

## Unit Quiz

### Essay

1. One of the unique aspects of the science of psychology is that psychologists often use different approaches to explain an example of thinking or behavior. These different explanations can compliment each other, providing a more complete answer, rather than being contradictory. Use the following psychological approaches to explain why a child might cry when frightened.
  - Behavioral
  - Biological
  - Cognitive
  - Social-cultural

### Multiple Choice

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

- \_\_\_\_\_ 1. Wilhelm Wundt's laboratory work involved experimental studies of
  - a. animal intelligence.
  - b. personality development.
  - c. learning and memory.
  - d. reactions to sensory stimulation.
  - e. association and generalization.
- \_\_\_\_\_ 2. Wilhelm Wundt's early experiments were attempts to investigate which area of psychology?
  - a. the causes of mental illnesses
  - b. social conformity
  - c. the simplest mental processes
  - d. childhood development
  - e. causes of aggression
- \_\_\_\_\_ 3. In the early 1960s, the cognitive revolution in psychology involved a renewal of interest in the scientific study of
  - a. mental processes.
  - b. hereditary influences.
  - c. unconscious motives.
  - d. learned behaviors.
  - e. evolutionary influences.

- \_\_\_\_\_ 4. Which area of psychology might be best suited to investigate the following research question: what happens in our brain when we forget details about stressful life events, and how does this process affect behavior?
- structuralism
  - behaviorism
  - humanistic psychology
  - cognitive neuroscience
  - functionalist psychology
- \_\_\_\_\_ 5. Arguments as to whether psychological differences between men and women result from biological or social influences most clearly involve a debate over the issue of
- evolution versus natural selection.
  - stage development versus continuous development.
  - structuralism versus functionalism.
  - behavior versus mental processes.
  - nature versus nurture.
- \_\_\_\_\_ 6. Lissette wonders whether personality differences between her African-American and Asian-American friends result from biological or cultural influences. In this instance, Lissette is primarily concerned with the relative contributions of
- biology and cognition.
  - nature and nurture.
  - behavior and mental processes.
  - conscious and unconscious thoughts.
  - introspection versus structuralism.
- \_\_\_\_\_ 7. In the context of debates regarding the origins of knowledge, Aristotle is to \_\_\_\_\_ as Plato is to \_\_\_\_\_.
- soul; body
  - structuralism; functionalism
  - stability; change
  - introspection; observation
  - nurture; nature
- \_\_\_\_\_ 8. Which approach is most directly concerned with assessing the relative impact of both nature and nurture on our psychological traits?
- biopsychosocial
  - cognitive
  - humanistic
  - social-cultural
  - psychodynamic

- \_\_\_\_\_ 9. Professor Reed attempts to assess the relative contributions of heredity and home environment on children's susceptibility to depression. Her research best illustrates the concerns of the \_\_\_\_\_ approach.
- psychodynamic
  - biopsychosocial
  - cognitive
  - humanistic
  - behavioral
- \_\_\_\_\_ 10. The cognitive perspective in psychology focuses on how
- feelings are influenced by blood chemistry.
  - people try to understand their own unconscious motives.
  - behavior is influenced by environmental conditions.
  - people encode, process, store, and retrieve information.
  - how behaviors and thinking vary across cultures.
- \_\_\_\_\_ 11. Mrs. Thompson believes that her son has become an excellent student because she consistently uses praise and affection to stimulate his learning efforts. Her belief best illustrates a \_\_\_\_\_ perspective.
- humanistic
  - cognitive
  - biological
  - psychodynamic
  - behavioral
- \_\_\_\_\_ 12. Akira believes that her son has become a good student because she always praises his learning efforts. Her belief best illustrates a \_\_\_\_\_ perspective.
- biopsychosocial
  - biological
  - psychodynamic
  - behavioral
  - structural
- \_\_\_\_\_ 13. A clinical psychologist who explains behavior in terms of unconscious drives and conflicts is employing a(n) \_\_\_\_\_ perspective.
- evolutionary
  - psychodynamic
  - behavioral
  - social-cultural
  - cognitive

- \_\_\_\_\_ 14. Natassia believes that boys learn to be more aggressive than girls primarily because boys are more frequently exposed to external pressures to fight. Natassia's belief most directly exemplifies the \_\_\_\_\_ perspective.
- behavioral
  - evolutionary
  - cognitive
  - psychodynamic
  - biological
- \_\_\_\_\_ 15. Dr. MacPherson believes that the way students organize and think about the information in their textbooks will strongly influence their ability to later remember and use what they have studied. Dr. MacPherson's ideas most directly exemplify the \_\_\_\_\_ perspective.
- social-cultural
  - cognitive
  - psychodynamic
  - humanistic
  - biological
- \_\_\_\_\_ 16. Dr. Kozak has concluded that the unusually low incidence of alcohol dependence among citizens of a small African country can be attributed to strong fundamentalist religious influences in that region. This belief best illustrates a(n) \_\_\_\_\_ perspective.
- humanistic
  - evolutionary
  - psychodynamic
  - biological
  - social-cultural
- \_\_\_\_\_ 17. Dr. Veenstra conducts basic research on the impact of racial prejudice on behavior. Dr. Veenstra is most likely a(n) \_\_\_\_\_ psychologist.
- developmental
  - clinical
  - social
  - biological
  - industrial-organizational
- \_\_\_\_\_ 18. Which professional specialty focuses on the diagnosis and treatment of people with psychological disorders?
- personality psychology
  - social psychology
  - biological psychology
  - clinical psychology
  - developmental psychology

- \_\_\_\_\_ 19. Working in a community mental health center, Dr. Thatcher treats adults who suffer from severe depression. Dr. Thatcher is most likely a(n) \_\_\_\_\_ psychologist.
- personality
  - industrial-organizational
  - social
  - clinical
  - developmental
- \_\_\_\_\_ 20. Clinical psychologists specialize in
- constructing surveys.
  - animal research.
  - providing therapy to troubled people.
  - providing drugs to treat behavioral disorders.
  - studying how people solve complicated mental puzzles.
- \_\_\_\_\_ 21. Mr. Kay is interested in whether individual differences affect learning. Mr. Kay is most likely a(n) \_\_\_\_\_ psychologist.
- human factors
  - developmental
  - educational
  - social
  - clinical
- \_\_\_\_\_ 22. 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.
- \_\_\_\_\_ 23. Dr. Anderson spends much of his time studying the behavior of rats who are learning to run mazes in his lab on campus, as well as teaching courses at the university. Because of his focus on the basic behaviors of animals, Dr. Anderson is considered to be a(n) \_\_\_\_\_ psychologist.
- social
  - community
  - experimental
  - psychometric
  - clinical

Name: \_\_\_\_\_

ID: A

- \_\_\_\_\_ 24. The psychologist most likely to help an attorney make selections of jury members is a(n) \_\_\_\_\_ psychologist.
- a. counseling
  - b. community
  - c. educational
  - d. cognitive
  - e. forensic
- \_\_\_\_\_ 25. Dr. Preston is a specialist who goes to areas that have been hit by natural disasters and works with teams there to manage the resulting crises among the members of the public who have been affected. Dr. Preston is most likely a(n) \_\_\_\_\_ psychologist.
- a. community
  - b. clinical
  - c. social
  - d. counseling
  - e. forensic

## Unit I Quiz Answer Section

### ESSAY

1. ANS:

Point 1: A behaviorist would examine the kinds of associations, reinforcements, and/or punishments the child experienced in the past that might explain the current crying behavior. For example, if in the past the child cried and the scary stimulus was removed, the child is more likely to cry in a frightening situation (negative reinforcement).

Point 2: A biological psychologist would focus on the influences of brain chemistry or genetic influences on this behavior. In a frightening situation, the child's brain might activate the fight or flight response, through the hypothalamus. One of the responses caused by the fight or flight response might be yelling and crying, which alerts adults to the situation who might remove the child from the frightening situation.

Point 3: A cognitive psychologist would try to explain the crying by examining how the child interprets information. The child is interpreting the current situation as frightening because she or he experienced a similar situation in the past and developed a scheme that this kind of situation is scary.

Point 4: A social-cultural psychologist would look at the norms and cultural rules about fear dominant in the culture of the child. This might involve investigating what kinds of situations are typically considered frightening to people in that culture and how those norms and expectations are communicated to young people in that culture.

PTS: 1                      OBJ: Unit I

### MULTIPLE CHOICE

- |                                     |        |                             |                   |
|-------------------------------------|--------|-----------------------------|-------------------|
| 1. ANS: D                           | PTS: 1 | DIF: Medium                 | OBJ: Unit I   1-2 |
| TOP: Psychological science is born  |        | SKL: Factual/Definitional   |                   |
| 2. ANS: C                           | PTS: 1 | DIF: Medium                 | OBJ: Unit I   1-2 |
| TOP: Psychological science is born  |        | SKL: Conceptual             |                   |
| 3. ANS: A                           | PTS: 1 | DIF: Easy                   | OBJ: Unit I   1-3 |
| TOP: Psychological science develops |        | SKL: Factual/Definitional   |                   |
| 4. ANS: D                           | PTS: 1 | DIF: Easy                   | OBJ: Unit I   1-3 |
| TOP: Psychological science develops |        | SKL: Conceptual/Application |                   |
| 5. ANS: E                           | PTS: 1 | DIF: Easy                   | OBJ: Unit I   2-1 |
| TOP: Psychology's biggest question  |        | SKL: Factual/Definitional   |                   |
| 6. ANS: B                           | PTS: 1 | DIF: Easy                   | OBJ: Unit I   2-1 |
| TOP: Psychology's biggest question  |        | SKL: Conceptual/Application |                   |
| 7. ANS: E                           | PTS: 1 | DIF: Difficult              | OBJ: Unit I   2-1 |
| TOP: Psychology's biggest question  |        | SKL: Conceptual             |                   |

8. ANS: A           PTS: 1           DIF: Medium       OBJ: Unit I | 2-2  
TOP: Psychology's three main levels of analysis       SKL: Factual/Definitional
9. ANS: B           PTS: 1           DIF: Medium       OBJ: Unit I | 2-2  
TOP: Psychology's three main levels of analysis       SKL: Conceptual/Application
10. ANS: D           PTS: 1           DIF: Easy         OBJ: Unit I | 2-2  
TOP: Psychology's three main levels of analysis       SKL: Factual/Definitional
11. ANS: E           PTS: 1           DIF: Difficult     OBJ: Unit I | 2-2  
TOP: Psychology's three main levels of analysis       SKL: Conceptual
12. ANS: D           PTS: 1           DIF: Difficult     OBJ: Unit I | 2-2  
TOP: Psychology's three main levels of analysis       SKL: Conceptual
13. ANS: B           PTS: 1           DIF: Easy         OBJ: Unit I | 2-2  
TOP: Psychology's three main levels of analysis       SKL: Factual/Definitional
14. ANS: A           PTS: 1           DIF: Difficult     OBJ: Unit I | 2-2  
TOP: Psychology's three main levels of analysis       SKL: Conceptual/Application
15. ANS: B           PTS: 1           DIF: Medium       OBJ: Unit I | 2-2  
TOP: Psychology's three main levels of analysis       SKL: Conceptual/Application
16. ANS: E           PTS: 1           DIF: Medium       OBJ: Unit I | 2-2  
TOP: Psychology's three main levels of analysis       SKL: Conceptual/Application
17. ANS: C           PTS: 1           DIF: Medium       OBJ: Unit I | 2-3  
TOP: Psychology's subfields                            SKL: Conceptual/Application
18. ANS: D           PTS: 1           DIF: Easy         OBJ: Unit I | 2-3  
TOP: Psychology's subfields                            SKL: Factual/Definitional
19. ANS: D           PTS: 1           DIF: Medium       OBJ: Unit I | 2-3  
TOP: Psychology's subfields                            SKL: Conceptual/Application
20. ANS: C           PTS: 1           DIF: Easy         OBJ: Unit I | 2-3  
TOP: Psychology's subfields                            SKL: Factual/Definitional
21. ANS: C           PTS: 1           DIF: Medium       OBJ: Unit I | 2-3  
TOP: Psychology's subfields                            SKL: Conceptual/Application
22. ANS: C           PTS: 1           DIF: Easy         OBJ: Unit I | 2-4  
TOP: Tips for studying psychology                    SKL: Factual/Definitional
23. ANS: C           PTS: 1           DIF: Medium       OBJ: Unit I | 3-1  
TOP: Careers in Psychology                            SKL: Conceptual/Application
24. ANS: E           PTS: 1           DIF: Easy         OBJ: Unit I | 3-1  
TOP: Careers in Psychology                            SKL: Factual/Definitional
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Name: \_\_\_\_\_

ID: B

- \_\_\_\_\_ 4. Akira believes that her son has become a good student because she always praises his learning efforts. Her belief best illustrates a \_\_\_\_\_ perspective.
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  - social
  - clinical
  - developmental
- \_\_\_\_\_ 23. The psychologist most likely to help an attorney make selections of jury members is a(n) \_\_\_\_\_ psychologist.
- counseling
  - community
  - educational
  - cognitive
  - forensic

Name: \_\_\_\_\_

ID: B

- \_\_\_\_\_ 24. Wilhelm Wundt's laboratory work involved experimental studies of
- a. animal intelligence.
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  - c. learning and memory.
  - d. reactions to sensory stimulation.
  - e. association and generalization.
- \_\_\_\_\_ 25. Wilhelm Wundt's early experiments were attempts to investigate which area of psychology?
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  - b. social conformity
  - c. the simplest mental processes
  - d. childhood development
  - e. causes of aggression

## UnitIQuiz Answer Section

### ESSAY

1. ANS:

Point 1: A behaviorist would examine the kinds of associations, reinforcements, and/or punishments the child experienced in the past that might explain the current crying behavior. For example, if in the past the child cried and the scary stimulus was removed, the child is more likely to cry in a frightening situation (negative reinforcement).

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Point 3: A cognitive psychologist would try to explain the crying by examining how the child interprets information. The child is interpreting the current situation as frightening because she or he experienced a similar situation in the past and developed a scheme that this kind of situation is scary.

Point 4: A social-cultural psychologist would look at the norms and cultural rules about fear dominant in the culture of the child. This might involve investigating what kinds of situations are typically considered frightening to people in that culture and how those norms and expectations are communicated to young people in that culture.

PTS: 1

OBJ: Unit I

### MULTIPLE CHOICE

- |   |        |                             |                   |
|---|--------|-----------------------------|-------------------|
| 1. ANS: A                                       | PTS: 1 | DIF: Easy                   | OBJ: Unit I   1-3 |
| TOP: Psychological science develops             |        | SKL: Factual/Definitional   |                   |
| 2. ANS: E                                       | PTS: 1 | DIF: Easy                   | OBJ: Unit I   2-1 |
| TOP: Psychology's biggest question              |        | SKL: Factual/Definitional   |                   |
| 3. ANS: E                                       | PTS: 1 | DIF: Difficult              | OBJ: Unit I   2-1 |
| TOP: Psychology's biggest question              |        | SKL: Conceptual             |                   |
| 4. ANS: D                                       | PTS: 1 | DIF: Difficult              | OBJ: Unit I   2-2 |
| TOP: Psychology's three main levels of analysis |        | SKL: Conceptual             |                   |
| 5. ANS: A                                       | PTS: 1 | DIF: Difficult              | OBJ: Unit I   2-2 |
| TOP: Psychology's three main levels of analysis |        | SKL: Conceptual/Application |                   |
| 6. ANS: D                                       | PTS: 1 | DIF: Easy                   | OBJ: Unit I   2-3 |
| TOP: Psychology's subfields                     |        | SKL: Factual/Definitional   |                   |
| 7. ANS: D                                       | PTS: 1 | DIF: Easy                   | OBJ: Unit I   1-3 |
| TOP: Psychological science develops             |        | SKL: Conceptual/Application |                   |

8. ANS: C                   PTS: 1                   DIF: Medium           OBJ: Unit I | 2-3  
TOP: Psychology's subfields                   SKL: Conceptual/Application
9. ANS: C                   PTS: 1                   DIF: Easy              OBJ: Unit I | 2-4  
TOP: Tips for studying psychology           SKL: Factual/Definitional
10. ANS: B                  PTS: 1                  DIF: Medium           OBJ: Unit I | 2-2  
TOP: Psychology's three main levels of analysis           SKL: Conceptual/Application
11. ANS: C                  PTS: 1                  DIF: Medium           OBJ: Unit I | 2-3  
TOP: Psychology's subfields                   SKL: Conceptual/Application
12. ANS: A                  PTS: 1                  DIF: Medium           OBJ: Unit I | 3-1  
TOP: Careers in Psychology                   SKL: Conceptual/Application
13. ANS: C                  PTS: 1                  DIF: Easy              OBJ: Unit I | 2-3  
TOP: Psychology's subfields                   SKL: Factual/Definitional
14. ANS: A                  PTS: 1                  DIF: Medium           OBJ: Unit I | 2-2  
TOP: Psychology's three main levels of analysis           SKL: Factual/Definitional
15. ANS: E                  PTS: 1                  DIF: Difficult         OBJ: Unit I | 2-2  
TOP: Psychology's three main levels of analysis           SKL: Conceptual
16. ANS: C                  PTS: 1                  DIF: Medium           OBJ: Unit I | 3-1  
TOP: Careers in Psychology                   SKL: Conceptual/Application
17. ANS: B                  PTS: 1                  DIF: Easy              OBJ: Unit I | 2-2  
TOP: Psychology's three main levels of analysis           SKL: Factual/Definitional
18. ANS: B                  PTS: 1                  DIF: Easy              OBJ: Unit I | 2-1  
TOP: Psychology's biggest question           SKL: Conceptual/Application
19. ANS: B                  PTS: 1                  DIF: Medium           OBJ: Unit I | 2-2  
TOP: Psychology's three main levels of analysis           SKL: Conceptual/Application
20. ANS: E                  PTS: 1                  DIF: Medium           OBJ: Unit I | 2-2  
TOP: Psychology's three main levels of analysis           SKL: Conceptual/Application
21. ANS: D                  PTS: 1                  DIF: Easy              OBJ: Unit I | 2-2  
TOP: Psychology's three main levels of analysis           SKL: Factual/Definitional
22. ANS: D                  PTS: 1                  DIF: Medium           OBJ: Unit I | 2-3  
TOP: Psychology's subfields                   SKL: Conceptual/Application
23. ANS: E                  PTS: 1                  DIF: Easy              OBJ: Unit I | 3-1  
TOP: Careers in Psychology                   SKL: Factual/Definitional
24. ANS: D                  PTS: 1                  DIF: Medium           OBJ: Unit I | 1-2  
TOP: Psychological science is born           SKL: Factual/Definitional
25. ANS: C                  PTS: 1                  DIF: Medium           OBJ: Unit I | 1-2  
TOP: Psychological science is born           SKL: Conceptual