 - Discuss the schools of thought in psychology known as functionalism, behaviorism, and Gestalt psychology, including each school’s founder(s), reason(s) why it was founded, its goal(s) and main focus(es), and its impact on modern psychology. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 808. Sigmund Freud’s approach to psychotherapy is known as \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | psychoanalysis | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.5 - Discuss the psychodynamic approaches and their emphasis on the unconscious origins of behavior, including Freud’s psychoanalytic theory and the neo-Freudians. | | *KEYWORDS:* | Fact | |

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| 809. Carl Rogers and Abraham Maslow advocated the school of thought known as \_\_\_\_\_\_\_\_\_\_ psychology.   |  |  | | --- | --- | | *ANSWER:* | humanistic | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Fact | |

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| 810. A view that combines conditioning and thinking to explain the behavior of both humans and other animals is called \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | cognitive behaviorism​ | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 811. Psychologists who attempt to explain our current behavior by looking back at human history to learn how natural selection affects us are advocating the \_\_\_\_\_\_\_\_\_\_ view.   |  |  | | --- | --- | | *ANSWER:* | evolutionary | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.1 - Identify which early schools of thought in psychology have disappeared entirely or been blended into newer, broader perspectives; and describe the major aspects of each of these contemporary perspectives: the biological perspective, including biopsychology and evolutionary psychology; the psychological perspective, including behaviorism, cognitive psychology, the psychodynamic approach, and humanism; and the sociocultural perspective. | | *KEYWORDS:* | Concept | |

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| 812. The study of human strengths, virtues, and optimal behavior is called \_\_\_\_\_\_\_\_\_\_ psychology.​   |  |  | | --- | --- | | *ANSWER:* | positive​ | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.2 - Describe the topics that are being formally studied as part of positive psychology. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 813. Rules that define acceptable and expected behavior for members of various groups are called social \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | norms | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.3 - Explain how most of what we think, feel, and do are influenced by social and cultural factors; and discuss the importance of considering cultural relativity and social norms in understanding behavior. | | *KEYWORDS:* | Fact | |

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| 814. When a psychologist draws and utilizes aspects from many different psychological theories and approaches, we say that the psychologist is \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | eclectic | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.4 - Describe the eclectic blending of viewpoints that is occurred in psychology today. | | *KEYWORDS:* | Concept | |

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| 815. If a friend wishes to study the cognitive and emotional changes associated with the aging process throughout the life span, she should consider a career in \_\_\_\_\_\_\_\_\_\_ psychology.   |  |  | | --- | --- | | *ANSWER:* | developmental | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | |

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| 816. Dr. Barnes is a psychologist who selects job applicants, does skills analysis, evaluates on-the-job training, and seeks to improve work environments and human relations within work settings. Dr. Barnes is a(n) \_\_\_\_\_\_\_\_\_\_ psychologist.   |  |  | | --- | --- | | *ANSWER:* | industrial-organizational  industrial/organizational | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.1 - Explain how psychologists are professionals who create and apply psychological knowledge; identify the characteristics of a person who would enjoy a career in psychology; and describe the following specialties in psychology: biopsychology, clinical, cognitive, community, comparative, consumer, counseling, cultural, developmental, educational, engineering, environmental, evolutionary, forensic, gender, health, industrial-organizational, learning, medical, personality, school, sensation and perception, and social psychology. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 817. If a psychologist is using chimpanzees in order to study attachment patterns in all primates, including humans, the psychologist is using a(n) \_\_\_\_\_\_\_\_\_\_ model.   |  |  | | --- | --- | | *ANSWER:* | animal | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.3 - Describe why psychologists study animal behavior and how an animal model can be used to discover principles that apply to humans. | | *KEYWORDS:* | Application | |

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| 818. Abby holds a master’s degree and works with patients in clinics and hospitals as part of a therapeutic team. Her typical duties include evaluating patients and their families by visiting the patients’ homes, schools, or workplaces to help alleviate their problems. Abby is most likely a psychiatric \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | social worker | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Application | |

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| 819. A formal trial undertaken to confirm or disconfirm a hypothesis about cause and effect is called a(n) \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | experiment | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 820. In an experiment on the effects of sleep deprivation on eye-hand coordination, the participants’ scores on the eye-hand coordination test would be the \_\_\_\_\_\_\_\_\_\_ variable.   |  |  | | --- | --- | | *ANSWER:* | dependent | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Application | |

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| 821. The participants exposed to the independent variable would be in the \_\_\_\_\_\_\_\_\_\_ group.   |  |  | | --- | --- | | *ANSWER:* | experimental | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 822. In an experiment, the group that serves as a point of reference for a comparison of results is the \_\_\_\_\_\_\_\_\_\_ group.   |  |  | | --- | --- | | *ANSWER:* | control | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. | | *KEYWORDS:* | Concept | |

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| 823. The use of chance, such as flipping a coin, to place subjects into the experimental and control groups is called \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | random assignment | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.2 - Explain the importance of randomly assigning subjects to experimental and control groups and making all conditions (except the independent variable) exactly alike for both groups. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 824. Dr. Morrow is using a statistical technique to combine the results of hundreds of studies that have been conducted on gender differences in risk taking. Dr. Morrow is using \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | meta-analysis | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.4 - Describe what is meant when research results are statistically significant; and explain why research should be replicated and why a meta-analysis would be conducted. | | *KEYWORDS:* | Application | |

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| 825. An inactive substance given in the place of a drug in psychological research or by physicians who wish to treat a complaint by suggestion is known as a(n) \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | placebo | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 826. In a research study, when the subjects do not know who is in the experimental group and who is in the control group, but the experimenters do know, the study is called a(n) \_\_\_\_\_\_\_\_\_\_ experiment.   |  |  | | --- | --- | | *ANSWER:* | single-blind  single blind | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.1 - Define research participant bias; and explain how the placebo effect is a source of this bias in drug studies and how this bias can be controlled by using a single-blind experiment. | | *KEYWORDS:* | Concept | |

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| 827. Sometimes a researcher subtly communicates his or her expectations to the subjects, which changes the participants' behavior. This is known as the \_\_\_\_\_\_\_\_\_\_ bias.   |  |  | | --- | --- | | *ANSWER:* | researcher | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.2 - Define researcher bias; and explain how researcher expectations can create a self-fulfilling prophecy. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 828. To minimize changes in subjects’ behavior caused by the unintended influence of an experimenter’s actions, one would use a(n) \_\_\_\_\_\_\_\_\_\_ experiment.   |  |  | | --- | --- | | *ANSWER:* | double-blind  double blind | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.3 - Describe the double-blind experiment; and explain how this design helps control for both research participant bias and researcher bias and allows valid conclusions to be drawn. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 829. In order to document the differences in the play activities of elementary boys and girls, a researcher videotapes elementary students as they play during recess at school. This researcher is using the nonexperimental method of research called \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | naturalistic observation | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 830. When observers see what they expect to see or record only selected details, they are exhibiting a problem in naturalistic observation known as the \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | observer bias | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 831. The cowboy who praises his horse for its “loyalty and devotion” to its master is committing the \_\_\_\_\_\_\_\_\_\_error.   |  |  | | --- | --- | | *ANSWER:* | anthropomorphic | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Application | |

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| 832. The existence of a consistent, systematic relationship between two events, measures, or variables is called a(n) \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | correlation | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 833. Regarding the strength of the relationship, a correlation coefficient of -.92 would indicate a \_\_\_\_\_\_\_\_\_\_ negative relationship.   |  |  | | --- | --- | | *ANSWER:* | strong | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 834. An observation that the higher the air temperature in a classroom, the less attention students pay to the professor’s lecture would be an example of a(n) \_\_\_\_\_\_\_\_\_\_ correlation.   |  |  | | --- | --- | | *ANSWER:* | negative | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | |

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| 835. A rare condition, such as a childhood genius or a rampage school shooting, would best be studied using the \_\_\_\_\_\_\_\_\_\_ method.   |  |  | | --- | --- | | *ANSWER:* | case study  clinical | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.5 - Describe the case study or clinical method, including when it is used, what information it provides, and its advantages and limitations. | | *KEYWORDS:* | Concept | |

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| 836. Each of the students in your American government class will be stopping people in the mall to ask them a series of ten questions regarding their voting preference in the upcoming election. Your government class is using the \_\_\_\_\_\_\_\_\_\_method.   |  |  | | --- | --- | | *ANSWER:* | survey | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Application | |

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| 837. A representative sample is chosen from an entire group of people belonging to a particular category, such as all college students or all married women, with this entire group being called the \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | population | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 838. The tendency for people to give “polite” or socially desirable answers to survey questions is called the \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | courtesy bias | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 839. Because reports in the popular media tend to be made uncritically and with a definite bias toward reporting “astonishing” findings and telling interesting stories, a critical reader must be \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | skeptical  cautious | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.1 - Explain why information in the mass media should be approached with skepticism and caution. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 840. If you see a course advertised that offers a “new personality in three sessions” or “six steps to love and fulfillment in marriage,” you should beware of these \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | oversimplifications | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | |

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| 841. On a talk show, a person claims to have taught 50 people how to walk barefoot on hot coals using a technique called "neurolinguistic programming," when, in reality, anyone with reasonably callused feet can do this. A critical thinker should have realized that this technique was never tested in a true experiment with a(n) \_\_\_\_\_\_\_\_\_\_ group.   |  |  | | --- | --- | | *ANSWER:* | control | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 842. A researcher found a relationship between the crime rate in a large city and the phases of the moon and incorrectly concluded that the gravitational pull of the moon caused this crime behavior. This researcher’s error is due to his failure to distinguish between \_\_\_\_\_\_\_\_\_\_ and causation.   |  |  | | --- | --- | | *ANSWER:* | correlation | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | |

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| 843. If you see your mother in the kitchen crying and incorrectly assume she is upset when her tears are really due to peeling an onion, you have failed to distinguish between \_\_\_\_\_\_\_\_\_\_ and inference.   |  |  | | --- | --- | | *ANSWER:* | observation | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Completion | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 844. List and describe the four goals of psychology and the questions about behavior each answers.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that the goals of psychology are to describe, understand, predict, and control behavior. Answering psychological questions often begins with a careful description of behavior. Description, or naming and classifying, is typically based on making a detailed record of scientific observations. However, descriptions fail to answer the important “why” questions. Therefore, psychology’s second goal is to explain an event, or the goal of understanding, which usually means we can state the causes of a behavior. Psychology’s third goal, prediction, is the ability to forecast behavior accurately. To a psychologist, psychology’s fourth goal of control simply refers to the ability to alter the conditions that affect behavior, such as therapy being used to help a person overcome a phobia. In summary, psychology’s goals are a natural outgrowth of our desire to understand behavior and, basically, involve asking the following questions: (1) What is the nature of this behavior? (description); (2) Why does it occur? (understanding and explanation); (3) Can we forecast when it will occur? (prediction); and (4) What conditions affect it? (control). | | *POINTS:* | 8 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.1 Psychology-Behave Yourself! | | *QUESTION TYPE:* | Essay | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.1.4 - Identify the ultimate goal of all scientists; explain the four specific goals of psychology; and provide examples of how psychologists gather scientific data in order to meet each of these goals. | | *KEYWORDS:* | Concept | |

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| 845. Describe critical thinking; and discuss the five principles that form the foundation of it.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that critical thinking in psychology is a type of reflection that involves asking whether a particular belief can be supported by scientific theory and observation. Critical thinkers are willing to challenge conventional wisdom by asking hard questions. Critical thinking relies on the following basic principles. (1) Few “truths” transcend the need for logical analysis and empirical testing. While religious beliefs and personal values may be held as matters of faith, most other ideas can and should be evaluated by applying the rules of logic, evidence, and the scientific method. (2) Authority or claimed expertise does not automatically make an idea true or false. Just because a teacher, guru, celebrity, or authority is convinced or sincere does not mean one should automatically believe or disbelieve that person. (3) Judging the quality of evidence is crucial. To decide correctly, one can’t just weigh the amount of evidence. One must also critically evaluate the quality of the evidence. Then one can give greater weight to the most credible facts. (4) Critical thinking requires an open mind. Be prepared to consider daring departures and go wherever the evidence leads. However, don’t become so “open-minded” that one is simply gullible. (5) The fifth and perhaps most important principle of critical thinking is that critical thinkers often wonder what it would take to show that a “truth” is false. Falsification is the deliberate attempt to uncover how a commonsense belief or scientific theory might be false. Critical thinkers adopt an attitude of actively seeking to falsify beliefs, including their own. They want to find out when they are wrong, even when is difficult to accept. On the plus side, critical thinkers can be more confident in beliefs that have survived their attempts at falsification. | | *POINTS:* | 12 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Essay | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.2 - Describe the process of critical thinking. PGAT\_COON\_2016\_1.2.3 - Explain how the validity of beliefs can be judged by logically analyzing the information, by evaluating evidence for and against the claim, and by evaluating the quality of the evidence. PGAT\_COON\_2016\_1.2.4 - Explain why critical thinkers must actively seek to falsify beliefs, including their own, and why they do not automatically accept an idea as true or false based solely on claimed expertise. | | *KEYWORDS:* | Concept | |

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| 846. Large numbers of astrology books and computer programs to chart one’s “correct” astrological sign are sold to the public each year. Explain why astrology can be considered a type of superstition rather than a valid science and why so many people still continue to follow this superstitious belief system.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that the entire belief system of astrology can be considered a type of superstition, an unfounded belief held without objective evidence or in the face of falsifying evidence. Astrology is based on a zodiac map invented several thousand years ago in the ancient civilization of Babylon. Unlike scientific theories, which are regularly falsified and rejected or revised accordingly, the basic underpinnings of astrology have remained relatively unchanged. To date, no astrologer has offered a convincing explanation of how the positions of the planets at a person’s birth affect his or her future. Empirical studies of astrology have also failed to uncover supporting evidence. One classic study of more than 3,000 predictions by famous astrologers found that only a small percentage was accurate. These successful predictions tended to be vague (“There will be a tragedy somewhere in the east in the spring”) or easily guessed from current events. Similarly, no connection exists between people’s astrological signs and their intelligence or personality traits. There also is no connection between the compatibility of couples’ astrological signs and their marriage and divorce rates or between astrological signs and leadership, physical characteristics, or career choices. People continue to believe astrology and read their horoscopes because we humans are vulnerable to uncritical acceptance, which is the tendency to believe claims because they seem true or it would be nice if they were true. Horoscopes generally contain mostly flattering traits. Naturally, when your personality and your future are described in desirable terms, it is hard to deny that the description has the ring of truth. Even when a horoscope contains a mixture of good and bad traits, it may seem accurate because we humans are also vulnerable to confirmation bias, which is the tendency to remember or notice things that confirm our expectations and ignore the rest. Confirmation bias, which can occur unconsciously, is similar to cherry picking, the deliberate picking of evidence and arguments to support one’s own beliefs while ignoring contradictory evidence or arguments. Conscious or not, this is a sure-fire way to protect yourself from confronting your mistaken beliefs and also a sure-fire way to remain mistaken. Thus, valid psychological principles are based on scientific theory and evidence, not superstitions, pseudoscience, fads, opinions, or wishful thinking. | | *POINTS:* | 10 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.2 Critical Thinking-Take It with a Grain of Salt | | *QUESTION TYPE:* | Essay | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.2.5 - Explain how superstitious beliefs, such as astrology, are sometimes confused with valid psychology and why graphologists who claim to predict personality traits from handwriting represent a pseudoscience. PGAT\_COON\_2016\_1.2.6 - Describe how superstitious beliefs have changed little over time due to uncritical acceptance and the confirmation bias. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 847. List and describe the five parts of a research report.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that a research report consists of the abstract, introduction, method, results, and discussion sections. Research reports begin with a very brief summary of the study and its findings called the abstract. The abstract allows one to get an overview without reading the entire article. The introduction describes the question to be investigated and provides background information by reviewing prior studies on the same or related topics. The method section describes the specific procedures used to gather data, so other researchers can repeat the study. The outcome of the study is presented in the results section with data being statistically analyzed and often presented in graphs or summary tables. In the discussion section, the results are discussed in relation to the original question with implication of the study explored and future studies proposed. | | *POINTS:* | 5 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.3 Scientific Research-How to Think Like a Psychologist | | *QUESTION TYPE:* | Essay | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.3.3 - Explain how researchers gather evidence to test hypotheses, why theory building is important, and why it is important to make research results publicly available and to replicate research; and describe a typical research report. | | *KEYWORDS:* | Fact | |

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| 848. Explain why humanistic psychologists rejected the claims of psychodynamic theories and behaviorism, and then briefly explain the humanistic approach to psychology.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that the humanists rejected the determinism of psychodynamic, theory, which views behavior as caused by unconscious conflicts, and the determinism of behaviorism that viewed behavior as a series of stimuli-responses and response-reinforcements. Humanists stress free will, or our ability to make voluntary choices and to choose to live more creative, meaningful lives. Humanists focus more on subjective human experiences and are interested in human potential, ideals, and the psychological needs, such as self-esteem, love, and belonging. They focus on a person’s self-image, self-evaluation, frame of reference, and the potential for becoming the best person one can become, that is, the process of self-actualization. | | *POINTS:* | 6 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Essay | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.6 - Discuss humanistic psychology, including its founders, how it differs from other approaches, and its emphasis on free will, subjective experience, human potentials, and personal growth. | | *KEYWORDS:* | Concept | |

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| 849. Explain and provide an example of how the predominance of early Caucasian male psychologists inadvertently introduced a narrowness into psychological theory; provide two examples of other types of bias in research besides gender and the effects of these biases; and describe how these problems of bias can be solved.   |  |  | | --- | --- | | *ANSWER:* | Answer will include an explanation and example of gender bias and then a discussion of two other types of bias in research and a solution to this problem of bias. The predominance of early Caucasian male psychologists is worrisome because it inadvertently introduced a narrowness into psychological theory and research. As one example, Lawrence Kohlberg proposed a theory about how we develop moral values. His studies suggested that women were morally “immature” because they were not as concerned with justice as men were. However, few women were involved in doing the studies, and Kohlberg merely assumed that theories based on men also apply to women. In response, Carol Gilligan provided evidence that women were more likely to make moral choices based on caring, rather than justice. Kohlberg’s oversight is just one form of gender bias in research. This term refers to the tendency for females to be underrepresented as research subjects and female-related topics to be ignored by many investigators. Consequently, investigators assume that conclusions based on men also apply to women. But without directly studying women, it is impossible to know how often this assumption is wrong. A related problem occurs when researchers combine results from men and women. Doing so can hide important male–female differences. An additional problem is that unequal numbers of men and women may volunteer for some kinds of research. For example, in studies of sexuality, more male college students volunteer to participate than females. Conversely, more females than males participate in studies of nursing. Similar types of bias also arise when it comes to people of different ages, sexual orientations, races, and ethnic groups. Biases concerning the race, ethnicity, age, and sexual orientation of researchers and participants in psychological research have definitely limited our understanding. Far too many conclusions have been created by and based on small groups of people who do not represent the rich tapestry of humanity. For example, to this day, the vast majority of human participants in psychology experiments are recruited from introductory psychology courses. Further, most of these participants have, over the years, been Caucasian members of the middle class, and most of the researchers themselves have been Caucasian males. While none of this automatically invalidates the results of psychology experiments, it may place limitations on their implications. Perhaps the most general research bias of all becomes clear when you ask about people who live in the oddest societies in the world. According to Henrich, Heine, and Norenzayan, we have a strongly ingrained tendency to assume that what Western researchers discover studying Western research participants is the norm in human behavior and that the behavior of those in other societies is unusual. However, after a careful review of studies comparing Westerners to people from other societies, Henrich, Heine, and Norenzayan concluded that exactly the opposite is the case. Fortunately, the solution to problems of bias is straightforward: We need to encourage a much wider array of people to become researchers and, when possible, researchers need to include a much wider array of people in their studies. | | *POINTS:* | 10 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.4 A Brief History of Psychology-Psychology’s Family Album | | *QUESTION TYPE:* | Essay | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.4.7 - Discuss the emergence of cognitive behaviorism and cognitive psychology; identify notable persons and events within the history of psychology, including the first woman and the first African Americans to receive doctorates in psychology; and explain how bias was inadvertently introduced into psychological research due to a lack of diversity and how this situation has improved in recent years. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 850. Describe the sociocultural perspective in psychology, including the terms cultural relativity and social norms; and explain why it is so important for a mental health professional today to take the sociocultural perspective into consideration when treating clients.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that the sociocultural perspective stresses the impact that social and cultural contexts have on our behavior. This is a very important perspective to view human behavior because we are rapidly becoming a multicultural society. Over 100 million Americans are now African American, Hispanic, Asian American, Native American, or Pacific Islander. In some large cities, such as Detroit and Baltimore, “minority” groups are already the majority. In the past, psychology was based mostly on the cultures of North America and Europe. Now, it is important to ask, do the principles of Western psychology apply to people in all cultures? Are some psychological concepts invalid in other cultures? Are any universal? As psychologists have probed such questions, one thing has become clear: Most of what we think, feel, and do is influenced, in one way or another, by the social and cultural worlds in which we live. If a mental health professional fails to take into consideration a person’s cultural beliefs, he or she could misjudge the person’s mental health. Cultural relativity is the idea that behavior must be judged relative to the values of the culture in which it occurs, which can greatly affect our understanding of “other people” including the diagnosis and treatment of mental disorders. To be effective, psychologists must be sensitive to people who are ethnically and culturally different from themselves. In addition to cultural differences, the behavior of people is influenced by differences in age, ethnicity, gender, religion, disability, and sexual orientation, which all affect the social norms that guide behavior. Social norms are rules that define acceptable and expected behavior for members of various groups. Too often, the unstated standard for judging what is “average,” “normal,” or “correct” has been the behavior of middle-aged, white, heterosexual, middle-class Western males. An appreciation of the fuller spectrum of human diversity can enrich your life, as well as your understanding of psychology. | | *POINTS:* | 8 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.5 Psychology Today-Three Complementary Perspectives on Behavior | | *QUESTION TYPE:* | Essay | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.5.3 - Explain how most of what we think, feel, and do are influenced by social and cultural factors; and discuss the importance of considering cultural relativity and social norms in understanding behavior. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 851. Explain the similarities and differences in the training and practice of psychiatrists, counseling psychologists, clinical psychologists, and psychoanalysts, including the types of degrees they earn; and describe the roles of the licensed counselor and psychiatric social worker in mental health.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that clinical and counseling psychologists usually have a masters or doctorate in psychology, while psychiatrists have a medical degree. All are trained in treating emotional and psychological problems with counseling psychologists, in the past, tending to treat milder adjustment disorders, while clinical psychologists and psychiatrists usually treat the more severe disorders that require hospitalization. This difference has faded in recent years. To become a clinical psychologist, it is best to have a doctorate (Ph.D., Psy.D., or Ed.D.). Most clinical psychologists have a Ph.D. degree and follow a scientist-as-practitioner model, that is, they are trained to do either research or therapy with many doing both. Other clinicians earn the doctor of psychology (Psy.D.) degree, which emphasizes therapy skills rather than research. Psychiatrists with their medical degrees are presently the only one that can prescribe medication in all 50 states. Psychologists in New Mexico and Louisiana can now legally prescribe drugs as well as psychologists in the U.S. military. To become a psychoanalyst, you must have an M.D. or Ph.D. degree, plus further training in Freudian psychoanalysis. In other words, either a physician or a psychologist may become a psychoanalyst by learning a specific type of psychotherapy. A counselor is an adviser who helps solve problems with marriage, career, school, work, or the like. To be a licensed counselor (such as a marriage and family counselor, a child counselor, or a school counselor) typically requires a master’s degree plus one or two years of full-time supervised counseling experience. Counselors learn practical helping skills and do not treat serious mental disorders. Psychiatric social workers play an important role in many mental health programs where they apply social science principles to help patients in clinics and hospitals. Most hold an M.S.W. (Master of Social Work) degree. Often, they assist psychologists and psychiatrists as part of a team. Their typical duties include evaluating patients and families, conducting group therapy, or visiting a patient’s home, school, or job to alleviate problems. | | *POINTS:* | 14 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.6 Psychologists-Guaranteed Not to Shrink | | *QUESTION TYPE:* | Essay | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.6.4 - Describe how the training and methods used differ among mental health professionals, including psychologists, psychiatrists, psychoanalysts, counselors, and psychiatric social workers; and identify the ethical code followed by clinical and counseling psychologists. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 852. You are a research assistant helping a psychologist to examine the effects of vitamin E on memory. Discuss each of the following as it relates to this experiment:  a. the independent, dependent, and possible extraneous variables  b. how the extraneous variables will be controlled  c. how the experimental and control groups will be set up  d. whether a single-blind or double-blind experiment will be utilized  e. how the results will be evaluated   |  |  | | --- | --- | | *ANSWER:* | Answer will include that the independent variable would be the vitamin E, while the dependent variable would be the memory scores. Possible extraneous variables would include the personality, intelligence, and motivation of the subjects, which could be controlled by randomly assigning subjects to the experimental and control groups. Other variables, such as time of day and testing materials, could be controlled by having the same environmental conditions and materials used with both groups. The experimental group would receive the vitamin E, while the control group would have to be given a placebo, since just taking a pill could affect the outcome. So, both groups will be given a pill. Most drug studies like this one are conducted in a double-blind, in which neither the subjects nor the experimenter with direct contact to the subjects knows which group is given vitamin E and which receives the placebo. The double-blind would prevent the experimenter with direct contact from giving a hint as to which group was given the active substance. For the results to be measured, both groups will have to be given a memory pretest to assess their memory before the experiment begins, since they would not come in with zero memory. So, a pretest memory span test would be given to both groups, then Drug A (vitamin E) will be given to the experimental group and Drug B (the placebo) will be given to the control group with a post-test memory span test being given at the end of the experiment. The difference between the two groups, if any, would be evaluated to determine if the difference was statistically significant. To be statistically significant, a difference must be large enough that it would occur by chance in fewer than five out of 100 experiments. | | *POINTS:* | 20 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.7 The Psychology Experiment-Get Causality Right 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Essay | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.7.1 - Explain how an experiment is performed; list and describe the three types of variables within this method; and discuss the purpose of the experimental and control groups. PGAT\_COON\_2016\_1.7.2 - Explain the importance of randomly assigning subjects to experimental and control groups and making all conditions (except the independent variable) exactly alike for both groups. PGAT\_COON\_2016\_1.7.4 - Describe what is meant when research results are statistically significant; and explain why research should be replicated and why a meta-analysis would be conducted. PGAT\_COON\_2016\_1.8.3 - Describe the double-blind experiment; and explain how this design helps control for both research participant bias and researcher bias and allows valid conclusions to be drawn. | | *KEYWORDS:* | Application | |

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| 853. Describe the classic study at the U.S. Air Force Preparatory School on how expectations can influence people, and discuss its findings and implications.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that in 1973, Psychologist Robert Rosenthal described a classic example of how expectations influence people. At the U.S. Air Force Academy Preparatory School, 100 airmen were randomly assigned to five different math classes. Their teachers did not know about this random placement. Instead, each teacher was told that his or her students had unusually high or low ability. Students in the classes labeled “high ability” improved much more in math scores than those in “low ability” classes. Yet, initially, all of the classes had students of equal ability. Although the teachers were not conscious of any bias, apparently they subtly communicated their expectations to students. Most likely, they did this through tone of voice, body language, and by giving encouragement or criticism. Their “hints,” in turn, created a self-fulfilling prophecy that affected the students. A self-fulfilling prophecy is a prediction that prompts people to act in ways that make the prediction come true. For instance, many teachers underestimate the abilities of ethnic minority children, which hurts the students’ chances for success. In short, people sometimes become what we prophesy for them. It is wise to remember that others tend to live up or down to our expectations for them. | | *POINTS:* | 6 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.8 Double-Blind-On Placebos and Self-Fulfilling Prophecies | | *QUESTION TYPE:* | Essay | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.8.2 - Define researcher bias; and explain how researcher expectations can create a self-fulfilling prophecy. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 854. You wish to find out if people throw away their trash after they eat inside a fast-food restaurant. Explain which nonexperimental research method would yield the BEST results, how it could be conducted to minimize bias, and why the other nonexperimental methods would not be good choices.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that naturalistic observation would be the best method, since it involves observing behavior as it unfolds naturally. Observers could avoid the observer effect by appearing as “customers” themselves sitting in the restaurant or hidden cameras could be used, while the use of operational definitions and training in objective observation could minimize observer bias. Regarding the other nonexperimental methods, correlational studies require two events to be related, while a case study of one individual would not provide information about larger groups of people. As for the survey method, participants might give socially desirable answers, which might not reflect their true behavior as shown during naturalistic observation. | | *POINTS:* | 6 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Essay | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.3 - Describe and identify examples of the nonexperimental method of naturalistic observation; list the advantages and limitations of this method; and define and provide examples of the following terms as they relate to this method: observer effect, observer bias, anthropomorphic error, and observational record. | | *KEYWORDS:* | Application | |

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| 855. As a child grows in height from infancy to preschool, his or her vocabulary also increases. This is a positive correlation. Explain why this correlation does not show causation but does allow one to predict either event.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that correlation only shows a relationship, and the relationship could be due to a third factor to which each of the other factors are related. For example, height in inches does not cause increased vocabulary nor does increased vocabulary cause height. Both are related to the third factor of age, which produces increased physical growth and exposure to increased vocabulary. Correlations do allow prediction, such as one can predict that as a child's height increases, their vocabulary will also increase, or as a child's vocabulary increases, their height increases, but one event does not cause the other. | | *POINTS:* | 5 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Essay | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.4 - Explain when a correlational study would be conducted, its advantages and limitations, how a correlational coefficient is interpreted, and why correlation does NOT demonstrate causation. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 856. Describe the survey method, including when this method would be used and the importance of using a representative sample; and discuss the advantages and limitations of this method and the increasing use of Internet surveys in psychological research.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that when psychologists want the opinion of a large group of people, they choose to use the survey method. Since it would be impossible to question everyone in the population regarding a particular topic, a representative sample is selected from this larger population and is asked a series of carefully worded questions. A representative sample is a small group that accurately reflects the larger population. A good sample must include the same proportion of men, women, young, old, professionals, blue-collar workers, Republicans, Democrats, whites, African Americans, Native Americans, Latinos, Asians, and so on as found in the population as a whole. Ultimately, the researchers are interested in entire populations; but by selecting a smaller sample, they can draw conclusions about the larger group without polling each and every person. Representative samples are often obtained by randomly selecting who will be included. Modern surveys like the Gallup and Harris polls can be quite accurate. However, if a survey is based on a biased sample, it may paint a false picture. A biased sample does not accurately reflect the population from which it was drawn. Surveys done by magazines, websites, and online information services can be quite biased. That’s why psychologists using the survey method go to great lengths to ensure that their samples are representative. Fortunately, people can often be polled by telephone or the Internet, which makes it easier to obtain large samples. Even if one person out of three refuses to answer survey questions, the results are still likely to be valid. Web-based research can also be a cost-effective way to reach very large groups of people, especially people who are not easy to survey any other way. Internet studies have provided interesting information about topics such as anger, decision-making, racial prejudice, what disgusts people, religion, sexual attitudes, and much more. However, biased samples can limit web-based research because it isn’t easy to control who actually answers your online questionnaire, but psychologists are getting better at gathering valid information with it. Even well-designed surveys may be limited by another problem. Replies to survey questions may not always accurate or truthful because many people show a distinct courtesy bias, which is a tendency to give “polite” or socially desirable answers. For example, answers to questions concerning sex, drinking or drug use, income, and church attendance tend to be less than truthful. Likewise, the week after an election, more people will say they voted than actually did. Despite their limitations, surveys frequently produce valuable information. | | *POINTS:* | 10 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | 1.9 Nonexperimental Research Methods-Get Out the Critter Cam | | *QUESTION TYPE:* | Essay | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.9.6 - Describe how the survey method is used in research, including the use of Internet surveys; identify the advantages and limitations of this method; explain the importance of obtaining a representative sample of people when conducting a survey; and define the following terms as they relate to the survey method: population, representative sample, random selection, biased sample, and courtesy bias. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 857. On a daytime talk show, a television actress relates how she cured all three of her children's hyperactivity by using a special diet and exercise regime. She explains that interested parents can buy her book detailing this "cure" online starting today. As a critical thinker, evaluate this actress' claim of curing her children's hyperactivity.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that as a critical thinker, you should question this actress' claim to have cured her children's hyperactivity. First, you might ask if these children met the clinical diagnosis of attention deficit hyperactivity disorder, or whether they were overactive based on their age. Since younger children tend to be more active and have shorter attention spans, her children could have just outgrown their overactivity. Second, a true experiment would have to be performed using her "treatment," in which truly hyperactive children would be randomly assigned to an experimental group that would undergo her treatment and a control group that would not. Only by having a comparison group can her claim be validated. Third, individual cases, or in this case three, tell us nothing about what is true in general regarding her treatment for hyperactivity. Lastly, since the actress is selling a book about her method, one must be skeptical when considered any source that is possibly motivated by monetary gain. | | *POINTS:* | 8 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Essay | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.1 - Explain why information in the mass media should be approached with skepticism and caution. PGAT\_COON\_2016\_1.10.2 - Describe why one should critically evaluate information from popular sources or from any source in order to separate facts from fallacies. PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 858. The manager of a grocery store shows you and your friend a tabloid headline “Flu Shots Have Been Proven to Cause the Flu.” The manager says, “Those folks are right because every time I have ever taken a flu shot , I’ve gotten the flu.” Your friend says, “Well, that settles it. I’m not taking a flu shot.” As a critical thinker, what would you tell your friend?   |  |  | | --- | --- | | *ANSWER:* | Answer will include the suggestions for being a critical reader of information presented in the popular press, such as always being skeptical, considering the source of the information (tabloid), and determining if a control group was used in the study mentioned in the tabloid. Moreover, one must distinguish between correlation (a relationship between factors) and causation. Could there have been a third factor that actually caused the relationship between flu shots and the flu? For example, the third factor might be the season of the year being the same for the flu and for taking flu shots. One must also beware of oversimplification and using a single case as proof of something. | | *POINTS:* | 6 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | 1.10 Psychology in the Media-Are You Fluent in Klingon? | | *QUESTION TYPE:* | Essay | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_1.10.3 - Identify problems in media reports related to biased or unreliable sources of information, uncontrolled observations, misleading correlations, false inferences, oversimplification, the use of single examples, and unrepeatable results. | | *KEYWORDS:* | Application | |