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| 1. The word *psychology* was derived from the Greek words *psyche* and *logos*, which mean   |  |  |  | | --- | --- | --- | |  | a. | think and know. | |  | b. | behavior and experience. | |  | c. | mind and body. | |  | d. | mind and word. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 2. What is the objection to defining psychology as the scientific study of mind?   |  |  |  | | --- | --- | --- | |  | a. | Psychology does not want to be a scientific field. | |  | b. | Mind is not observable. | |  | c. | Bigger research grants are available for studying the brain. | |  | d. | The mind is separate from the body. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 3. Which of the following can you expect to gain from a course in introduction to psychology?   |  |  |  | | --- | --- | --- | |  | a. | the ability to analyze dreams | |  | b. | the ability to decipher hidden aspects of people’s personality | |  | c. | knowledge about learning, memory, and attention | |  | d. | tricks for manipulating other people’s behavior |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 4. Why do so few statements apply to the behavior of all people, all the time?   |  |  |  | | --- | --- | --- | |  | a. | The principle of determinism does not apply to humans. | |  | b. | Behavior depends on many influences. | |  | c. | The mind is separate from the body. | |  | d. | So far, nearly all psychological research has dealt with laboratory animals. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 5. Decades ago, two laboratories consistently got different results in studies about human learning. What was responsible for the difference?   |  |  |  | | --- | --- | --- | |  | a. | differences in the chairs | |  | b. | differences in the climate | |  | c. | differences in the diet | |  | d. | differences in the age of participants |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 6. Why has psychological research advanced further for sensation and memory than for personality and emotion?   |  |  |  | | --- | --- | --- | |  | a. | differences in availability of research participants | |  | b. | differences in psychologists’ interests | |  | c. | differences in accuracy of measurement | |  | d. | differences in availability of research grants |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 7. What is meant by “determinism” in contrast to “free will”?   |  |  |  | | --- | --- | --- | |  | a. | All behavioral differences depend at least partly on genetics. | |  | b. | People who try hard can accomplish whatever they want. | |  | c. | Every event has a cause. | |  | d. | Mind and brain are inseparable. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 8. What does determinism imply for psychology?   |  |  |  | | --- | --- | --- | |  | a. | We have free will to control our actions. | |  | b. | People who make the greatest efforts will have the greatest success. | |  | c. | All behavioral differences relate to genetics. | |  | d. | Behavior follows rules of cause and effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 9. Someone who believes in “determinism” believes which of the following?   |  |  |  | | --- | --- | --- | |  | a. | Genetic factors control everything we do. | |  | b. | Research can find explanations for behaviors. | |  | c. | People have free will to determine their actions. | |  | d. | Eventually, humans will evolve greater intelligence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 10. The belief that all behaviors have a cause implies which philosophical position?   |  |  |  | | --- | --- | --- | |  | a. | authoritarianism | |  | b. | determinism | |  | c. | dualism | |  | d. | structuralism |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 11. Which of these views is regarded as the opposite of determinism?   |  |  |  | | --- | --- | --- | |  | a. | free will | |  | b. | monism | |  | c. | dualism | |  | d. | functionalism |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 12. A belief in free will opposes which of the following assertions?   |  |  |  | | --- | --- | --- | |  | a. | Introspection is a valid method of understanding thought. | |  | b. | Heredity and environment are equally important. | |  | c. | Scientific research can explain human behavior. | |  | d. | Children advance through several stages of cognitive development. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 13. Someone who supports the idea of determinism believes which of the following?   |  |  |  | | --- | --- | --- | |  | a. | Highly motivated people achieve their goals. | |  | b. | Genetic factors control how we behave. | |  | c. | Scientific research can find explanations of behavior. | |  | d. | Mind and body are separate, but they interact. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 14. Those who accept determinism and those who believe in free will disagree about what?   |  |  |  | | --- | --- | --- | |  | a. | Should children be taught to obey or to become independent? | |  | b. | Are mind and body inseparable or independent of each other? | |  | c. | Does behavior follow rules of cause and effect? | |  | d. | Which controls more of behavioral differences, heredity or environment? |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 15. To evaluate the assumptions of determinism, what would someone test?   |  |  |  | | --- | --- | --- | |  | a. | the predictability of behavior | |  | b. | the importance of genetic differences | |  | c. | the differences among cultures | |  | d. | the effectiveness of motivational speakers |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 16. If someone discovered that certain behaviors are totally unpredictable, that finding would contradict which view?   |  |  |  | | --- | --- | --- | |  | a. | determinism | |  | b. | free will | |  | c. | monism | |  | d. | dualism |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 17. How do advocates of determinism explain why we cannot completely predict people’s behavior?   |  |  |  | | --- | --- | --- | |  | a. | Researchers have not yet identified all the genes on human chromosomes. | |  | b. | It is impractical to measure all the influences on behavior. | |  | c. | People have free will. | |  | d. | The mind is independent of the body. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 18. How does determinism apply to human behavior, if at all?   |  |  |  | | --- | --- | --- | |  | a. | Your behavior is like a ball bouncing down a hill. | |  | b. | You act as you do because of your heredity and environment. | |  | c. | You act as you do because of your heredity alone. | |  | d. | Determinism applies to inanimate objects, not to people. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 19. What is meant by the mind–brain problem?   |  |  |  | | --- | --- | --- | |  | a. | Which is more important, the mind or the brain? | |  | b. | How does experience relate to brain activity? | |  | c. | Where is the mind during an out of body experience? | |  | d. | Do genes control development of the brain or the mind? |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 20. What do psychologists and philosophers mean by the “mind–body” problem?   |  |  |  | | --- | --- | --- | |  | a. | How does brain activity relate to mental activity? | |  | b. | What happens during an out of body experience? | |  | c. | What happens to the mind after the body dies? | |  | d. | Do you mind what I do with your body? |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 21. What is meant by “dualism”?   |  |  |  | | --- | --- | --- | |  | a. | the belief that two can live as cheaply as one | |  | b. | the belief that plant life and animal life evolved from separate ancestors | |  | c. | the belief that heredity and environment are equally important | |  | d. | the belief that mind is separate from the brain |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 22. What is meant by “monism”?   |  |  |  | | --- | --- | --- | |  | a. | the belief that heredity controls all aspects of behavior | |  | b. | the belief that behavior follows cause and effect rules | |  | c. | the belief that all animals evolved from a single ancestor | |  | d. | the belief that mental activity is the same as brain activity |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 23. Dualism conflicts with which of the following?   |  |  |  | | --- | --- | --- | |  | a. | the idea of free will | |  | b. | the theory of evolution by natural selection | |  | c. | the principle of supply and demand | |  | d. | the law of conservation of matter and energy |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 24. Monism and dualism are conflicting views with regard to which issue?   |  |  |  | | --- | --- | --- | |  | a. | the mind-brain problem | |  | b. | free will vs. determinism | |  | c. | the nature-nurture debate | |  | d. | the evolution of species |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 25. According to monism, what is the relationship between thoughts and brain activity?   |  |  |  | | --- | --- | --- | |  | a. | Thoughts cause brain activity. | |  | b. | Brain activity causes thoughts. | |  | c. | Thoughts and brain activity are the same thing. | |  | d. | Thoughts and brain activity are unrelated. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 26. Which of the following is an example of evidence to support monism?   |  |  |  | | --- | --- | --- | |  | a. | All mammalian species have some of the same genes. | |  | b. | Every task activates some part of the brain. | |  | c. | Certain types of behavior vary from one culture to another. | |  | d. | Children begin to understand speech before they produce it themselves. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 27. Studies of the contributions of heredity and environment relate to which question?   |  |  |  | | --- | --- | --- | |  | a. | the mind-brain problem | |  | b. | the nature-nurture issue | |  | c. | free will and determinism | |  | d. | stucturalism and functionalism |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 28. Which of the following relates MOST closely to studying the nature-nurture issue?   |  |  |  | | --- | --- | --- | |  | a. | analyzing the relationship between people’s dreams and their motivations | |  | b. | watching how people behave differently after sleep deprivation | |  | c. | examining cellular structures in different parts of the brain | |  | d. | comparing the genes of people who behave differently |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 29.  A study of similarities and differences in the behaviors of twins is MOST related to which of these?   |  |  |  | | --- | --- | --- | |  | a. | the difference between structuralism and functionalism | |  | b. | the mind-brain problem | |  | c. | the question of free will and determinism | |  | d. | the nature-nurture issue |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 30. Which of these questions is MOST closely related to the nature–nurture issue?   |  |  |  | | --- | --- | --- | |  | a. | In what ways, if any, do motivations differ from emotions? | |  | b. | Do alcohol and other substances cause permanent harm to the brain? | |  | c. | Do people have free will that makes their behavior beyond the reach of science? | |  | d. | Do children resemble their parents because of experiences or genes? |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 31. Which type of therapist is MOST likely to have a PhD degree?   |  |  |  | | --- | --- | --- | |  | a. | psychiatrist | |  | b. | psychoanalyst | |  | c. | clinical psychologist | |  | d. | social worker |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 32. A clinical psychologist has which educational degree(s)?   |  |  |  | | --- | --- | --- | |  | a. | associate degree only | |  | b. | bachelor’s degree only | |  | c. | at least a master’s degree | |  | d. | both phd and md |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 33.  A psychiatrist has which educational degree(s)?   |  |  |  | | --- | --- | --- | |  | a. | associate degree only | |  | b. | bachelor’s degree only | |  | c. | phd or psyd | |  | d. | md |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 34. Which of these professions requires an MD (medical doctor) degree?   |  |  |  | | --- | --- | --- | |  | a. | psychiatrist | |  | b. | clinical psychologist | |  | c. | social worker | |  | d. | forensic psychologist |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 35. What is a difference between psychiatrists and most clinical psychologists?   |  |  |  | | --- | --- | --- | |  | a. | Psychiatrists can prescribe drugs, and most clinical psychologists cannot. | |  | b. | Psychiatrists conduct research, and clinical psychologists do not. | |  | c. | Psychiatrists deal with emotional problems, and most clinical psychologists do not. | |  | d. | Psychiatrists teach in universities, and clinical psychologists do not. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 36. Psychiatrists and clinical psychologists differ MOST clearly in which way?   |  |  |  | | --- | --- | --- | |  | a. | their interest in helping disturbed people | |  | b. | their age | |  | c. | their theories of personality | |  | d. | their education |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 37. People with the most severe psychological disorders usually get treatment from which specialist?   |  |  |  | | --- | --- | --- | |  | a. | a psychiatrist | |  | b. | a clinical psychologist | |  | c. | a counseling psychologist | |  | d. | a phrenologist |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 38. How does a psychoanalyst differ from other therapists?   |  |  |  | | --- | --- | --- | |  | a. | greater attention to neuroscience | |  | b. | greater emphasis on seeking rapid changes in behavior | |  | c. | greater use of laboratory research | |  | d. | greater adherence to the ideas of sigmund freud |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 39. Can clinical psychologists prescribe drugs in the United States?   |  |  |  | | --- | --- | --- | |  | a. | Yes, all of them can. | |  | b. | No, none of them can. | |  | c. | Only some can, but in all states. | |  | d. | Only some can, and only in certain states. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 40. In what way might a visit to a clinical psychologist be better than to a psychiatrist?   |  |  |  | | --- | --- | --- | |  | a. | A clinical psychologist has more extensive education and experience. | |  | b. | A clinical psychologist is better prepared to prescribe antidepressants or other drugs. | |  | c. | A clinical psychologist is more likely to listen extensively to the client’s troubles. | |  | d. | A clinical psychologist follows different theories of personality. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 41. Typically, what education does a clinical social worker have?   |  |  |  | | --- | --- | --- | |  | a. | a bachelor’s degree only | |  | b. | a master’s degree | |  | c. | PsyD. | |  | d. | PhD |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 42. Which of the following is LEAST likely to deal with people who have serious emotional problems?   |  |  |  | | --- | --- | --- | |  | a. | a psychiatrist | |  | b. | a psychoanalyst | |  | c. | a counseling psychologist | |  | d. | a clinical psychologist |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 43. What does a counseling psychologist do?   |  |  |  | | --- | --- | --- | |  | a. | A counseling psychologist conducts, evaluates, and publishes laboratory research. | |  | b. | A counseling psychologist deals with the people with the most severe disorders. | |  | c. | A counseling psychologist checks how well patients adjust to their medications. | |  | d. | A counseling psychologist helps people with decisions and career adjustments. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 44. A forensic psychologist consults with what type of person?   |  |  |  | | --- | --- | --- | |  | a. | labor leaders | |  | b. | engineers | |  | c. | lawyers | |  | d. | clergy |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 45. Which specialist provides advice to lawyers and judges?   |  |  |  | | --- | --- | --- | |  | a. | a forensic psychologist | |  | b. | a human factors psychologist | |  | c. | a counseling psychologist | |  | d. | a structuralist |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 46. Which of these does an industrial/organizational psychologist MOST often do?   |  |  |  | | --- | --- | --- | |  | a. | advises students about how to prepare a job application | |  | b. | helps companies hire the right employees | |  | c. | provides counseling to workers with emotional problems | |  | d. | helps engineers revise their machinery to be easier to understand |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 47. Which type of psychologist helps a company choose employees and train them for a job?   |  |  |  | | --- | --- | --- | |  | a. | psychoanalyst | |  | b. | industrial/organizational psychologist | |  | c. | human factors specialist | |  | d. | biopsychologist |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 48. What kind of psychologist helps increase workers’ productivity and satisfaction?   |  |  |  | | --- | --- | --- | |  | a. | comparative psychologist | |  | b. | structuralist | |  | c. | industrial/organizational psychologist | |  | d. | human factors specialist |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 49. Which of these does an industrial/organizational psychologist do?   |  |  |  | | --- | --- | --- | |  | a. | helps companies design attractive buildings | |  | b. | helps engineers design equipment that is easy to understand | |  | c. | psychoanalyzes workers who seem to be in distress | |  | d. | helps a company hire and train its workers |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 50. What is the main activity for specialists in human factors (ergonomics)?   |  |  |  | | --- | --- | --- | |  | a. | helping companies hire and train their workers | |  | b. | designing machines to help people use them easily | |  | c. | facilitating communication between people from different cultures | |  | d. | theory and research related to how evolution affects behavior |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 51. A human factors specialist would MOST likely work in cooperation with what field?   |  |  |  | | --- | --- | --- | |  | a. | lawyers | |  | b. | engineers | |  | c. | politicians | |  | d. | physicians |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 52. Engineers who want help designing machines for people to use would consult which of these?   |  |  |  | | --- | --- | --- | |  | a. | industrial/organizational psychologist | |  | b. | human factors specialist | |  | c. | comparative psychologist | |  | d. | forensic psychologist |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 53. A human factors psychologist helps redesign machines for what purpose?   |  |  |  | | --- | --- | --- | |  | a. | to make them more attractive | |  | b. | to make them easier to use | |  | c. | to make them less expensive | |  | d. | to make them more energy-efficient |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 54. What do human factors specialists, industrial psychologists, and military psychologists have in common?   |  |  |  | | --- | --- | --- | |  | a. | They provide advice to organizations. | |  | b. | They help people who cannot afford to pay. | |  | c. | They concentrate on overcoming cultural barriers. | |  | d. | They conduct research on college students. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 55. How do military psychologists resemble industrial/organizational psychologists?   |  |  |  | | --- | --- | --- | |  | a. | They redesign machinery to make it easier to use. | |  | b. | They help place people into appropriate jobs. | |  | c. | They counsel people who have emotional problems. | |  | d. | They help to identify people who are likely to become dangerous. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 56. What education must someone have to practice school psychology in the United States?   |  |  |  | | --- | --- | --- | |  | a. | a high-school diploma and a recommendation from a school counselor | |  | b. | a two-year degree from a community college | |  | c. | a bachelor’s degree plus one year of experience | |  | d. | at least a master’s degree |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 57. Which of these is LEAST likely to provide advice or services to an organization?   |  |  |  | | --- | --- | --- | |  | a. | military psychologist | |  | b. | human factors specialist | |  | c. | developmental psychologist | |  | d. | industrial/organizational psychologist |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 58. What is distinctive about community psychologists?   |  |  |  | | --- | --- | --- | |  | a. | They live in the same community where they work. | |  | b. | They contribute a share of their salary back to the community that they study. | |  | c. | They address the problems of a community, not an individual. | |  | d. | They do research comparing communities in several countries. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 59. Which type of psychologist is MOST likely to work to improve government policies to promote well-being for disadvantaged people?   |  |  |  | | --- | --- | --- | |  | a. | social psychologists | |  | b. | developmental psychologists | |  | c. | community psychologists | |  | d. | clinical psychologists |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 60. Which type of psychologist studies the effects of age differences?   |  |  |  | | --- | --- | --- | |  | a. | developmental psychologist | |  | b. | psychoanalyst | |  | c. | cognitive psychologist | |  | d. | human factors specialist |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 61. A developmental psychologist studies differences as a result of what?   |  |  |  | | --- | --- | --- | |  | a. | age | |  | b. | education | |  | c. | personality | |  | d. | culture |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 62. In comparison to adults, newborns appear to be less sensitive to which taste?   |  |  |  | | --- | --- | --- | |  | a. | bitter | |  | b. | sweet | |  | c. | salty | |  | d. | sour |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 63. Most children dislike many vegetables, and also resist swallowing many medicines. Why?   |  |  |  | | --- | --- | --- | |  | a. | Children are more sensitive to bitter tastes than are adults. | |  | b. | Children are more sensitive to salty tastes than are adults. | |  | c. | Children’s throats are narrower than adults’ throats. | |  | d. | Children do not yet have a full set of teeth. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 64. Which of these means thought and knowledge?   |  |  |  | | --- | --- | --- | |  | a. | cognition | |  | b. | structuralism | |  | c. | neuroscience | |  | d. | forensics |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 65. What does a cognitive psychologist study?   |  |  |  | | --- | --- | --- | |  | a. | thinking and problem solving | |  | b. | motivation and emotion | |  | c. | cooperation and competition | |  | d. | the sympathetic and parasympathetic nervous systems |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 66. Which type of psychologist studies thought, knowledge, and decision making?   |  |  |  | | --- | --- | --- | |  | a. | human factors specialist | |  | b. | cognitive psychologist | |  | c. | comparative psychologist | |  | d. | forensic psychologist |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 67. Of the following, who is LEAST likely to enjoy strong tastes?   |  |  |  | | --- | --- | --- | |  | a. | someone with slower than average action potentials | |  | b. | someone with faster than average action potentials | |  | c. | someone with more than average number of taste buds | |  | d. | someone with fewer than average number of taste buds |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 68. On average, what is true for people with a greater than average number of taste buds?   |  |  |  | | --- | --- | --- | |  | a. | They tend to eat more slowly than average. | |  | b. | They tend to dislike strong tastes. | |  | c. | They tend to eat a wider than average variety of foods. | |  | d. | They tend to speak more rapidly than average. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 69. How would damage to the adrenal glands alter taste preferences?   |  |  |  | | --- | --- | --- | |  | a. | decreased preference for salty tastes | |  | b. | increased preference for salty tastes | |  | c. | decreased preference for sweet tastes | |  | d. | increased preference for sweet tastes |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 70. Which of the following would increase preference for salty tastes?   |  |  |  | | --- | --- | --- | |  | a. | increased activity of the pancreas | |  | b. | defective adrenal glands | |  | c. | damage to the occipital cortex of the brain | |  | d. | an infection of the meninges |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 71. Of the following, which is a biopsychologist MOST likely to study?   |  |  |  | | --- | --- | --- | |  | a. | the differences among cultures in their behavior | |  | b. | the way people interact in social groups | |  | c. | the effects of drugs and hormones | |  | d. | the effects of rewards and punishments |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 72. Which type of psychologist studies the effects of genetics and brain activity?   |  |  |  | | --- | --- | --- | |  | a. | cognitive psychologist | |  | b. | cross-cultural psychologist | |  | c. | biopsychologist | |  | d. | human factors specialist |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 73. Extensive sweating or bleeding can increase the preference for what taste?   |  |  |  | | --- | --- | --- | |  | a. | sour taste | |  | b. | salty taste | |  | c. | sweet taste | |  | d. | hot pepper taste |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 74. Which of these explanations would an evolutionary psychologist offer for a behavior?   |  |  |  | | --- | --- | --- | |  | a. | The behavior will continue to increase and improve in the future. | |  | b. | The behavior was useful to our ancestors. | |  | c. | The behavior develops gradually as a child grows older. | |  | d. | The behavior develops as a result of learning and memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 75. To explain why people like sweet tastes, what type of answer would an evolutionary psychologist favor?   |  |  |  | | --- | --- | --- | |  | a. | We enjoy doing things that make us feel good. | |  | b. | Our ancestors survived because of their preference for sweet tastes. | |  | c. | Receptors sensitive to sweet tastes send signals to reward areas of the brain. | |  | d. | Children learn some of their taste preferences by copying those of their parents. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 76. Which kind of psychologist studies how people influence one another?   |  |  |  | | --- | --- | --- | |  | a. | biopsychologist | |  | b. | human factors specialist | |  | c. | comparative psychologist | |  | d. | social psychologist |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 77. Which of these would a social psychologist be MOST likely to study?   |  |  |  | | --- | --- | --- | |  | a. | How do the food preferences of humans compare to those of other primates? | |  | b. | Why do we eat more when in groups than when eating alone? | |  | c. | Why do infants prefer sweets and avoid bitter tastes from the start? | |  | d. | What brain areas control eating and food selection? |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 78. Which of the following is a major concern of cross-cultural psychologists?   |  |  |  | | --- | --- | --- | |  | a. | Which aspects of behavior change most drastically as children gain experience? | |  | b. | How did human behavior change over the course of evolutionary history? | |  | c. | What is true for nearly all people, and what varies depending on background? | |  | d. | What is the best way to design buildings for workers’ comfort and efficiency? |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 79. According to one study, what was MOST likely to make Japanese exchange students feel homesick?   |  |  |  | | --- | --- | --- | |  | a. | inability to listen to Japanese music | |  | b. | inability to get dates with other Japanese people | |  | c. | inability to practice Japanese religious customs | |  | d. | inability to get Japanese food |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 80. Which type of psychologist studies age differences?   |  |  |  | | --- | --- | --- | |  | a. | human factors specialists | |  | b. | developmental psychologists | |  | c. | biopsychologists | |  | d. | forensic psychologists |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 81. Which type of psychologist studies thought and knowledge?   |  |  |  | | --- | --- | --- | |  | a. | industrial/organizational psychologists | |  | b. | cognitive psychologists | |  | c. | developmental psychologists | |  | d. | human factors specialists |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 82. Which type of psychologist studies how people behave in groups?   |  |  |  | | --- | --- | --- | |  | a. | human factors specialists | |  | b. | social psychologists | |  | c. | biopsychologists | |  | d. | forensic psychologists |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 83. What jobs in psychology require only a bachelor’s degree?   |  |  |  | | --- | --- | --- | |  | a. | private practice in psychotherapy | |  | b. | personnel work or social services | |  | c. | teaching at a college or university | |  | d. | school psychologist for a school system |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 84. What education is necessary to become a psychologist providing mental health services?   |  |  |  | | --- | --- | --- | |  | a. | a bachelor’s degree with a major in psychology | |  | b. | a bachelor’s degree plus one year of supervised practice | |  | c. | at least a master’s degree | |  | d. | both a PhD and an MD degree |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 85. What is the main difference between a PhD degree and a PsyD degree?   |  |  |  | | --- | --- | --- | |  | a. | Getting a PsyD degree requires completing a major research project. | |  | b. | Getting a PhD degree requires completing a major research project. | |  | c. | Getting a PhD degree requires supervised experience at providing mental health services. | |  | d. | Getting a PsyD degree requires supervised experience at providing mental health services. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 86. What is a requirement for getting a PhD that is usually not required for a PsyD?   |  |  |  | | --- | --- | --- | |  | a. | a major research project | |  | b. | completing years of course work after the bachelor’s degree | |  | c. | supervised practice at providing mental health services | |  | d. | personally being psychoanalyzed |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 87. How did the history of psychology differ from the history of other scientific fields?   |  |  |  | | --- | --- | --- | |  | a. | Other fields received government research grants from the start . | |  | b. | Other fields welcomed female researchers on an equal basis with males. | |  | c. | Other fields conducted experimental research. | |  | d. | Other fields began with centuries of contributions by amateurs. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 88. What made teaching easier for early physics and chemistry professors than for psychology professors?   |  |  |  | | --- | --- | --- | |  | a. | Chemistry and physics developed gradually from the work of amateurs. | |  | b. | Chemistry and physics received government grant money from the start. | |  | c. | Chemistry and physics courses included laboratory sections. | |  | d. | Chemistry and physics professors needed only a master’s degree, not a PhD. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 89. How did the early history of psychology differ from that of other scientific fields?   |  |  |  | | --- | --- | --- | |  | a. | Other fields began with many contributions by amateurs. | |  | b. | Other fields relied on correlational research. | |  | c. | Other fields received government research support from the start. | |  | d. | Other fields established rigid rules about how to conduct research. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 90. Why did the psychology professors of the early 1900s have so little to teach?   |  |  |  | | --- | --- | --- | |  | a. | Ethics committees at the time forbade research on humans. | |  | b. | There had been no tradition of amateur psychology research. | |  | c. | Textbook publishers refused to publish books on psychology. | |  | d. | Most psychology professors at the time had not been to college themselves. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 91. When did psychology begin as a scientific field?   |  |  |  | | --- | --- | --- | |  | a. | in ancient Greece | |  | b. | in ancient Rome | |  | c. | during the late 1800s | |  | d. | during the mid 1900s |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 92. If you had studied psychological science around 1910, what would have been the main emphasis?   |  |  |  | | --- | --- | --- | |  | a. | child development | |  | b. | dream analysis | |  | c. | emotional disturbances | |  | d. | sensory systems |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 93. Why did psychology professors around 1900 have an “inferiority complex”?   |  |  |  | | --- | --- | --- | |  | a. | Most of these professors had never been to college themselves. | |  | b. | They were unable to get research grants as large as those in chemistry or physics. | |  | c. | After they had been psychoanalyzed, they were aware of their personal flaws. | |  | d. | Compared to other sciences, they had little to teach. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 94. Which of these was common among psychologists around the year 1900?   |  |  |  | | --- | --- | --- | |  | a. | They included as many women as men. | |  | b. | They predicted the coming of the Copernicus or Darwin of the mind. | |  | c. | They spent much of their efforts trying to measure brain activity. | |  | d. | Nearly all of them were clinical psychologists. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 95. Who said his own contributions were similar to those of Copernicus and Darwin?   |  |  |  | | --- | --- | --- | |  | a. | Sigmund Freud | |  | b. | William James | |  | c. | Wilhelm Wundt | |  | d. | Edward Titchener |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 96. Who founded the first psychological research laboratory?   |  |  |  | | --- | --- | --- | |  | a. | Edward Titchener in the United States | |  | b. | Wilhelm Wundt in Germany | |  | c. | Alfred Binet in France | |  | d. | Sigmund Freud in Austria |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 97. Which of these was one of Wilhelm Wundt’s research goals?   |  |  |  | | --- | --- | --- | |  | a. | to find empirically validated methods for treating mental illness | |  | b. | to discover elements of experience, analogous to those of chemistry | |  | c. | to test the language-learning abilities of chimpanzees and other animals | |  | d. | to identify genetic differences that contribute to intelligence |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 98. For what is Wilhelm Wundt famous?   |  |  |  | | --- | --- | --- | |  | a. | He established the world’s first mental hospital.. | |  | b. | His research was the start of scientific psychology. | |  | c. | He wrote the first psychology textbook in the English language. | |  | d. | He demonstrated the flaws in Sigmund Freud’s theories. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 99. What is introspection?   |  |  |  | | --- | --- | --- | |  | a. | relating a behavior to brain activity | |  | b. | looking within yourself | |  | c. | cooperating with other people | |  | d. | stimulus-response psychology |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 100. What data would result from a study relying on introspection?   |  |  |  | | --- | --- | --- | |  | a. | blood samples | |  | b. | a self-report | |  | c. | brain waves | |  | d. | percent correct |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 101. Wilhelm Wundt used which of these methods in his research?   |  |  |  | | --- | --- | --- | |  | a. | psychoanalysis | |  | b. | testing of blood samples | |  | c. | introspection | |  | d. | maze learning |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 102. Wilhelm Wundt’s research focused largely on which of these questions?   |  |  |  | | --- | --- | --- | |  | a. | What is the most effective way to treat mental illness? | |  | b. | What happens when a rat learns its way through a maze? | |  | c. | What are the elements of mental experience? | |  | d. | Can chimpanzees learn human languages? |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 103. What did Wilhelm Wundt demonstrate?   |  |  |  | | --- | --- | --- | |  | a. | the ways in which different brain areas communicate with one another | |  | b. | the importance of studying individual genes and chromosomes | |  | c. | the possibility of scientific research in psychology | |  | d. | the ability of dream analysis to reveal unconscious motivations |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 104. Titchener’s research on structuralism sought to understand which of these?   |  |  |  | | --- | --- | --- | |  | a. | the best explanation of how rats learn mazes | |  | b. | the relationship between heredity and environment | |  | c. | the sensations and images that compose the mind | |  | d. | the childhood experiences that lead to mental illness |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 105. Why did psychologists abandon Titchener’s search for the structures of the mind?   |  |  |  | | --- | --- | --- | |  | a. | They preferred to study unconscious processes. | |  | b. | They thought he had already answered the question. | |  | c. | They decided the question was unanswerable. | |  | d. | They could not afford the equipment that was necessary. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 106. William James recommended what topic for psychologists to study?   |  |  |  | | --- | --- | --- | |  | a. | how animal behavior differs from human behavior | |  | b. | how people perform useful behaviors | |  | c. | the sensations and images that compose the mind | |  | d. | the effects of genetic variations on behavior |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 107. Who is considered the founder of American psychology?   |  |  |  | | --- | --- | --- | |  | a. | William James | |  | b. | Carl Jung | |  | c. | Sigmund Freud | |  | d. | Wilhelm Wundt |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 108. Which of these did William James propose as a good topic for psychological research?   |  |  |  | | --- | --- | --- | |  | a. | Does the mind consist of sensations or images? | |  | b. | Which genetic variations are most important for personality? | |  | c. | Can people attend to more than one thing at a time? | |  | d. | What is the relationship between mind and brain? |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 109. In contrast to functionalists, what was the greater interest for structuralists?   |  |  |  | | --- | --- | --- | |  | a. | unconscious processes | |  | b. | mental illness | |  | c. | contents of the mind | |  | d. | animal behavior |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 110. When early psychologists stopped waiting for a “great man” to revolutionize psychology, how else did they hope to resemble physics and other sciences?   |  |  |  | | --- | --- | --- | |  | a. | They tried to discover precise laws of learning. | |  | b. | They tried to locate specific genes that control behavior. | |  | c. | They tried to relate mental illnesses to changes in brain anatomy. | |  | d. | They tried to get universities to require lab sections for psychology courses. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 111. Why did so many psychologists of the mid-1900s study rats in mazes?   |  |  |  | | --- | --- | --- | |  | a. | to find which brain cells control spatial orientation | |  | b. | to improve methods of rat extermination | |  | c. | to discover general laws of learning | |  | d. | to identify genetic variations that influence intelligence |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 112. In hopes of discovering general laws of behavior, what did psychologists of the mid-1900s study?   |  |  |  | | --- | --- | --- | |  | a. | people recovering from a coma | |  | b. | introspection reports | |  | c. | analysis of dreams | |  | d. | rats in mazes |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 113. When psychological researchers of the mid-1900s studied rats in mazes, what was their hope?   |  |  |  | | --- | --- | --- | |  | a. | to discover general laws of behavior | |  | b. | to understand the differences between humans and other species | |  | c. | to identify the genes responsible for intelligence | |  | d. | to improve methods of rat extermination |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 114. In certain research studies in the mid-1900s, a researcher would say “mm-hmm” or “good” whenever you said a sentence about yourself. What theory were they testing?   |  |  |  | | --- | --- | --- | |  | a. | Language influences thought as much as thought influences language. | |  | b. | Increased self-esteem leads to greater productivity and decreased hostility toward others. | |  | c. | The frequency of any behavior depends on reinforcements and punishments. | |  | d. | The way we phrase a sentence determines how we think about something. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 115. Which of these was a major area of interest for the earliest psychological researchers?   |  |  |  | | --- | --- | --- | |  | a. | genetics | |  | b. | emotion | |  | c. | abnormal behavior | |  | d. | sensation |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 116. Why did many of the earliest psychological researchers studied sensation?   |  |  |  | | --- | --- | --- | |  | a. | Ethical restraints at the time prohibited other types of psychological research. | |  | b. | Sensation was a compromise between the interests of structuralists and functionalists. | |  | c. | Government grants were available for sensation research, but not for anything else. | |  | d. | Sensation was easier to measure than many other psychological processes. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 117. A light that is twice as bright does not appear to be twice as bright. That observation led to which discovery?   |  |  |  | | --- | --- | --- | |  | a. | mind-body monism | |  | b. | Maslow’s hierarchy | |  | c. | Clark Hull’s theory of learning | |  | d. | the psychophysical function |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 118. If one light is twice as physically intense as a second light, how will it appear?   |  |  |  | | --- | --- | --- | |  | a. | equally bright | |  | b. | less than twice as bright | |  | c. | twice as bright | |  | d. | more than twice as bright. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 119. What do comparative psychologists compare?   |  |  |  | | --- | --- | --- | |  | a. | attitudes | |  | b. | theories of personality | |  | c. | brain areas | |  | d. | animal species |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 120. Which theory inspired the rise of comparative psychology?   |  |  |  | | --- | --- | --- | |  | a. | Piaget’s theory of development | |  | b. | Hull’s theory of learning | |  | c. | Darwin’s theory of evolution | |  | d. | Freud’s theory of the personality |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 121. Early comparative psychologists’ study of animal intelligence led to which conclusion?   |  |  |  | | --- | --- | --- | |  | a. | Animal intelligence depends on a combination of four genes with major effects. | |  | b. | Animal intelligence closely corresponds to the relative speed of action potentials. | |  | c. | Animal intelligence depends on the quality of vision and hearing. | |  | d. | It is pointless to try to rank-order animals in terms of intelligence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 122. What is the motivation for modern-day research on animal learning?   |  |  |  | | --- | --- | --- | |  | a. | to rank-order the animals from most intelligent to least | |  | b. | to predict the future evolution of intelligence | |  | c. | to understand the mechanisms of behavior | |  | d. | to improve our methods of testing human intelligence |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 123. What evidence did Francis Galton think demonstrated inheritance of intelligence?   |  |  |  | | --- | --- | --- | |  | a. | Certain genetic mutations are linked to intellectual deficits. | |  | b. | Many of the sons of eminent men became eminent themselves. | |  | c. | Brain measurements correlate strongly with estimates of intelligence. | |  | d. | Most pairs of twins have similar scores on IQ tests. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 124. Who developed the first useful intelligence test?   |  |  |  | | --- | --- | --- | |  | a. | Wilhelm Wundt | |  | b. | William James | |  | c. | Sigmund Freud | |  | d. | Alfred Binet |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 125. What was Sigmund Freud’s emphasis in psychotherapy?   |  |  |  | | --- | --- | --- | |  | a. | encouraging his patients to explore the spiritual aspects of life | |  | b. | tracing current behavior problems to early childhood experiences | |  | c. | altering problematic behaviors by rewards and punishments | |  | d. | explaining behavior in terms of brain mechanisms |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 126. Sigmund Freud paid special attention to which aspect of his patients’ experience and behavior?   |  |  |  | | --- | --- | --- | |  | a. | sudden changes in their facial expressions | |  | b. | their reports of dreams | |  | c. | their eye movements | |  | d. | left-right asymmetry in their posture |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 127. What was Sigmund Freud’s emphasis in psychotherapy?   |  |  |  | | --- | --- | --- | |  | a. | trying to get people to forget their most unpleasant experiences | |  | b. | relating current problems to childhood experiences | |  | c. | encouraging meditation and spiritual exploration | |  | d. | using rewards and punishments to alter behavior |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 128. When did clinical psychology start to become widespread?   |  |  |  | | --- | --- | --- | |  | a. | after the terrorist attacks of September 11, 2001 | |  | b. | after the abolition of slavery | |  | c. | after the development of antidepressant medications | |  | d. | after World War II |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 129. How did psychology change as a result of World War II?   |  |  |  | | --- | --- | --- | |  | a. | increased research on the components of the mind | |  | b. | increased services by clinical psychologists | |  | c. | sudden emphasis on strict ethics in research | |  | d. | trend toward shorter college textbooks |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 130. Which field of psychology expanded greatly shortly after World War II?   |  |  |  | | --- | --- | --- | |  | a. | structuralist psychology | |  | b. | clinical psychology | |  | c. | industrial/organizational psychology | |  | d. | forensic psychology |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 131. Why did clinical psychology increase in prominence just after World War II?   |  |  |  | | --- | --- | --- | |  | a. | Sigmund Freud made his first trip to the United States. | |  | b. | Returning soldiers needed more help than psychiatrists could provide. | |  | c. | American colleges began admitting women on an equal basis with men. | |  | d. | The first antidepressant drugs became available. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 132. Which of these fields was more prominent in the mid-1900s than it is today?   |  |  |  | | --- | --- | --- | |  | a. | neuroscience | |  | b. | animal learning | |  | c. | positive psychology | |  | d. | evolutionary psychology |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 133. In which of these ways has psychology changed since the mid-1900s?   |  |  |  | | --- | --- | --- | |  | a. | greater emphasis on the theories of sigmund freud | |  | b. | greater influence of cognitive psychology and neuroscience | |  | c. | greater ambition to develop general theories of behavior | |  | d. | greater research on rats in mazes |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 134. In what way is modern cognitive psychology similar to Titchener’s structuralism?   |  |  |  | | --- | --- | --- | |  | a. | It relies on the same research methods. | |  | b. | It considers thought and knowledge, not just behavior. | |  | c. | It relates current problem behaviors to childhood experiences. | |  | d. | It compares human behavior to that of laboratory animals. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 135. What does positive psychology study?   |  |  |  | | --- | --- | --- | |  | a. | the influence of childhood traumas on adult personality | |  | b. | experiences that make people happy and successful | |  | c. | mathematical models of the nervous system | |  | d. | causes of violent or antisocial behavior |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 136. Which of these would a health psychologist be MOST likely to study?   |  |  |  | | --- | --- | --- | |  | a. | genetic influences on behavior | |  | b. | effects of exercise, diet, and alcohol on health | |  | c. | effects of antidepressant drugs on mental health | |  | d. | new and improved ways to deliver psychotherapy |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 137. Why was Mary Calkins important in the history of psychology?   |  |  |  | | --- | --- | --- | |  | a. | She was one of the first women in psychology. | |  | b. | She was the founder of evolutionary psychology. | |  | c. | She devised the first useful personality test. | |  | d. | She led the movement to apply ethics to psychological research. |  |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 138. Today, how many of the PhD degrees in psychology in the United States go to women?   |  |  |  | | --- | --- | --- | |  | a. | less than five percent | |  | b. | ten to twenty percent | |  | c. | about half | |  | d. | more than half |  |  |  | | --- | --- | | *ANSWER:* | d | |