

Cumulative Test #4 Practice Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

- _____ 1. According to the text, the SQ3R study method is effective because it
- demonstrates the power of unconscious processing.
 - allows us to challenge our preconceptions.
 - utilizes active processing of the text information.
 - engages the whole brain, not just a small percentage.
 - increases the investment you are making in studying psychology.
- _____ 2. The psychologist who would be least likely to be involved directly in patient care in a hospital setting is a
- clinical psychologist.
 - rehabilitation psychologist
 - neuropsychologist
 - health psychologist
 - educational psychologist
- _____ 3. In a distribution of test scores, which measure of central tendency would likely be the most affected by a couple of extremely high scores?
- median
 - range
 - mode
 - standard deviation
 - mean
- _____ 4. Reuptake refers to the
- movement of neurotransmitter molecules across a synaptic gap.
 - release of hormones into the bloodstream.
 - inflow of positively charged ions through an axon membrane.
 - reabsorption of excess neurotransmitter molecules by a sending neuron.
 - the ending of the refractory period.
- _____ 5. Which brain structure receives information from all the senses except smell?
- hippocampus
 - amygdala
 - pons
 - thalamus
 - medulla.

- _____ 6. We are usually least consciously aware of the processes and functions of which brain structure?
- cerebral cortex
 - motor cortex
 - sensory cortex
 - brainstem
 - Broca's area
- _____ 7. Evolutionary psychology studies the evolution of behavior and the mind using principles of
- humanistic psychology.
 - psychotherapy.
 - self-regulation.
 - natural selection.
 - interaction.
- _____ 8. Ohio State University pedestrians were more likely to cross streets unsafely if they were talking on a cell phone. This best illustrates the impact of
- place theory.
 - gate-control theory.
 - selective attention.
 - the phi phenomenon.
 - retinal disparity.
- _____ 9. When informed that a brief imperceptible message would be flashed repeatedly during a popular TV program, many viewers reported feeling strangely hungry or thirsty during the show. Since the imperceptible message had nothing to do with hunger or thirst, viewers' strange reactions best illustrate
- the McGurk effect.
 - sensory adaptation.
 - the volley principle.
 - a placebo effect.
 - accommodation.
- _____ 10. Damage to the fovea would have the greatest effect on
- night vision.
 - peripheral vision.
 - visual acuity.
 - sensory adaptation.
 - kinesthesia.

- _____ 11. A 3-D movie enhances our sense of depth perception by simulating the effects of
- interposition.
 - retinal disparity.
 - linear perspective.
 - perceptual constancy.
 - gestalt cues.
- _____ 12. Lightness constancy refers to the fact that
- the frequency of light waves has a fixed relationship to the brightness of the light.
 - objects are perceived to have consistent lightness even if the amount of light they reflect changes.
 - light waves reflected by an object remain constant despite changes in illumination levels.
 - the perceived whiteness of an object has a constant relation to its lightness.
 - one of the depth cues involves perceiving dimmer objects as being farther away.
- _____ 13. After chicks were fitted with special lenses that visually displaced objects to the left, they
- quickly learned to compensate by pecking to the left of where the food appeared to be.
 - only gradually learned to compensate by pecking to the right of where the food appeared to be.
 - only gradually learned to compensate by pecking to the left of where the food appeared to be.
 - never adapted to the visual distortion.
 - immediately adapted and pecked successfully at the food.
- _____ 14. Which theory suggests that large-fiber activity in the spinal cord can prevent pain signals from reaching the brain?
- signal detection theory
 - opponent-process theory
 - gate-control theory
 - frequency theory
 - parallel processing
- _____ 15. In Pavlov's experiments, the taste of food triggered salivation in a dog. The food in the dog's mouth was the
- US.
 - UR.
 - CS.
 - CR.
 - SR.

- _____ 16. Because his football coach frequently yells at him for swearing, Antonio now becomes anxious when he's near his coach. The coach is a(n) _____ for Antonio's anxiety.
- negative reinforcer
 - conditioned stimulus
 - secondary reinforcer
 - unconditioned stimulus
 - primary reinforcer.
- _____ 17. Associating a conditioned stimulus with a new neutral stimulus can create a second (often weaker) conditioned stimulus. This best illustrates
- shaping.
 - spontaneous recovery.
 - intermittent reinforcement.
 - higher-order conditioning.
 - extinction.
- _____ 18. Watson and Rayner's study of Little Albert demonstrated how specific fears
- can interfere with the process of learning.
 - can be used as negative reinforcers.
 - are acquired through observational learning.
 - may be produced through classical conditioning.
 - are highly heritable from biological parents.
- _____ 19. The process of reinforcing successively closer approximations to a desired behavior is called
- generalization.
 - intermittent reinforcement.
 - shaping.
 - secondary reinforcement.
 - modeling.
- _____ 20. A fixed-interval schedule of reinforcement is one in which a response is reinforced only after a(n)
- unpredictable time period has elapsed.
 - specified time period has elapsed.
 - specified number of responses has been made.
 - unpredictable number of responses has been made.
 - the desired behavior is performed a set number of times.

- _____ 21. Which of the following is true of negative reinforcement and punishment?
- Negative reinforcers increase the rate of operant responding; punishments decrease the rate of operant responding.
 - Negative reinforcers decrease the rate of operant responding; punishments increase the rate of operant responding.
 - Negative reinforcers decrease the rate of operant responding; punishments decrease the rate of operant responding.
 - Negative reinforcers have no effect on the rate of operant responding; punishments decrease the rate of operant responding.
 - Negative reinforcers decrease the rate of operant responding; punishments have no effect on the rate of operant responding.
- _____ 22. Operant response rates remain highest when individuals anticipate that their behavior will actually lead to further reinforcement. This best illustrates the importance of _____ in operant conditioning.
- secondary reinforcers
 - cognitive processes
 - biological predispositions
 - intrinsic motivation
 - spontaneous recovery
- _____ 23. The tendency for children to imitate behaviors seen on television best illustrates the importance of _____.
- shaping.
 - modeling.
 - respondent behavior.
 - immediate reinforcement.
 - spontaneous recovery.
- _____ 24. Which of the following are most clearly activated both by picking up a spoon and by simply watching another person pick up a spoon?
- extrinsic motives
 - intrinsic motives
 - cognitive maps
 - mirror neurons
 - delayed reinforcers
- _____ 25. The use of acronyms to improve one's memory of unfamiliar material best illustrates the value of _____.
- imagery.
 - chunking.
 - the spacing effect.
 - the serial position effect.
 - semantic encoding.

- _____ 26. Children can better remember an ancient Latin verse if the definition of each unfamiliar Latin word is carefully explained to them. This best illustrates the value of
- iconic memory.
 - semantic encoding.
 - the spacing effect.
 - the peg-word system.
 - long-term potentiation.
- _____ 27. Watching a TV soap opera involving marital conflict and divorce led Andrea to recall several instances in which her husband had mistreated her. The effect of the TV program on Andrea's recall provides an example of
- the spacing effect.
 - repression.
 - the serial position effect.
 - automatic processing.
 - priming.
- _____ 28. Your friend told you that eating chocolate was shown to improve memory recall. You may later recall this “fact” but forget where you heard it. You assume that you heard it on the news, a credible source, so you begin eating chocolate. Your behavior best illustrates
- implicit memory.
 - mood-congruent memory.
 - source amnesia.
 - retroactive interference.
 - motivated forgetting.
- _____ 29. Heuristics are
- methodical step-by-step procedures for solving problems.
 - mental groupings of similar objects, events, or people.
 - problem-solving strategies involving the use of trial and error.
 - simple thinking strategies for solving problems quickly and efficiently.
 - thinking strategies that often hasten insights.
- _____ 30. After spending two hours trying to solve an engineering problem, Amira finally gave up. As she was trying to fall asleep that night, a solution to the problem popped into her head. Amira's experience best illustrates
- the belief perseverance phenomenon.
 - the availability heuristic.
 - insight.
 - a mental set.
 - the framing effect.

- _____ 31. Miss Jan De Jong is orderly, neat, fairly quiet, and shy. She enjoys reading in her spare time and belongs to a social club that includes three librarians, nine real estate agents, and eight social workers. A tendency to conclude that Jan must be one of the three librarians would illustrate the powerful influence of
- confirmation bias.
 - the framing effect.
 - the representativeness heuristic.
 - the belief perseverance phenomenon.
 - the availability heuristic.
- _____ 32. Children begin to demonstrate that they know how to put words in a sensible order during the _____ stage.
- babbling
 - syntactic
 - two-word
 - three-word
 - phonetic
- _____ 33. Noam Chomsky has emphasized that the acquisition of language by children is facilitated by
- an inborn readiness to learn grammatical rules.
 - their ability to imitate the words and grammar modeled by parents.
 - the learned association of word sounds with various objects, events, actions, and qualities.
 - the positive reinforcement that adults give children for speaking correctly.
 - operant and classical conditioning techniques.
- _____ 34. After eating a normal lunch, two patients readily consumed a second lunch 20 minutes later because they had
- no memory of the previous meal.
 - excessively high blood glucose levels.
 - suffered the loss of their lateral hypothalamus.
 - unusually low levels of ghrelin secretions.
 - damaged corpus callosums.
- _____ 35. Research on obesity and weight control indicates that
- one pound is always lost for every 3500-calorie reduction in diet.
 - fat cells are lost when sustained dieting is combined with exercise.
 - once we become fat, we require less food to maintain our weight than we did to attain it.
 - it is easier for people to lose weight on the second or third attempt at dieting than on the first try.
 - obesity is related to learned patterns of behavior, not biological influences.

- _____ 36. Which of the following best describes task performance?
- It is best when physiological arousal is moderate.
 - It is worst when physiological arousal is moderate.
 - It is best when physiological arousal is low.
 - It is best when physiological arousal is high.
 - It is mediocre when physiological arousal is moderate.
- _____ 37. Repeatedly saying the word “me” puts people in a better mood than repeatedly saying “you.” This best illustrates the
- catharsis hypothesis.
 - feel-good, do-good phenomenon.
 - adaptation-level phenomenon.
 - facial feedback effect.
 - relative deprivation principle.
- _____ 38. People experience a mood shift when they switch from taking short shuffling steps to taking long strides and swinging their arms by their sides. This best illustrates
- the adaptation-level phenomenon.
 - the spillover effect.
 - the behavior feedback phenomenon.
 - the feel-good, do good phenomenon.
 - the catharsis effect.
- _____ 39. Babies are born with several reflexes for getting food. One of these is to
- withdraw a limb to escape pain.
 - turn the head away from a cloth placed over the face.
 - open the mouth in search of a nipple when touched on the cheek.
 - look longer at facelike images than at a solid disk.
 - avoid overly sweet foods.
- _____ 40. Maturation refers to
- the acquisition of socially acceptable behaviors.
 - biological growth processes that are relatively uninfluenced by experience.
 - any learned behavior patterns that accompany personal growth and development.
 - the physical and sexual development of early adolescence.
 - experiential studies performed on older adults to assess crystallized intelligence.
- _____ 41. According to Piaget, accommodation refers to
- parental efforts to include new children in the existing family structure.
 - incorporating new experiences into existing schemas.
 - developmental changes in a child's behavior that facilitate social acceptance by family and peers.
 - adjusting current schemas in order to make sense of new experiences.
 - the maturation of newborn reflexes into more mature ways of thinking and acting.

- _____ 42. The principle that properties such as mass, volume, and number remain the same despite changes in the forms of objects is called
- perceptual constancy.
 - object equivalence.
 - conservation.
 - object permanence.
 - accommodation.
- _____ 43. Babies who are unable to predict how their parents will react to their cries for care and attention are especially likely to show signs of
- egocentrism.
 - conservation.
 - crystallized intelligence.
 - insecure attachment.
 - habituation.
- _____ 44. The paternal deprivation experienced by many young children with divorced or unmarried parents is likely to put them at increased risk for
- habituation.
 - egocentrism.
 - stranger anxiety.
 - insecure attachments.
 - postconventional morality.
- _____ 45. Dmitri is a typical 6-month-old. When he looks into a mirror he is likely to
- recognize the image as himself.
 - show no interest and ignore what he sees.
 - reach toward the image as if it were another child.
 - be somewhat frightened and turn away.
 - babble at the image and become angry when it doesn't respond.
- _____ 46. Sets of expected behaviors for males and for females are called
- gender identities.
 - gender roles.
 - norms.
 - gender types.
 - social learning theory.
- _____ 47. The body structures that enable reproduction are the
- primary sex characteristics.
 - secondary sex characteristics.
 - teratogens.
 - sex-linked genes.
 - schemas.

- _____ 48. *Personality* is best defined as an individual's
- characteristic pattern of thinking, feeling, and acting.
 - most noticeable characteristics.
 - biologically inherited temperament.
 - hidden thoughts and emotions.
 - unconscious thoughts and feelings.
- _____ 49. Which of the following techniques was Freud most likely to use in an attempt to discover the hidden conflicts underlying his patients' symptoms?
- factor analysis
 - free association
 - projective testing
 - fixation
 - unconditional positive regard
- _____ 50. When 2-year-old Matthew was told he would get no dessert until he finished the food on his plate, he threw his plate on the floor in a temper tantrum. Freud would have suggested that Matthew was unable to resist the demands of his
- superego.
 - collective unconscious.
 - ego.
 - id.
 - Oedipus complex.
- _____ 51. According to Freud, our gender identity develops most rapidly during the _____ stage.
- anal
 - phallic
 - genital
 - oral
 - sublimation
- _____ 52. Boris does not like chemistry, but he has chosen it as his college major simply to prove that he is just as smart as his father, who is an outstanding chemist. A psychoanalyst would be most likely to suggest that Boris suffers from an unresolved
- oral fixation.
 - free association.
 - external locus of control.
 - Oedipus complex.
 - projection.

- _____ 53. Which perspective on personality emphasizes the importance of our capacity for healthy growth and self-realization?
- psychoanalytic
 - social-cognitive
 - humanistic
 - trait
 - terror-management
- _____ 54. Nadine tells her therapist that she is jealous of her best friend's popularity and wants to tell everyone about her friend's negative traits. Nadine is afraid her therapist will criticize her for those thoughts, but instead the therapist expresses empathy for Nadine's feelings. This Rogerian therapist is offering
- the spotlight effect.
 - unconditional positive regard.
 - self-actualization.
 - free association.
 - self-transcendence.
- _____ 55. Which of the following perspectives builds its personality theory from psychological research on learning and cognition?
- psychodynamic
 - humanistic
 - trait
 - social-cognitive
 - neo-Freudian
- _____ 56. For the original version of the Stanford-Binet, IQ was defined as
- mental age multiplied by 100.
 - chronological age subtracted from mental age and multiplied by 100.
 - chronological age divided by mental age and multiplied by 100.
 - mental age divided by chronological age and multiplied by 100.
 - mental age multiplied by chronological age divided by 100.
- _____ 57. Why does the predictive validity of general aptitude tests decrease as the educational experience of the students who take them increases?
- More educated students have taken aptitude tests so frequently that for them such tests are no longer pure measures of aptitude.
 - Comparisons of mental age with chronological age are inadequate for assessing the aptitude of older and more educated students.
 - There is a relatively restricted range of aptitude test scores among students at higher educational levels.
 - Among more educated students, motivation has a much greater effect on academic success than does aptitude.
 - predictive validity depends on a “non-normal” distribution of scores, and scores of students with more educational experiences do not fall on the normal curve.

- _____ 58. Major depressive disorder is said to occur when signs of depression last at least
- one week.
 - two weeks.
 - two months.
 - four months.
 - one year.
- _____ 59. According to the social-cognitive perspective, women are more vulnerable to depression than men because they are more likely to
- have unrealistically optimistic goals in life.
 - sense a lack of personal control over their lives.
 - struggle with unresolved feelings of anger toward their mothers.
 - experience low levels of norepinephrine.
 - experience cyclical variations in hormone levels.
- _____ 60. Within the last year, Mr. Shangkun has been fired by three different employers because they each discovered that he was stealing money or materials from their companies. Although he feels no remorse for his misdeeds, his outward signs of repentance have dissuaded his former employers from taking him to court. Mr. Shangkun's behavior is most indicative of
- a personality disorder.
 - post-traumatic stress disorder.
 - schizophrenia.
 - a dissociative disorder.
 - obsessive-compulsive disorder.
- _____ 61. A trained therapist who uses psychological techniques to assist someone to overcome excessive anxiety would generally be best described as a
- psychoanalyst.
 - psychotherapist.
 - psychopharmacologist.
 - psychodynamic therapist.
 - psychostructuralist.
- _____ 62. During a marriage counseling session, the therapist suggests to Mr. and Mrs. Gallo that they each restate their spouse's comments before making their own. The therapist was applying a technique most closely associated with
- EMDR.
 - psychoanalysis.
 - cognitive-behavioral therapy.
 - systematic desensitization.
 - client-centered therapy.

- _____ 63. Which of the following exemplifies exposure therapy?
- therapeutic touch
 - family therapy
 - stress inoculation training
 - systematic desensitization
 - repetitive transcranial magnetic stimulation
- _____ 64. In which form of therapy is unwanted behavior systematically associated with unpleasant experiences?
- electroconvulsive therapy
 - systematic desensitization
 - eclectic therapy
 - cognitive therapy
 - aversive conditioning
- _____ 65. Which therapeutic approach emphasizes that people are often disturbed because of their negative interpretations of events?
- drug therapy
 - client-centered therapy
 - systematic desensitization
 - cognitive therapy
 - light exposure therapy
- _____ 66. Controlled research studies indicate that the value of EMDR is in part due to the effectiveness of
- free association.
 - active listening.
 - meta-analysis.
 - exposure therapy.
 - the double-blind procedure.
- _____ 67. Which psychosurgical procedure was designed to calm uncontrollably emotional or violent patients?
- electroconvulsive therapy
 - aversive conditioning
 - the double-blind procedure
 - lobotomy
 - systematic desensitization
- _____ 68. The tendency for observers to underestimate the impact of the situation and to overestimate the impact of personal dispositions on another's behavior is called
- the bystander effect.
 - the fundamental attribution error.
 - deindividuation.
 - ingroup bias.
 - the mere exposure effect.

- _____ 69. Opinion change resulting from incidental cues such as a speaker's attractiveness illustrates
- informational social influence.
 - peripheral route persuasion.
 - superordinate goals.
 - social facilitation.
 - central route persuasion.
- _____ 70. The foot-in-the-door phenomenon refers to the tendency to
- neglect critical thinking because of a strong desire for social harmony within a group.
 - perform simple tasks more effectively in the presence of others.
 - comply with a large request if one has previously complied with a small request.
 - lose self-restraint in group situations that foster anonymity.
 - experience an increasing attraction to novel stimuli as they become more familiar.
- _____ 71. Philip Zimbardo devised a simulated prison and randomly assigned college students to serve as prisoners or guards. This study best illustrated the impact of
- team membership on social loafing.
 - self-disclosure on conciliation.
 - frustration on aggression.
 - role-playing on attitudes.
 - groupthink on social conflict.
- _____ 72. The discomfort we feel when two thoughts are inconsistent is called
- cognitive dissonance.
 - implicit prejudice.
 - deindividuation.
 - social loafing.
 - the fundamental attribution error.
- _____ 73. Unconsciously mimicking those around us is known as
- group polarization.
 - the chameleon effect.
 - social facilitation.
 - social loafing.
 - mirror-image perceptions.
- _____ 74. Solomon Asch asked people to identify which of three comparison lines was identical to a standard line. His research was designed to study
- the mere exposure effect.
 - the fundamental attribution error.
 - social facilitation.
 - deindividuation.
 - conformity.

- _____ 75. Yuri decided to delay his road trip after hearing a weather forecaster warn that a severe snowstorm would pass through the area within several hours. Yuri's decision best illustrates the impact of
- the mere exposure effect.
 - informational social influence.
 - social facilitation.
 - the reciprocity norm.
 - normative social influence.
- _____ 76. In Milgram's first study of obedience, the majority of “teachers” who were ordered to shock a “learner”
- refused to deliver even slight levels of shock.
 - initially complied but refused to deliver more than slight levels of shock.
 - complied until ordered to deliver intense levels of shock.
 - complied fully and delivered the highest level of shock.
 - refused to deliver shocks to all participants who expressed doubt about the experiment.
- _____ 77. In Milgram's obedience experiments, “teachers” exhibited a somewhat lower level of compliance with an experimenter's orders when
- the experiment was not associated with a prestigious institution like Yale University.
 - the “learner” complained of a slight heart condition just before the experiment began.
 - the “learner” screamed as the shocks became more punishing.
 - the “learner” was in another room where his physical well-being couldn't be observed by the “teacher.”
 - the “teacher” was instructed to administer the learning test and someone else was asked to shock the “learner.”
- _____ 78. Social facilitation refers to the tendency to
- neglect critical thinking because of a strong desire for social harmony within a group.
 - perform well-learned tasks more effectively in the presence of others.
 - experience an increasing attraction to novel stimuli as they become more familiar.
 - lose self-restraint in group situations that foster anonymity.
 - comply with a large request if one has previously complied with a small request.

- _____ 79. University students were observed to pull harder on a rope when they thought they were pulling alone than when they thought three others were pulling with them on the same rope. This best illustrates
- a. social loafing.
 - b. the chameleon effect.
 - c. group polarization.
 - d. social facilitation.
 - e. deindividuation.
- _____ 80. After an exciting football game in which the home team loses by one point, a crowd of fans throws bottles and begins to tear up the field. This behavior is best understood in terms of
- a. the just-world phenomenon.
 - b. obedience.
 - c. the bystander effect.
 - d. social facilitation.
 - e. deindividuation.

Cumulative Test #4 Practice Test Answer Section

MULTIPLE CHOICE

1. ANS: C PTS: 1 DIF: Easy OBJ: Unit I | 2-4
TOP: Tips for studying psychology SKL: Factual/Definitional
2. ANS: E PTS: 1 DIF: Medium OBJ: Unit I | 3-1
TOP: Careers in Psychology SKL: Conceptual/Application
3. ANS: E PTS: 1 DIF: Medium OBJ: Unit II | 7-1
TOP: Measures of central tendency SKL: Conceptual
4. ANS: D PTS: 1 DIF: Medium OBJ: Unit III | 9-3
TOP: Neural communication SKL: Factual/Definitional
5. ANS: D PTS: 1 DIF: Easy OBJ: Unit III | 11-2
TOP: The thalamus SKL: Factual/Definitional
6. ANS: D PTS: 1 DIF: Medium OBJ: Unit III | 11-2
TOP: The brainstem SKL: Factual/Definitional
7. ANS: D PTS: 1 DIF: Easy OBJ: Unit III | 15-1
TOP: Evolutionary psychology: Understanding human nature
SKL: Factual/Definitional
8. ANS: C PTS: 1 DIF: Medium OBJ: Unit IV | 16-2
TOP: Selective attention SKL: Factual/Definitional
9. ANS: D PTS: 1 DIF: Difficult OBJ: Unit IV | 16-4
TOP: Absolute thresholds SKL: Conceptual/Application
10. ANS: C PTS: 1 DIF: Medium OBJ: Unit IV | 18-1
TOP: The eye SKL: Conceptual
11. ANS: B PTS: 1 DIF: Medium OBJ: Unit IV | 19-2
TOP: Depth perception SKL: Factual/Definitional
12. ANS: B PTS: 1 DIF: Medium OBJ: Unit IV | 19-3
TOP: Color and brightness constancy SKL: Factual/Definitional
13. ANS: D PTS: 1 DIF: Medium OBJ: Unit IV | 19-4
TOP: Experience and Visual Perception SKL: Factual/Definitional
14. ANS: C PTS: 1 DIF: Medium OBJ: Unit IV | 21-2
TOP: Pain SKL: Factual/Definitional
15. ANS: A PTS: 1 DIF: Easy OBJ: Unit VI | 26-2
TOP: Pavlov's experiments SKL: Factual/Definitional
16. ANS: B PTS: 1 DIF: Difficult OBJ: Unit VI | 26-2
TOP: Classical conditioning SKL: Conceptual/Application
17. ANS: D PTS: 1 DIF: Medium OBJ: Unit VI | 26-3
TOP: Acquisition SKL: Factual/Definitional
18. ANS: D PTS: 1 DIF: Medium OBJ: Unit VI | 26-4
TOP: Pavlov's legacy SKL: Factual/Definitional
19. ANS: C PTS: 1 DIF: Easy OBJ: Unit VI | 27-1
TOP: Shaping behavior SKL: Factual/Definitional
20. ANS: B PTS: 1 DIF: Easy OBJ: Unit VI | 27-3
TOP: Reinforcement schedules SKL: Factual/Definitional

21. ANS: A PTS: 1 DIF: Medium OBJ: Unit VI | 27-4
TOP: Punishment SKL: Factual/Definitional
22. ANS: B PTS: 1 DIF: Medium OBJ: Unit VI | 29-2
TOP: Cognition's influence on conditioning SKL: Conceptual
23. ANS: B PTS: 1 DIF: Medium OBJ: Unit VI | 30-1
TOP: Learning by observation SKL: Factual/Definitional
24. ANS: D PTS: 1 DIF: Easy OBJ: Unit VI | 30-1
TOP: Mirrors and imitation in the brain SKL: Factual/Definitional
25. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 31-7
TOP: Effortful processing strategies SKL: Factual/Definitional
26. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 31-8
TOP: Levels of processing SKL: Conceptual/Application
27. ANS: E PTS: 1 DIF: Difficult OBJ: Unit VII | 32-7
TOP: Retrieval cues SKL: Conceptual/Application
28. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 33-2
TOP: Source amnesia SKL: Conceptual/Application
29. ANS: D PTS: 1 DIF: Easy OBJ: Unit VII | 35-1
TOP: Problem solving: Strategies and Obstacles SKL: Factual/Definitional
30. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 35-1
TOP: Problem solving: Strategies and Obstacles SKL: Conceptual/Application
31. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 35-2
TOP: The representativeness heuristic SKL: Conceptual/Application
32. ANS: C PTS: 1 DIF: Difficult OBJ: Unit VII | 36-2
TOP: When do we learn language? SKL: Factual/Definitional
33. ANS: A PTS: 1 DIF: Medium OBJ: Unit VII | 36-3
TOP: Explaining language development SKL: Factual/Definitional
34. ANS: A PTS: 1 DIF: Medium OBJ: Unit VIII | 38-2
TOP: The psychology of hunger SKL: Factual/Definitional
35. ANS: C PTS: 1 DIF: Medium OBJ: Unit VIII | 38-3
TOP: Obesity and weight control SKL: Conceptual
36. ANS: A PTS: 1 DIF: Easy OBJ: Unit VIII | 41-3
TOP: Emotions and the autonomic nervous system SKL: Factual/Definitional
37. ANS: D PTS: 1 DIF: Difficult OBJ: Unit VIII | 42-3
TOP: The effects of facial expressions SKL: Conceptual/Application
38. ANS: C PTS: 1 DIF: Easy OBJ: Unit VIII | 42-3
TOP: The effects of facial expressions SKL: Factual/Definitional
39. ANS: C PTS: 1 DIF: Easy OBJ: Unit IX | 45-3
TOP: The competent newborn SKL: Factual/Definitional
40. ANS: B PTS: 1 DIF: Medium OBJ: Unit IX | 46-1
TOP: Brain development SKL: Factual/Definitional
41. ANS: D PTS: 1 DIF: Medium OBJ: Unit IX | 47-1
TOP: Cognitive development SKL: Factual/Definitional
42. ANS: C PTS: 1 DIF: Medium OBJ: Unit IX | 47-1
TOP: Piaget's theory and current thinking SKL: Factual/Definitional
43. ANS: D PTS: 1 DIF: Medium OBJ: Unit IX | 48-2
TOP: Attachment differences: temperament and parenting SKL: Conceptual

44. ANS: D PTS: 1 DIF: Medium OBJ: Unit IX | 48-2
TOP: Attachment differences: temperament and parenting SKL: Conceptual
45. ANS: C PTS: 1 DIF: Medium OBJ: Unit IX | 48-5
TOP: Self-concept SKL: Conceptual/Application
46. ANS: B PTS: 1 DIF: Easy OBJ: Unit IX | 49-2
TOP: Gender roles SKL: Factual/Definitional
47. ANS: A PTS: 1 DIF: Easy OBJ: Unit IX | 53-1
TOP: Adolescent sexual development SKL: Factual/Definitional
48. ANS: A PTS: 1 DIF: Medium OBJ: Unit X | 55-1
TOP: Personality SKL: Factual/Definitional
49. ANS: B PTS: 1 DIF: Easy OBJ: Unit X | 55-1
TOP: Psychoanalytic theory's core ideas SKL: Conceptual
50. ANS: D PTS: 1 DIF: Easy OBJ: Unit X | 55-2
TOP: Personality structure SKL: Conceptual/Application
51. ANS: B PTS: 1 DIF: Medium OBJ: Unit X | 55-3
TOP: Personality development SKL: Factual/Definitional
52. ANS: D PTS: 1 DIF: Medium OBJ: Unit X | 55-3
TOP: Personality development SKL: Conceptual/Application
53. ANS: C PTS: 1 DIF: Easy OBJ: Unit X | 57-1
TOP: Humanistic theories SKL: Factual/Definitional
54. ANS: B PTS: 1 DIF: Medium OBJ: Unit X | 57-1
TOP: Carl Rogers' person-centered perspective SKL: Conceptual/Application
55. ANS: D PTS: 1 DIF: Medium OBJ: Unit X | 59-2
TOP: Evaluating social-cognitive theories SKL: Factual/Definitional
56. ANS: D PTS: 1 DIF: Medium OBJ: Unit XI | 61-1
TOP: The origins of intelligence testing SKL: Factual/Definitional
57. ANS: C PTS: 1 DIF: Difficult OBJ: Unit XI | 61-4
TOP: Validity SKL: Factual/Definitional
58. ANS: B PTS: 1 DIF: Difficult OBJ: Unit XII | 67-1
TOP: Major depressive disorder SKL: Factual/Definitional
59. ANS: B PTS: 1 DIF: Difficult OBJ: Unit XII | 67-2
TOP: Understanding mood disorders: the social-cognitive perspective
SKL: Factual/Definitional
60. ANS: A PTS: 1 DIF: Medium OBJ: Unit XII | 69-4
TOP: Antisocial personality disorder SKL: Conceptual/Application
61. ANS: B PTS: 1 DIF: Medium OBJ: Unit XIII | 70-1
TOP: Introduction to therapy SKL: Conceptual
62. ANS: E PTS: 1 DIF: Difficult OBJ: Unit XIII | 70-3
TOP: Humanistic therapies SKL: Conceptual/Application
63. ANS: D PTS: 1 DIF: Medium OBJ: Unit XIII | 71-1
TOP: Exposure therapies SKL: Factual/Definitional
64. ANS: E PTS: 1 DIF: Easy OBJ: Unit XIII | 71-1
TOP: Aversive conditioning SKL: Factual/Definitional
65. ANS: D PTS: 1 DIF: Medium OBJ: Unit XIII | 71-3
TOP: Cognitive therapies SKL: Factual/Definitional

