Chapter 1

*Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| 1. | Catherine has noticed that her friends are more likely to complain about stress around the holidays. She wonders how holidays and stress are related and what might be done to reduce people's stress levels. In other words, she wonders how one might solve the problem of holiday-related stress. To find out, she would need to use      |  |  | | --- | --- | | A. | basic research. |  |  |  | | --- | --- | | B. | applied research. |  |  |  | | --- | --- | | C. | social constructivism. |  |  |  | | --- | --- | | D. | a cooperative learning program involving her classmates. | |

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| 2. | While reading a magazine, Jordan sees an advertisement that claims that a new weight loss pill will help anyone lose weight without exercising. The advertisement includes a picture of a woman when she was obese and another picture of her looking thin and fit. Though the pictures are very compelling, Jordan knows that she needs to examine advertisements critically. Which of the following questions *best* represents critical thinking?      |  |  | | --- | --- | | A. | Why would this woman agree to be in this advertisement? |  |  |  | | --- | --- | | B. | Is this woman a professional model? |  |  |  | | --- | --- | | C. | What would my friends think about my taking a weight-loss pill? |  |  |  | | --- | --- | | D. | Are there other possible explanations for the woman's weight loss, other than the pill being advertised? | |

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| 3. | Temira tells her roommate, Carmella, that she recently read that people who paint their rooms blue get better grades. Carmella knows that painting their room will be a lot of work. Therefore, she asks Temira where she got her information and what evidence her sources had for their conclusion. She also wonders if there might not be another reason that people with blue rooms have higher grades—for example, maybe smart people prefer the colour blue. What skill is Carmella using?      |  |  | | --- | --- | | A. | Basic research |  |  |  | | --- | --- | | B. | Applied research |  |  |  | | --- | --- | | C. | Critical thinking |  |  |  | | --- | --- | | D. | Behaviourism | |

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| 4. | Rafael recently saw a movie in which a man killed his entire family because the ghosts that supposedly haunted his house told him to. The moviemakers claim that the story is based on real events and that the house in which the man lived is haunted. Rafael's psychology professor, however, says that people who hear voices usually have schizophrenia. To decide which "facts" to believe, the *best* question Rafael could ask himself is,      |  |  | | --- | --- | | A. | How much money did the movie make at the box office? |  |  |  | | --- | --- | | B. | Where is the man who killed his family now? |  |  |  | | --- | --- | | C. | Was the movie any good? |  |  |  | | --- | --- | | D. | What is the evidence for and against each explanation? | |

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| 5. | Wynda is interested in which flirting behaviours women display most often when they are around men they like. She is not concerned about improving gender relations or solving any problems, just interested in the information for its own sake. Which type of research should Wynda use?      |  |  | | --- | --- | | A. | Observable |  |  |  | | --- | --- | | B. | Applied |  |  |  | | --- | --- | | C. | Basic |  |  |  | | --- | --- | | D. | Jigsaw | |

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| 6. | Astrid's friend Evan is taking a psychology course. He tells her all about Sigmund Freud's psychodynamic perspective, John Watson's behavioural perspective, and Abraham Maslow's humanistic perspective. Astrid becomes frustrated, because some of the perspectives seem to say the same thing, just in different ways. "What's the point of all the different perspectives?" she asks Evan. "Why not use just one?" Evan should tell her that      |  |  | | --- | --- | | A. | psychology has diverse historical roots, and different groups of psychological professionals emphasize different aspects of human behaviour. |  |  |  | | --- | --- | | B. | the problem is primarily a political one, and since psychology is a relatively new science, the politics haven't been worked out yet. |  |  |  | | --- | --- | | C. | there's really no reason that anyone can point to; the different perspectives are just tradition, and psychology strongly values its own traditions. |  |  |  | | --- | --- | | D. | all the different perspectives are actually subsets of mind-body dualism. | |

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| 7. | Armand is watching a television show that says scientific studies have indicated that the environment's immediate response to our behaviour affects whether or not we will repeat it. Armand has been trying to teach his dog not to chew on his shoes, and after watching the show he realizes that yelling at his dog when he gets home from work isn't going to fix the problem—he has to catch his dog actually chewing his shoes. This is an excellent example of how      |  |  | | --- | --- | | A. | basic research can also be applied to solve practical problems. |  |  |  | | --- | --- | | B. | animals and humans aren't that different, in spite of what people say. |  |  |  | | --- | --- | | C. | functionalism is useful in everyday life. |  |  |  | | --- | --- | | D. | biological level of analysis can be helpful. | |

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| 8. | After encountering a number of patients who had physical problems without any apparent physical cause, Sigmund Freud reasoned that the causes must be psychological and beyond his patients' conscious awareness. For example, one of his patients, a woman named Anna O., sometimes developed paralysis in her limbs, even though there was nothing physically wrong with her. Based on his observations, Freud eventually developed a theory he called psychoanalysis. What was Freud actually analyzing?      |  |  | | --- | --- | | A. | Internal, mostly unconscious psychological forces |  |  |  | | --- | --- | | B. | Physical causes of psychological problems |  |  |  | | --- | --- | | C. | How the environment is constantly affecting our behaviour |  |  |  | | --- | --- | | D. | How people find ultimate meaning in their lives | |

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| 9. | Dr. Banning believes that most of his clients' behaviours are due to unconscious internal forces. He is particularly interested in his clients' early family relationships. He often asks about how clients see their parents and themselves. Dr. Banning is probably a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ therapist.      |  |  | | --- | --- | | A. | psychodynamic |  |  |  | | --- | --- | | B. | behavioural |  |  |  | | --- | --- | | C. | cognitive |  |  |  | | --- | --- | | D. | humanistic | |

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| 10. | Dr. Mateo believes that every child is born a blank slate. Children's early environments shape their personalities, though the children may be continually affected by their environments as they grow. Everything comes down to a simple principle in Dr. Mateo's mind: If our behaviours are followed by satisfying consequences, we will repeat them, and if the consequences are unsatisfying, we won't repeat them. Dr. Mateo is probably a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ therapist.      |  |  | | --- | --- | | A. | psychodynamic |  |  |  | | --- | --- | | B. | behavioural |  |  |  | | --- | --- | | C. | cognitive |  |  |  | | --- | --- | | D. | humanistic | |

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| 11. | Dewayne is taking a psychology class. He isn't really interested in discussions about the unconscious, childhood influences, or the way different structures in the brain work. Instead, he is interested in the purpose of certain psychological mechanisms. For example, he wonders why we feel disgusted by a food that made us sick or why some emotions are the same all over the world but others aren't. Dewayne is thinking most like a      |  |  | | --- | --- | | A. | monist. |  |  |  | | --- | --- | | B. | British empiricist. |  |  |  | | --- | --- | | C. | structuralist. |  |  |  | | --- | --- | | D. | functionalist. | |

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| 12. | Chloe is interested in better understanding how her mental processes work. She reflects on the internal processes taking place and records them in her journal. Chloe is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the same approach the \_\_\_\_\_\_\_\_\_\_\_ used.      |  |  | | --- | --- | | A. | using introspection; structuralists |  |  |  | | --- | --- | | B. | exploring biological processes; functionalists |  |  |  | | --- | --- | | C. | exploring unconscious processes; psychoanalysts |  |  |  | | --- | --- | | D. | emphasizing her own tendencies toward growth; humanists | |

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| 13. | Latisha believes that when human beings are born their potential is unlimited. She also believes in the influence of nurture and rejects the idea of nature. In fact, she thinks that by controlling children's environments very carefully, she can train them to be anything she wants them to be. The psychological perspective she would probably agree with most is      |  |  | | --- | --- | | A. | behaviourism. |  |  |  | | --- | --- | | B. | humanism. |  |  |  | | --- | --- | | C. | cognitive. |  |  |  | | --- | --- | | D. | psychodynamic. | |

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| 14. | After Liang has gone on three or four dates with the same person, he finds himself coming up with reasons why he doesn't like her. He has done this with everyone he has dated since his parents were divorced two years ago. He tells himself that his parents' divorce has nothing to do with his own behaviour and tells his friends that he simply is yet to meet a woman who meets his standards. A psychodynamic therapist might say that Liang      |  |  | | --- | --- | | A. | is unconsciously using defense mechanisms to avoid anxiety related to dating and romantic attachments. |  |  |  | | --- | --- | | B. | obviously experienced a traumatic loss of some kind before the age of seven. |  |  |  | | --- | --- | | C. | probably had severe problems with dating during adolescence. |  |  |  | | --- | --- | | D. | is secretly trying to show his parents what it felt like to have them break up and become single. | |

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| 15. | Paxton has difficulty with dating. Whenever his friends point out a woman they think he should approach, Paxton thinks about how she will probably reject him. As a result, he rarely asks anyone out, and he complains to his friends that women don't like "nice guys." A humanistic therapist would probably say that Paxton should      |  |  | | --- | --- | | A. | examine his childhood experiences for the source of his lack of confidence. |  |  |  | | --- | --- | | B. | pay attention to which men women seem to like so he can adapt his behaviour accordingly. |  |  |  | | --- | --- | | C. | examine his own values regarding dating and decide for himself what if anything he'd like to change. |  |  |  | | --- | --- | | D. | examine his thoughts and actions to see what keeps him stuck in this pattern. | |

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| 16. | Paxton has difficulty with dating. Whenever his friends point out a woman they think he should approach, he finds himself thinking about how she will probably reject him. As a result, he rarely asks anyone out, and he complains to his friends that women don't like "nice guys." A cognitive-behavioural therapist would probably say that Paxton should      |  |  | | --- | --- | | A. | examine his childhood experiences for the source of his lack of confidence. |  |  |  | | --- | --- | | B. | use free association to explore long-forgotten childhood experiences and traumas. |  |  |  | | --- | --- | | C. | work toward what is most important to him rather than focusing on his friends' ideas of what is attractive or on their insistence that he find someone to date. |  |  |  | | --- | --- | | D. | examine his thoughts and actions to see what keeps him stuck in this pattern. | |

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| 17. | Kalinda has been having trouble with her college classes. Each time a professor announces an assignment, she worries that she won't do it right. Every time she takes a test, she worries that she hasn't studied the right things. When her friends notice that she's been acting depressed and ask if she's all right, she tells them she can't do anything right. To help her, a cognitive therapist would probably suggest that Kalinda      |  |  | | --- | --- | | A. | consider the validity of her beliefs, because they are affecting her ability to function successfully. |  |  |  | | --- | --- | | B. | figure out what her meaning in life is to get her back on track with her schoolwork. |  |  |  | | --- | --- | | C. | examine all the parts of her life so she can see her problems at school in the context of her whole life. |  |  |  | | --- | --- | | D. | use free association to explore long-forgotten childhood experiences and traumas. | |

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| 18. | It has been said that no two people have the same parents, since parents respond to and treat each child differently. Watson and Skinner would probably \_\_\_\_\_\_\_\_\_\_\_ with this statement because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | disagree; siblings exhibit similarities learned from their parents |  |  |  | | --- | --- | | B. | disagree; one's environment changes based on one's responses to it |  |  |  | | --- | --- | | C. | agree; one's environment changes based on one's responses to it |  |  |  | | --- | --- | | D. | agree; siblings exhibit similarities learned from their parents | |

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| 19. | Yvette has been struggling to decide which major she wants to declare. She has asked her friends and family for advice, but their answers have just confused her more. Finally, she decides to see a therapist. Rather than giving her more advice, her therapist says it's all right for her to struggle with these kinds of questions, and that all people have an internal force that moves us toward self-actualization. What does this mean?      |  |  | | --- | --- | | A. | Our behaviours are actually affected by what we have learned, and when we're stuck, it's time to learn something new. |  |  |  | | --- | --- | | B. | We have an innate tendency to grow and reach our own individual potential; we each have to find our own meaning, and the therapist will support the process. |  |  |  | | --- | --- | | C. | Our brains are a lot like computers, and the best way to see what's going on inside Yvette's mental computer is doing an actual scan of her brain. |  |  |  | | --- | --- | | D. | We all started out as blank slates, but our environments have made us into who we actually are; if we pay attention, our environments will tell us what's best. | |

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| 20. | To explain cognitive processes in psychology to a friend, Samira uses a computer metaphor, saying the brain takes information in, processes it, stores it, and retrieves it. This same metaphor was used by scientists in the 1950s, 60s, and 70s, a time that is sometimes referred to as      |  |  | | --- | --- | | A. | the Victorian era. |  |  |  | | --- | --- | | B. | the positive psychology movement. |  |  |  | | --- | --- | | C. | social constructivism. |  |  |  | | --- | --- | | D. | the cognitive revolution. | |

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| 21. | Gary is depressed and unenthusiastic about his classes and worries that he has chosen the wrong major. At the suggestion of a friend, he goes to see a therapist. To his surprise, Dr. Takeri is not interested in Gary's relationship with his mother, his family history, or anything else about Gary's past. Instead, Dr. Takeri focuses on what Gary is currently thinking and how he interprets those thoughts. Dr. Takeri conducts therapy from a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ perspective.      |  |  | | --- | --- | | A. | psychoanalytic |  |  |  | | --- | --- | | B. | behaviourist |  |  |  | | --- | --- | | C. | humanistic |  |  |  | | --- | --- | | D. | cognitive | |

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| 22. | Thuy emigrated to Canada with her parents when she was a year old. Her parents still speak Vietnamese, practice Confucianism, and eat rice with most meals. They have decorated their home with woodcuts, lacquered art, and sculptures of pagodas. Thuy, however, speaks Vietnamese only with her parents, attends a Canadian church, eats a wide variety of foods, and has decorated her apartment with movie posters, impressionist paintings, and pictures of her friends at amusement parks. Based on this information, we can say that Thuy      |  |  | | --- | --- | | A. | has an unconscious need to abandon her parents' culture. |  |  |  | | --- | --- | | B. | has been socialized into Canadian culture. |  |  |  | | --- | --- | | C. | was influenced in her decisions by classic evolutionary principles. |  |  |  | | --- | --- | | D. | has a different brain chemistry from the Vietnamese friends she left behind. | |

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| 23. | Seiji refers to himself as a Japanese American. Seiji's Japanese parents want him to become a medical doctor. They say that this profession would bring honour to their family and allow him to choose a wife from a good family. Seiji, however, would like to be an actor. He doesn't enjoy his biology classes and is more interested in loving his job than in making a lot of money. If Seiji chooses to do what feels best to him; that is, to pursue an acting career, we can say that he      |  |  | | --- | --- | | A. | is relying on the values of his individualistic culture. |  |  |  | | --- | --- | | B. | is relying on the values of his collectivist culture. |  |  |  | | --- | --- | | C. | is being influenced by behavioural genetics. |  |  |  | | --- | --- | | D. | unconsciously wishes to be a medical doctor. | |

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| 24. | Ramesh has come to Canada from India to seek his college degree. When he is a senior, his parents tell him that they have arranged his marriage to a young woman named Nalini. They provide him with a detailed description of her personality and goals in life, and she seems to have all the qualities Ramesh would like in a wife. Ramesh tells his parents he will marry her. Ramesh's Canadian friends tell him he is crazy to consider marrying someone he has never met, but Ramesh says that he is from a/an \_\_\_\_\_\_\_\_\_\_\_\_\_ culture and that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_      |  |  | | --- | --- | | A. | collectivistic; means that he tells his parents the exact opposite of what he really means. |  |  |  | | --- | --- | | B. | individualistic; arranged marriages are common in his culture. |  |  |  | | --- | --- | | C. | collectivistic; not all cultures see love as an essential prerequisite for marriage. |  |  |  | | --- | --- | | D. | individualistic: his family's goals are his goals. | |

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| 25. | Skye has been having problems with depression. She doesn't have health insurance to see a doctor, but she sees an advertisement for a study being done at the local university. When she meets with one of the scientists, he tells her that the study will require her to have several PET scans. The first one will be done before she takes any medication for her depression, and the rest will be done at regular intervals both while she is taking an antidepressant and after she no longer needs to take an antidepressant. The researchers doing this study are probably      |  |  | | --- | --- | | A. | evolutionary psychologists. |  |  |  | | --- | --- | | B. | cognitive psychologists. |  |  |  | | --- | --- | | C. | geneticists. |  |  |  | | --- | --- | | D. | behavioural neuroscientists. | |

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| 26. | Talia has been having anxiety attacks. She meets with Dr. Eisenbein, who explains that our brain chemistry often affects how we feel. Dr. Eisenbein suggests that Talia try taking a medication called Zoloft. Talia goes home to do some research on the Internet. She learns that the brain chemicals to which Dr. Eisenbein is referring are called      |  |  | | --- | --- | | A. | genetics. |  |  |  | | --- | --- | | B. | endorphins. |  |  |  | | --- | --- | | C. | neurotransmitters. |  |  |  | | --- | --- | | D. | monistic chemicals. | |

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| 27. | Selma and Nissa were both adopted. Their ages are one year apart. Their parents worked hard to treat them both the same. However, now that they are in college, they seem very different. Selma volunteers at the local hospital, plays several team sports, and plans to become a pediatrician. Nissa enjoys painting in her studio, taking historical tours, and practicing yoga. She hopes to become an art restoration specialist. Which area of psychology would best explain the differences between Selma and Nissa?      |  |  | | --- | --- | | A. | Evolutionary |  |  |  | | --- | --- | | B. | Psychodynamic |  |  |  | | --- | --- | | C. | Cognitive behaviourism |  |  |  | | --- | --- | | D. | Behavioural genetics | |

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| 28. | Malcolm and Tavis are identical twins. When they reach college, it becomes clear that Malcolm is most interested in physical fitness and competitive sports, whereas Tavis prefers working with computers and taking nature photographs. Which area of psychology would best explain the differences between Malcolm and Tavis?      |  |  | | --- | --- | | A. | Evolutionary |  |  |  | | --- | --- | | B. | Psychodynamic |  |  |  | | --- | --- | | C. | Cognitive behaviourism |  |  |  | | --- | --- | | D. | Behavioural genetics | |

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| 29. | Two early humans go hunting for food. They have comparable intelligence. Brawn is strong and fast; Timorous is scrawny and easily tired by vigorous exercise. The men are attacked by a panther. They both run, but Timorous lags behind and is killed by the panther. The panther then chases and overcomes Brawn, who manages to fight off the panther and escape. Brawn passes his strength and speed on to many children; Timorous had only one child before he died. What process is responsible for Brawn's having more offspring than Timorous?      |  |  | | --- | --- | | A. | Natural selection |  |  |  | | --- | --- | | B. | Behavioural neuroscience |  |  |  | | --- | --- | | C. | Humanism |  |  |  | | --- | --- | | D. | Social constructivism | |

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| 30. | Today, stress-related diseases like stroke, heart attack, and cancer are more likely to kill people than are communicable diseases like influenza, tuberculosis, and syphilis. Researchers argue that this is because our bodies are not prepared to deal with the constant demands of modern life: noise, pollution, endless daily decisions, and pressures to look more attractive, make more money, and buy more things. What is the best evolutionary explanation for why we are not prepared to handle modern stressors?      |  |  | | --- | --- | | A. | Our ancestors did not have any stressors at all in their lives. |  |  |  | | --- | --- | | B. | All evolutionary research emphasizes the body and not the brain, and stress is mostly mental and emotional. |  |  |  | | --- | --- | | C. | Evolution prepared our bodies to deal with short-term stressors like fighting off an enemy or running away but not constant, long-term pressures. |  |  |  | | --- | --- | | D. | Our ancestors had fewer sex differences, which made relationships much easier to handle. | |

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| 31. | Steve is working toward a career in investment banking. Although he dates interesting women, marriage is not one of Steve's goals. He is content to remain single and has no interest in having children. His parents are so upset by his lack of "paternal instinct" that he has been ostracized from his family. Steve's co-workers think he will change his mind and want children eventually. If we look at the three levels of analysis, we can say that the pressures from Steve's family fall at the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ level.      |  |  | | --- | --- | | A. | biological |  |  |  | | --- | --- | | B. | psychological |  |  |  | | --- | --- | | C. | environmental |  |  |  | | --- | --- | | D. | interaction | |

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| 32. | A number of people in Toshi's family struggle with anxiety attacks. He has been fortunate in that he has never had a problem with anxiety. However, when his parents suddenly announce that they are going to be divorced, Toshi is shocked and upset. A week later, sitting in class, he has his first anxiety attack. If we use the three levels of analysis, we can say that Toshi's anxiety is      |  |  | | --- | --- | | A. | primarily a biological problem. |  |  |  | | --- | --- | | B. | primarily a psychological problem. |  |  |  | | --- | --- | | C. | primarily an environmental problem. |  |  |  | | --- | --- | | D. | due to an interaction among all three levels. | |

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| 33. | Zuna is writing a psychology paper on intelligence testing with African-American women. Many of the articles date back to the birth of psychology in the late 1800s. Zuna's favourite articles on her topic are from 1921 and 1994. Interestingly, the 1921 article contradicts the findings from 1994. Zuna decides to rely on the 1994 article. This is a particularly good decision because      |  |  | | --- | --- | | A. | early psychological research was done primarily by and with white males. |  |  |  | | --- | --- | | B. | older research is never relevant. |  |  |  | | --- | --- | | C. | psychology wasn't offered as a college major in the 1920s. |  |  |  | | --- | --- | | D. | the American Psychological Association had not yet developed specialized divisions. | |

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| 34. | David loves reading about what motivates employees, how companies choose job applicants, and how machines are designed around human capabilities. If David chooses to pursue an advanced degree in psychology, the best fit is probably      |  |  | | --- | --- | | A. | clinical psychology. |  |  |  | | --- | --- | | B. | quantitative psychology. |  |  |  | | --- | --- | | C. | industrial/organizational psychology. |  |  |  | | --- | --- | | D. | developmental psychology. | |

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| 35. | Julie wants to earn good grades in college. She carefully schedules time to study, but every time she sits down she realizes how messy her dorm room is, she can hear other people talking down the hall, or she is distracted by the television. Which of the following would a behaviourist tell Julie to do first?      |  |  | | --- | --- | | A. | Study in a quiet corner of the library on campus. |  |  |  | | --- | --- | | B. | Outline the points she wants to study. |  |  |  | | --- | --- | | C. | Identify why it is she really does not want to succeed. |  |  |  | | --- | --- | | D. | Unplug her television. | |

Chapter 1 Key

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| 1. | Catherine has noticed that her friends are more likely to complain about stress around the holidays. She wonders how holidays and stress are related and what might be done to reduce people's stress levels. In other words, she wonders how one might solve the problem of holiday-related stress. To find out, she would need to use      |  |  | | --- | --- | | A. | basic research. |  |  |  | | --- | --- | | **B.** | applied research. |  |  |  | | --- | --- | | C. | social constructivism. |  |  |  | | --- | --- | | D. | a cooperative learning program involving her classmates. | |

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| *APA Outcome: 2, Research Methods in Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-03 Differentiate basic and applied research; and describe studies illustrating the relation between them. Passer - Chapter 01 #1 Topic: Psychology: The Science of Behaviour* |

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| 2. | While reading a magazine, Jordan sees an advertisement that claims that a new weight loss pill will help anyone lose weight without exercising. The advertisement includes a picture of a woman when she was obese and another picture of her looking thin and fit. Though the pictures are very compelling, Jordan knows that she needs to examine advertisements critically. Which of the following questions *best* represents critical thinking?      |  |  | | --- | --- | | A. | Why would this woman agree to be in this advertisement? |  |  |  | | --- | --- | | B. | Is this woman a professional model? |  |  |  | | --- | --- | | C. | What would my friends think about my taking a weight-loss pill? |  |  |  | | --- | --- | | **D.** | Are there other possible explanations for the woman's weight loss, other than the pill being advertised? | |

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| *APA Outcome: 3, Critical Thinking Skills in Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: High Learning Objective: 01-01 Define psychology and explain the role of critical thinking in the study of psychology and everyday life. Passer - Chapter 01 #2 Topic: Psychology: The Science of Behaviour* |

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| 3. | Temira tells her roommate, Carmella, that she recently read that people who paint their rooms blue get better grades. Carmella knows that painting their room will be a lot of work. Therefore, she asks Temira where she got her information and what evidence her sources had for their conclusion. She also wonders if there might not be another reason that people with blue rooms have higher grades—for example, maybe smart people prefer the colour blue. What skill is Carmella using?      |  |  | | --- | --- | | A. | Basic research |  |  |  | | --- | --- | | B. | Applied research |  |  |  | | --- | --- | | **C.** | Critical thinking |  |  |  | | --- | --- | | D. | Behaviourism | |

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| *APA Outcome: 3, Critical Thinking Skills in Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-01 Define psychology and explain the role of critical thinking in the study of psychology and everyday life. Passer - Chapter 01 #3 Topic: Psychology: The Science of Behaviour* |

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| 4. | Rafael recently saw a movie in which a man killed his entire family because the ghosts that supposedly haunted his house told him to. The moviemakers claim that the story is based on real events and that the house in which the man lived is haunted. Rafael's psychology professor, however, says that people who hear voices usually have schizophrenia. To decide which "facts" to believe, the *best* question Rafael could ask himself is,      |  |  | | --- | --- | | A. | How much money did the movie make at the box office? |  |  |  | | --- | --- | | B. | Where is the man who killed his family now? |  |  |  | | --- | --- | | C. | Was the movie any good? |  |  |  | | --- | --- | | **D.** | What is the evidence for and against each explanation? | |

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| *APA Outcome: 3, Critical Thinking Skills in Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-01 Define psychology and explain the role of critical thinking in the study of psychology and everyday life. Passer - Chapter 01 #4 Topic: Psychology: The Science of Behaviour* |

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| 5. | Wynda is interested in which flirting behaviours women display most often when they are around men they like. She is not concerned about improving gender relations or solving any problems, just interested in the information for its own sake. Which type of research should Wynda use?      |  |  | | --- | --- | | A. | Observable |  |  |  | | --- | --- | | B. | Applied |  |  |  | | --- | --- | | **C.** | Basic |  |  |  | | --- | --- | | D. | Jigsaw | |

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| *APA Outcome: 2, Research Methods in Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-03 Differentiate basic and applied research; and describe studies illustrating the relation between them. Passer - Chapter 01 #5 Topic: Psychology: The Science of Behaviour* |

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| 6. | Astrid's friend Evan is taking a psychology course. He tells her all about Sigmund Freud's psychodynamic perspective, John Watson's behavioural perspective, and Abraham Maslow's humanistic perspective. Astrid becomes frustrated, because some of the perspectives seem to say the same thing, just in different ways. "What's the point of all the different perspectives?" she asks Evan. "Why not use just one?" Evan should tell her that      |  |  | | --- | --- | | **A.** | psychology has diverse historical roots, and different groups of psychological professionals emphasize different aspects of human behaviour. |  |  |  | | --- | --- | | B. | the problem is primarily a political one, and since psychology is a relatively new science, the politics haven't been worked out yet. |  |  |  | | --- | --- | | C. | there's really no reason that anyone can point to; the different perspectives are just tradition, and psychology strongly values its own traditions. |  |  |  | | --- | --- | | D. | all the different perspectives are actually subsets of mind-body dualism. | |

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| *APA Outcome: 1, Knowledge Base of Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: High Learning Objective: 01-04 Trace the development of psychology over time; from its philosophical roots to contemporary perspectives. Passer - Chapter 01 #6 Topic: Psychology: The Science of Behaviour* |

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| 7. | Armand is watching a television show that says scientific studies have indicated that the environment's immediate response to our behaviour affects whether or not we will repeat it. Armand has been trying to teach his dog not to chew on his shoes, and after watching the show he realizes that yelling at his dog when he gets home from work isn't going to fix the problem—he has to catch his dog actually chewing his shoes. This is an excellent example of how      |  |  | | --- | --- | | **A.** | basic research can also be applied to solve practical problems. |  |  |  | | --- | --- | | B. | animals and humans aren't that different, in spite of what people say. |  |  |  | | --- | --- | | C. | functionalism is useful in everyday life. |  |  |  | | --- | --- | | D. | biological level of analysis can be helpful. | |

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| *APA Outcome: 4, Application of Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: High Learning Objective: 01-03 Differentiate basic and applied research; and describe studies illustrating the relation between them. Passer - Chapter 01 #7 Topic: Psychology: The Science of Behaviour* |

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| 8. | After encountering a number of patients who had physical problems without any apparent physical cause, Sigmund Freud reasoned that the causes must be psychological and beyond his patients' conscious awareness. For example, one of his patients, a woman named Anna O., sometimes developed paralysis in her limbs, even though there was nothing physically wrong with her. Based on his observations, Freud eventually developed a theory he called psychoanalysis. What was Freud actually analyzing?      |  |  | | --- | --- | | **A.** | Internal, mostly unconscious psychological forces |  |  |  | | --- | --- | | B. | Physical causes of psychological problems |  |  |  | | --- | --- | | C. | How the environment is constantly affecting our behaviour |  |  |  | | --- | --- | | D. | How people find ultimate meaning in their lives | |

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| *APA Outcome: 1, Knowledge Base of Psychology Accessibility: Keyboard Navigation Blooms: Conceptual Difficulty: Medium Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #8 Topic: Psychology: The Science of Behaviour* |

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| 9. | Dr. Banning believes that most of his clients' behaviours are due to unconscious internal forces. He is particularly interested in his clients' early family relationships. He often asks about how clients see their parents and themselves. Dr. Banning is probably a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ therapist.      |  |  | | --- | --- | | **A.** | psychodynamic |  |  |  | | --- | --- | | B. | behavioural |  |  |  | | --- | --- | | C. | cognitive |  |  |  | | --- | --- | | D. | humanistic | |

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| *APA Outcome: 1, Knowledge Base of Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #9 Topic: Psychology: The Science of Behaviour* |

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| 10. | Dr. Mateo believes that every child is born a blank slate. Children's early environments shape their personalities, though the children may be continually affected by their environments as they grow. Everything comes down to a simple principle in Dr. Mateo's mind: If our behaviours are followed by satisfying consequences, we will repeat them, and if the consequences are unsatisfying, we won't repeat them. Dr. Mateo is probably a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ therapist.      |  |  | | --- | --- | | A. | psychodynamic |  |  |  | | --- | --- | | **B.** | behavioural |  |  |  | | --- | --- | | C. | cognitive |  |  |  | | --- | --- | | D. | humanistic | |

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| *APA Outcome: 1, Knowledge Base of Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #10 Topic: Psychology: The Science of Behaviour* |

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| 11. | Dewayne is taking a psychology class. He isn't really interested in discussions about the unconscious, childhood influences, or the way different structures in the brain work. Instead, he is interested in the purpose of certain psychological mechanisms. For example, he wonders why we feel disgusted by a food that made us sick or why some emotions are the same all over the world but others aren't. Dewayne is thinking most like a      |  |  | | --- | --- | | A. | monist. |  |  |  | | --- | --- | | B. | British empiricist. |  |  |  | | --- | --- | | C. | structuralist. |  |  |  | | --- | --- | | **D.** | functionalist. | |

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| *APA Outcome: 1, Knowledge Base of Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-04 Trace the development of psychology over time; from its philosophical roots to contemporary perspectives. Passer - Chapter 01 #11 Topic: Psychology: The Science of Behaviour* |

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| 12. | Chloe is interested in better understanding how her mental processes work. She reflects on the internal processes taking place and records them in her journal. Chloe is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the same approach the \_\_\_\_\_\_\_\_\_\_\_ used.      |  |  | | --- | --- | | **A.** | using introspection; structuralists |  |  |  | | --- | --- | | B. | exploring biological processes; functionalists |  |  |  | | --- | --- | | C. | exploring unconscious processes; psychoanalysts |  |  |  | | --- | --- | | D. | emphasizing her own tendencies toward growth; humanists | |

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| *APA Outcome: 1, Knowledge Base of Psychology Accessibility: Keyboard Navigation Blooms: Conceptual Difficulty: Medium Learning Objective: 01-04 Trace the development of psychology over time; from its philosophical roots to contemporary perspectives. Passer - Chapter 01 #12 Topic: Psychology: The Science of Behaviour* |

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| 13. | Latisha believes that when human beings are born their potential is unlimited. She also believes in the influence of nurture and rejects the idea of nature. In fact, she thinks that by controlling children's environments very carefully, she can train them to be anything she wants them to be. The psychological perspective she would probably agree with most is      |  |  | | --- | --- | | **A.** | behaviourism. |  |  |  | | --- | --- | | B. | humanism. |  |  |  | | --- | --- | | C. | cognitive. |  |  |  | | --- | --- | | D. | psychodynamic. | |

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| *APA Outcome: 1, Knowledge Base of Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-04 Trace the development of psychology over time; from its philosophical roots to contemporary perspectives. Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #13 Topic: Psychology: The Science of Behaviour* |

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| 14. | After Liang has gone on three or four dates with the same person, he finds himself coming up with reasons why he doesn't like her. He has done this with everyone he has dated since his parents were divorced two years ago. He tells himself that his parents' divorce has nothing to do with his own behaviour and tells his friends that he simply is yet to meet a woman who meets his standards. A psychodynamic therapist might say that Liang      |  |  | | --- | --- | | **A.** | is unconsciously using defense mechanisms to avoid anxiety related to dating and romantic attachments. |  |  |  | | --- | --- | | B. | obviously experienced a traumatic loss of some kind before the age of seven. |  |  |  | | --- | --- | | C. | probably had severe problems with dating during adolescence. |  |  |  | | --- | --- | | D. | is secretly trying to show his parents what it felt like to have them break up and become single. | |

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| *APA Outcome: 1, Knowledge Base of Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: High Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #14 Topic: Psychology: The Science of Behaviour* |

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| 15. | Paxton has difficulty with dating. Whenever his friends point out a woman they think he should approach, Paxton thinks about how she will probably reject him. As a result, he rarely asks anyone out, and he complains to his friends that women don't like "nice guys." A humanistic therapist would probably say that Paxton should      |  |  | | --- | --- | | A. | examine his childhood experiences for the source of his lack of confidence. |  |  |  | | --- | --- | | B. | pay attention to which men women seem to like so he can adapt his behaviour accordingly. |  |  |  | | --- | --- | | **C.** | examine his own values regarding dating and decide for himself what if anything he'd like to change. |  |  |  | | --- | --- | | D. | examine his thoughts and actions to see what keeps him stuck in this pattern. | |

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| *APA Outcome: 1, Knowledge Base of Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: High Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #15 Topic: Psychology: The Science of Behaviour* |

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| 16. | Paxton has difficulty with dating. Whenever his friends point out a woman they think he should approach, he finds himself thinking about how she will probably reject him. As a result, he rarely asks anyone out, and he complains to his friends that women don't like "nice guys." A cognitive-behavioural therapist would probably say that Paxton should      |  |  | | --- | --- | | A. | examine his childhood experiences for the source of his lack of confidence. |  |  |  | | --- | --- | | B. | use free association to explore long-forgotten childhood experiences and traumas. |  |  |  | | --- | --- | | C. | work toward what is most important to him rather than focusing on his friends' ideas of what is attractive or on their insistence that he find someone to date. |  |  |  | | --- | --- | | **D.** | examine his thoughts and actions to see what keeps him stuck in this pattern. | |

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| *APA Outcome: 1, Knowledge Base of Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: High Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #16 Topic: Psychology: The Science of Behaviour* |

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| 17. | Kalinda has been having trouble with her college classes. Each time a professor announces an assignment, she worries that she won't do it right. Every time she takes a test, she worries that she hasn't studied the right things. When her friends notice that she's been acting depressed and ask if she's all right, she tells them she can't do anything right. To help her, a cognitive therapist would probably suggest that Kalinda      |  |  | | --- | --- | | **A.** | consider the validity of her beliefs, because they are affecting her ability to function successfully. |  |  |  | | --- | --- | | B. | figure out what her meaning in life is to get her back on track with her schoolwork. |  |  |  | | --- | --- | | C. | examine all the parts of her life so she can see her problems at school in the context of her whole life. |  |  |  | | --- | --- | | D. | use free association to explore long-forgotten childhood experiences and traumas. | |

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| *APA Outcome: 1, Knowledge Base of Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #17 Topic: Psychology: The Science of Behaviour* |

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| 18. | It has been said that no two people have the same parents, since parents respond to and treat each child differently. Watson and Skinner would probably \_\_\_\_\_\_\_\_\_\_\_ with this statement because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | disagree; siblings exhibit similarities learned from their parents |  |  |  | | --- | --- | | B. | disagree; one's environment changes based on one's responses to it |  |  |  | | --- | --- | | **C.** | agree; one's environment changes based on one's responses to it |  |  |  | | --- | --- | | D. | agree; siblings exhibit similarities learned from their parents | |

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| *APA Outcome: 1, Knowledge Base of Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: High Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #18 Topic: Psychology: The Science of Behaviour* |

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| 19. | Yvette has been struggling to decide which major she wants to declare. She has asked her friends and family for advice, but their answers have just confused her more. Finally, she decides to see a therapist. Rather than giving her more advice, her therapist says it's all right for her to struggle with these kinds of questions, and that all people have an internal force that moves us toward self-actualization. What does this mean?      |  |  | | --- | --- | | A. | Our behaviours are actually affected by what we have learned, and when we're stuck, it's time to learn something new. |  |  |  | | --- | --- | | **B.** | We have an innate tendency to grow and reach our own individual potential; we each have to find our own meaning, and the therapist will support the process. |  |  |  | | --- | --- | | C. | Our brains are a lot like computers, and the best way to see what's going on inside Yvette's mental computer is doing an actual scan of her brain. |  |  |  | | --- | --- | | D. | We all started out as blank slates, but our environments have made us into who we actually are; if we pay attention, our environments will tell us what's best. | |

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| *APA Outcome: 1, Knowledge Base of Psychology Accessibility: Keyboard Navigation Blooms: Conceptual Difficulty: High Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #19 Topic: Psychology: The Science of Behaviour* |

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| 20. | To explain cognitive processes in psychology to a friend, Samira uses a computer metaphor, saying the brain takes information in, processes it, stores it, and retrieves it. This same metaphor was used by scientists in the 1950s, 60s, and 70s, a time that is sometimes referred to as      |  |  | | --- | --- | | A. | the Victorian era. |  |  |  | | --- | --- | | B. | the positive psychology movement. |  |  |  | | --- | --- | | C. | social constructivism. |  |  |  | | --- | --- | | **D.** | the cognitive revolution. | |

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| *APA Outcome: 1, Knowledge Base of Psychology Accessibility: Keyboard Navigation Blooms: Conceptual Difficulty: Medium Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #20 Topic: Psychology: The Science of Behaviour* |

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| 21. | Gary is depressed and unenthusiastic about his classes and worries that he has chosen the wrong major. At the suggestion of a friend, he goes to see a therapist. To his surprise, Dr. Takeri is not interested in Gary's relationship with his mother, his family history, or anything else about Gary's past. Instead, Dr. Takeri focuses on what Gary is currently thinking and how he interprets those thoughts. Dr. Takeri conducts therapy from a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ perspective.      |  |  | | --- | --- | | A. | psychoanalytic |  |  |  | | --- | --- | | B. | behaviourist |  |  |  | | --- | --- | | C. | humanistic |  |  |  | | --- | --- | | **D.** | cognitive | |

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| *APA Outcome: 1, Knowledge Base of Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #21 Topic: Psychology: The Science of Behaviour* |

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| 22. | Thuy emigrated to Canada with her parents when she was a year old. Her parents still speak Vietnamese, practice Confucianism, and eat rice with most meals. They have decorated their home with woodcuts, lacquered art, and sculptures of pagodas. Thuy, however, speaks Vietnamese only with her parents, attends a Canadian church, eats a wide variety of foods, and has decorated her apartment with movie posters, impressionist paintings, and pictures of her friends at amusement parks. Based on this information, we can say that Thuy      |  |  | | --- | --- | | A. | has an unconscious need to abandon her parents' culture. |  |  |  | | --- | --- | | **B.** | has been socialized into Canadian culture. |  |  |  | | --- | --- | | C. | was influenced in her decisions by classic evolutionary principles. |  |  |  | | --- | --- | | D. | has a different brain chemistry from the Vietnamese friends she left behind. | |

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| *APA Outcome: 8, Sociocultural and International Awareness Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #22 Topic: Psychology: The Science of Behaviour* |

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| 23. | Seiji refers to himself as a Japanese American. Seiji's Japanese parents want him to become a medical doctor. They say that this profession would bring honour to their family and allow him to choose a wife from a good family. Seiji, however, would like to be an actor. He doesn't enjoy his biology classes and is more interested in loving his job than in making a lot of money. If Seiji chooses to do what feels best to him; that is, to pursue an acting career, we can say that he      |  |  | | --- | --- | | **A.** | is relying on the values of his individualistic culture. |  |  |  | | --- | --- | | B. | is relying on the values of his collectivist culture. |  |  |  | | --- | --- | | C. | is being influenced by behavioural genetics. |  |  |  | | --- | --- | | D. | unconsciously wishes to be a medical doctor. | |

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| *APA Outcome: 8, Sociocultural and International Awareness Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #23 Topic: Psychology: The Science of Behaviour* |

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| 24. | Ramesh has come to Canada from India to seek his college degree. When he is a senior, his parents tell him that they have arranged his marriage to a young woman named Nalini. They provide him with a detailed description of her personality and goals in life, and she seems to have all the qualities Ramesh would like in a wife. Ramesh tells his parents he will marry her. Ramesh's Canadian friends tell him he is crazy to consider marrying someone he has never met, but Ramesh says that he is from a/an \_\_\_\_\_\_\_\_\_\_\_\_\_ culture and that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_      |  |  | | --- | --- | | A. | collectivistic; means that he tells his parents the exact opposite of what he really means. |  |  |  | | --- | --- | | B. | individualistic; arranged marriages are common in his culture. |  |  |  | | --- | --- | | **C.** | collectivistic; not all cultures see love as an essential prerequisite for marriage. |  |  |  | | --- | --- | | D. | individualistic: his family's goals are his goals. | |

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| *APA Outcome: 8, Sociocultural and International Awareness Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #24 Topic: Psychology: The Science of Behaviour* |

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| 25. | Skye has been having problems with depression. She doesn't have health insurance to see a doctor, but she sees an advertisement for a study being done at the local university. When she meets with one of the scientists, he tells her that the study will require her to have several PET scans. The first one will be done before she takes any medication for her depression, and the rest will be done at regular intervals both while she is taking an antidepressant and after she no longer needs to take an antidepressant. The researchers doing this study are probably      |  |  | | --- | --- | | A. | evolutionary psychologists. |  |  |  | | --- | --- | | B. | cognitive psychologists. |  |  |  | | --- | --- | | C. | geneticists. |  |  |  | | --- | --- | | **D.** | behavioural neuroscientists. | |

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| *APA Outcome: 4, Application of Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #25 Topic: Psychology: The Science of Behaviour* |

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| 26. | Talia has been having anxiety attacks. She meets with Dr. Eisenbein, who explains that our brain chemistry often affects how we feel. Dr. Eisenbein suggests that Talia try taking a medication called Zoloft. Talia goes home to do some research on the Internet. She learns that the brain chemicals to which Dr. Eisenbein is referring are called      |  |  | | --- | --- | | A. | genetics. |  |  |  | | --- | --- | | B. | endorphins. |  |  |  | | --- | --- | | **C.** | neurotransmitters. |  |  |  | | --- | --- | | D. | monistic chemicals. | |

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| *APA Outcome: 1, Knowledge Base of Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #26 Topic: Psychology: The Science of Behaviour* |

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| 27. | Selma and Nissa were both adopted. Their ages are one year apart. Their parents worked hard to treat them both the same. However, now that they are in college, they seem very different. Selma volunteers at the local hospital, plays several team sports, and plans to become a pediatrician. Nissa enjoys painting in her studio, taking historical tours, and practicing yoga. She hopes to become an art restoration specialist. Which area of psychology would best explain the differences between Selma and Nissa?      |  |  | | --- | --- | | A. | Evolutionary |  |  |  | | --- | --- | | B. | Psychodynamic |  |  |  | | --- | --- | | C. | Cognitive behaviourism |  |  |  | | --- | --- | | **D.** | Behavioural genetics | |

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| *APA Outcome: 9, Personal Development Accessibility: Keyboard Navigation Blooms: Applied Difficulty: High Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #27 Topic: Psychology: The Science of Behaviour* |

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| 28. | Malcolm and Tavis are identical twins. When they reach college, it becomes clear that Malcolm is most interested in physical fitness and competitive sports, whereas Tavis prefers working with computers and taking nature photographs. Which area of psychology would best explain the differences between Malcolm and Tavis?      |  |  | | --- | --- | | A. | Evolutionary |  |  |  | | --- | --- | | B. | Psychodynamic |  |  |  | | --- | --- | | **C.** | Cognitive behaviourism |  |  |  | | --- | --- | | D. | Behavioural genetics | |

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| *APA Outcome: 9, Personal Development Accessibility: Keyboard Navigation Blooms: Applied Difficulty: High Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #28 Topic: Psychology: The Science of Behaviour* |

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| 29. | Two early humans go hunting for food. They have comparable intelligence. Brawn is strong and fast; Timorous is scrawny and easily tired by vigorous exercise. The men are attacked by a panther. They both run, but Timorous lags behind and is killed by the panther. The panther then chases and overcomes Brawn, who manages to fight off the panther and escape. Brawn passes his strength and speed on to many children; Timorous had only one child before he died. What process is responsible for Brawn's having more offspring than Timorous?      |  |  | | --- | --- | | **A.** | Natural selection |  |  |  | | --- | --- | | B. | Behavioural neuroscience |  |  |  | | --- | --- | | C. | Humanism |  |  |  | | --- | --- | | D. | Social constructivism | |

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| *APA Outcome: 1, Knowledge Base of Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #29 Topic: Psychology: The Science of Behaviour* |

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| 30. | Today, stress-related diseases like stroke, heart attack, and cancer are more likely to kill people than are communicable diseases like influenza, tuberculosis, and syphilis. Researchers argue that this is because our bodies are not prepared to deal with the constant demands of modern life: noise, pollution, endless daily decisions, and pressures to look more attractive, make more money, and buy more things. What is the best evolutionary explanation for why we are not prepared to handle modern stressors?      |  |  | | --- | --- | | A. | Our ancestors did not have any stressors at all in their lives. |  |  |  | | --- | --- | | B. | All evolutionary research emphasizes the body and not the brain, and stress is mostly mental and emotional. |  |  |  | | --- | --- | | **C.** | Evolution prepared our bodies to deal with short-term stressors like fighting off an enemy or running away but not constant, long-term pressures. |  |  |  | | --- | --- | | D. | Our ancestors had fewer sex differences, which made relationships much easier to handle. | |

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| *APA Outcome: 4, Application of Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: High Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #30 Topic: Psychology: The Science of Behaviour* |

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| 31. | Steve is working toward a career in investment banking. Although he dates interesting women, marriage is not one of Steve's goals. He is content to remain single and has no interest in having children. His parents are so upset by his lack of "paternal instinct" that he has been ostracized from his family. Steve's co-workers think he will change his mind and want children eventually. If we look at the three levels of analysis, we can say that the pressures from Steve's family fall at the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ level.      |  |  | | --- | --- | | A. | biological |  |  |  | | --- | --- | | B. | psychological |  |  |  | | --- | --- | | **C.** | environmental |  |  |  | | --- | --- | | D. | interaction | |

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| *APA Outcome: 4, Application of Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-06 Describe the Three Levels of Analysis and explain how this model integrates the perspectives of psychology. Passer - Chapter 01 #31 Topic: Psychology: The Science of Behaviour* |

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| 32. | A number of people in Toshi's family struggle with anxiety attacks. He has been fortunate in that he has never had a problem with anxiety. However, when his parents suddenly announce that they are going to be divorced, Toshi is shocked and upset. A week later, sitting in class, he has his first anxiety attack. If we use the three levels of analysis, we can say that Toshi's anxiety is      |  |  | | --- | --- | | A. | primarily a biological problem. |  |  |  | | --- | --- | | B. | primarily a psychological problem. |  |  |  | | --- | --- | | C. | primarily an environmental problem. |  |  |  | | --- | --- | | **D.** | due to an interaction among all three levels. | |

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| *APA Outcome: 1, Knowledge Base of Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-06 Describe the Three Levels of Analysis and explain how this model integrates the perspectives of psychology. Passer - Chapter 01 #32 Topic: Psychology: The Science of Behaviour* |

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| 33. | Zuna is writing a psychology paper on intelligence testing with African-American women. Many of the articles date back to the birth of psychology in the late 1800s. Zuna's favourite articles on her topic are from 1921 and 1994. Interestingly, the 1921 article contradicts the findings from 1994. Zuna decides to rely on the 1994 article. This is a particularly good decision because      |  |  | | --- | --- | | **A.** | early psychological research was done primarily by and with white males. |  |  |  | | --- | --- | | B. | older research is never relevant. |  |  |  | | --- | --- | | C. | psychology wasn't offered as a college major in the 1920s. |  |  |  | | --- | --- | | D. | the American Psychological Association had not yet developed specialized divisions. | |

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| *APA Outcome: 3, Critical Thinking Skills in Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #33 Topic: Psychology: The Science of Behaviour* |

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| 34. | David loves reading about what motivates employees, how companies choose job applicants, and how machines are designed around human capabilities. If David chooses to pursue an advanced degree in psychology, the best fit is probably      |  |  | | --- | --- | | A. | clinical psychology. |  |  |  | | --- | --- | | B. | quantitative psychology. |  |  |  | | --- | --- | | **C.** | industrial/organizational psychology. |  |  |  | | --- | --- | | D. | developmental psychology. | |

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| *APA Outcome: 10, Career Planning and Development Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-07 List and describe the activities associated with various specialty areas within psychology. Passer - Chapter 01 #34 Topic: Psychology: The Science of Behaviour* |

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| 35. | Julie wants to earn good grades in college. She carefully schedules time to study, but every time she sits down she realizes how messy her dorm room is, she can hear other people talking down the hall, or she is distracted by the television. Which of the following would a behaviourist tell Julie to do first?      |  |  | | --- | --- | | **A.** | Study in a quiet corner of the library on campus. |  |  |  | | --- | --- | | B. | Outline the points she wants to study. |  |  |  | | --- | --- | | C. | Identify why it is she really does not want to succeed. |  |  |  | | --- | --- | | D. | Unplug her television. | |

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| *APA Outcome: 4, Application of Psychology Accessibility: Keyboard Navigation Blooms: Applied Difficulty: Medium Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. Passer - Chapter 01 #35 Topic: Psychology: The Science of Behaviour* |

Chapter 1 Summary

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| *Category* | *# of Questions* |
| Accessibility: Keyboard Navigation | 35 |
| APA Outcome: 1, Knowledge Base of Psychology | 18 |
| APA Outcome: 10, Career Planning and Development | 1 |
| APA Outcome: 2, Research Methods in Psychology | 2 |
| APA Outcome: 3, Critical Thinking Skills in Psychology | 4 |
| APA Outcome: 4, Application of Psychology | 5 |
| APA Outcome: 8, Sociocultural and International Awareness | 3 |
| APA Outcome: 9, Personal Development | 2 |
| Blooms: Applied | 31 |
| Blooms: Conceptual | 4 |
| Difficulty: High | 11 |
| Difficulty: Medium | 24 |
| Learning Objective: 01-01 Define psychology and explain the role of critical thinking in the study of psychology and everyday life. | 3 |
| Learning Objective: 01-03 Differentiate basic and applied research; and describe studies illustrating the relation between them. | 3 |
| Learning Objective: 01-04 Trace the development of psychology over time; from its philosophical roots to contemporary perspectives. | 4 |
| Learning Objective: 01-05 Describe the six psychological perspectives in explaining behaviour: psychodynamic; behavioural; humanistic; cognitive; sociocultural; and biological. | 23 |
| Learning Objective: 01-06 Describe the Three Levels of Analysis and explain how this model integrates the perspectives of psychology. | 2 |
| Learning Objective: 01-07 List and describe the activities associated with various specialty areas within psychology. | 1 |
| Passer - Chapter 01 | 35 |
| Topic: Psychology: The Science of Behaviour | 35 |